

Shippensburg University
Department of Counselor Education

PROGRAM HANDBOOK

2025-2028

DOCTORAL DEGREE PROGRAM
COUNSELOR EDUCATION &
SUPERVISION
(ED.D. in CES)



Department of Counselor Education
717-477-1668 / counsel@ship.edu
www.ship.edu/counsel

**SHIPPENSBURG UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION AND HUMAN SERVICES
STUDENT HANDBOOK ACKNOWLEDGEMENT FORM**

The Department of Counselor Education requires that all doctoral counseling students acknowledge in writing that they have read this handbook and agree to abide by the policies, procedures, and ethical standards of the Doctoral Counselor Education and Supervision Program. The Department of Counselor Education at Shippensburg University reserves the right to make amendments to this handbook and to the rules, requirements, and procedures at any time. If material changes are made, students will be notified by appropriate means. The policies and procedures here compliment and are in addition to those in the Shippensburg University Graduate Catalog. When appropriate, students should consult the Graduate Catalog for further information or clarification.

I acknowledge that I have read the 2025-2028 Doctoral Program Student Handbook, and I understand that I am responsible for knowing and abiding by the information and policies in the Handbook, as well as regulations stipulated by the College of Education and Human Services and the Graduate School. I understand that the faculty will review my progress through the program on a regular basis and will use the criteria for evaluation as stipulated in the Handbook, along with GPA, professionalism, dispositions, as the primary vehicle for doing so. I am assured timely notification and full due process if the faculty have concerns about my progress.

I agree to all of the above statements.

PRINT STUDENT NAME

DATE

STUDENT SIGNATURE

DATE

SIGNATURE OF FACULTY ADVISOR

DATE

Introduction

Greetings Cohort #4 Doctoral Students,

Welcome to Shippensburg University's Doctoral Program in Counselor Education and Supervision. After many years of discussion and planning we are proud to have launched the doctorate in counselor education and supervision (CES Ed.D.) in the fall of 2017. This program was designed to serve students interested in providing exceptional clinical supervision, leadership in schools, agencies and hospital-based programs, and provide instructional theory and counselor education for those interested in teaching. Our Doctoral Program in Counselor Education and Supervision (Ed.D.) was initially accredited by CACREP in the spring of 2019. Our strict adherence to CACREP guidelines, by providing high-quality instruction, supervision, along with significant instruction in research methods and advanced statistics and providing the needed training and skill development to be a leader and advocate in the realm of professional counseling, secured our accreditation. The faculty have spent a significant amount of time in the planning, development, and now revision based on our first successful doctoral cohort. Our department faculty, including doctoral candidates and graduates, look forward to working with each of you in achieving your educational and career goals.

Your decision to pursue a doctoral degree affords you the opportunity to be a member of a community of scholars who will learn together in preparation for the challenges of counselor education, leadership, and advocacy. This is accomplished through dynamic instruction, supervised internships, and the preparation needed for solid clinical supervision and educational leadership. This cohort-driven experience comes with the high expectations and assumptions that graduate education is rigorous and will likely impact the way in which each of you view supervision, research and scholarship, and instructional processes. Each of the faculty will work side-by-side with each of you as you challenge yourself throughout your educational pursuits. As a cohort you will have the support of each other as you journey through the doctoral program. You will not be alone as you pursue what will be one of the most significant professional experiences of your life as you complete your coursework and dissertation.

This Doctoral Program Handbook was designed and developed to help you understand the expectations and responsibilities of being a doctoral student in

our Counselor Education and Supervision Program. This handbook outlines the doctoral program, department policies, and professional development opportunities for students. Note that the policies stated here are consistent with those in the Shippensburg University Graduate Catalog. The faculty has created a program that seeks to meet students' professional and developmental needs AND simultaneously meets the gold standard of doctoral education in counselor education and supervision of our accreditors, CACREP. This program handbook, plus ongoing consultation and guidance from faculty and the department secretary, will provide most of the information needed to be successful in the program and achieve your goals. Although we expect you to be responsible for all program timelines and requirements within this handbook and the associated catalogs, you will find excellent resources to help you fulfill those obligations. If you have any questions, please talk to your advisor to assist you. Again, welcome to the Shippensburg University Doctoral Program in Counselor Education and Supervision. We look forward to working with you and the other members of your cohort and pledge to offer you a wonderful, blended learning experience that suits the needs of working professionals!

Welcome!

The Faculty and Staff of the Department of Counselor Education



Historical Background

For over half a century, Shippensburg University has offered the master's degree in counseling, concentrating on the preparation of school counselors, clinical mental health counselors, college counselors and college student personnel professionals. Over the last eleven (11) years, we have provided off-campus post master's letter programs in couples and family counseling as well as in drug and alcohol counseling. In addition, the department serves post master's students seeking additional endorsements (i.e., licensed professional counselor [LPC], school counseling certification [PDE], the behavioral health/institute of medicine [IOM], and the school counseling supervisor endorsement [PDE] offered in conjunction with Shippensburg University's Educational Leadership program). The need for this doctoral program is driven by the projected growth of counseling professionals of 14% or higher according to the U.S. Bureau of Labor Statistics (2024). In order for our state and country to produce more counseling professionals, there is a need for trained supervisors during the master's level pre-licensure phase therefore more practitioners are needed who possess a doctorate that emphasizes counselor education and supervision.

Shippensburg University remains a leader in providing educational opportunities to support the citizens of central Pennsylvania for over a century. Started in the mid-1800s, Shippensburg University began an Academy, transitioned to be a Normal School, and the evolved to be a State College and most recently attain University status.

Shippensburg University was established in 1871 as the Cumberland Valley Normal School. The institution was later purchased by the Commonwealth of Pennsylvania in 1917. It became the first normal school in Pennsylvania to be chartered as a State Teachers College. Subsequent expansion produced the Master of Education degree, the Arts and Sciences Curriculum, and the Bachelor of Science in Business Administration. By 1967, following several name changes, the institution became Shippensburg State College. The establishment of the State System of Higher Education (PASSHE) in 1982 situated 14 (now eight (8) with the merger of six (6) PASSHE universities into Commonwealth University of PA and Pennsylvania Western University) state universities located in various geographical positions throughout the Commonwealth, including Shippensburg University of Pennsylvania.

The University is accredited by the Middle States Commission on Higher Education, CACREP (counseling), AACSB (business), CSWE (social work) and CAEP (NCATE) including National Recognition in programs in educational leadership, early childhood education, mid-level education, English, social studies, foreign language, mathematics and science.

Context for the Doctoral Program in Counselor Education and Supervision

In April 2005, the presidential teams of the American Counseling Association (ACA) and the American Association of State Counseling Boards (AASCB) convened a multi-organizational taskforce to advance the future of professional counseling. This began an 8-year, intensive, collaborative effort of 30+ participating educational, mental health, and State licensure and certification board organizations and professional associations. The work of this taskforce known as the 20/20: A Vision for the Future of Counseling and this doctoral degree bring the Department a contemporary and in-depth understanding of the growth trajectory of the profession of counseling – not solely for the Commonwealth, but nationally as well. The Department of Counselor Education's doctoral program offered by Shippensburg University is designed to elevate the 20/20's seven consensus areas to advance the counseling profession. These include:

- Strengthening counselor identity
- Presenting counseling as one profession
- Improving public perception and advocating for professional issues
- Creating licensure portability
- Expanding and promoting the research base of professional counseling
- Focusing on students and prospective students
- Promoting client welfare and advocacy.

Our doctoral program significantly strengthens professional counselor identity within the well-documented, rapidly growing area of clinical mental health, school counseling, and affiliated realms where professional counselors constitute the workforce and capacity regionally, nationally, and internationally, as well as across the allied mental health service professions. Our doctoral degree program advocates for and provides advanced services to those persons who consume the wide-ranging services of professional counselors and student affairs professionals. Graduates (and interns) of our degree program will narrow the gulf between those in need of service and those who can provide service locally and

beyond. As an applied academic and professional development degree, Shippensburg University will contribute to the expanding need for research in professional counseling.

An overarching goal of this doctoral program is to directly aid and improve client welfare in the Commonwealth and throughout the nation by providing advanced scholars with a cohesive, professional doctoral degree balanced across a rigorous core curriculum, advanced clinical practice under faculty supervision, and advanced development in clinical and administrative supervision, as well as through production of relevant research to forward the profession.

In addition, the strategic location of Shippensburg University provides an unparalleled opportunity for doctoral students to progress with easy access to rural, suburban, and urban environments; to benefit from immersion in diverse cultures and economies; and, to serve within reach of decision-makers in both the Commonwealth and Federal seats of government. Overall, the mission of this doctoral program is in alignment with the contemporary vision of the counseling profession, continues our proud tradition of CACREP accreditation, and is built upon our 63-year foundation of excellence in educating counselors and student affairs professionals.

Summary of the Doctoral Program in Counselor Education and Supervision

The doctorate in counselor education provides licensed and license-eligible professional counselors with the advanced knowledge, skills, and abilities to successfully supervise, design and develop clinical and administrative programs, and provide supervision in a variety of settings. Our doctoral program is uniquely designed to prepare career professionals to provide clinical supervision, engage in program development and enhancement, and deliver advanced clinical practice. Clinical supervision is a cornerstone in the training and development of ethical and competent professional counselors. Throughout their advanced education, each doctoral candidate works in collaboration with department faculty, a team of field-based expert practitioners, and employer mentors, to study and advance ways in which the profession of counseling empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. The program emphasizes counselor education, advanced counseling, clinical supervision, leadership and advocacy in the profession of counseling (regionally, nationally, and internationally). Graduates of our doctoral program will be prepared through the CACREP standards to serve in a variety of educational, clinical, and administrative settings and provide competent care

including crisis and disaster response and trauma informed care. In addition, our consistent focus on advocacy and social justice as leaders in the counseling profession evidences the department's values and commitments placed upon these complex constructs and is an integral part of training. Resoundingly, our geographic location provides our doctoral students with access to a host of agencies and organizations where doctoral student presence undoubtedly fills service gaps and thereby effects positive change at regional and national levels.

Our doctoral program requires successful completion of 60 graduate credits including course work, competency examination, dissertation research, and advanced clinical internships built upon an already conferred master's degree in counseling or related field. Coursework will be delivered in a face-to face format, supplemented with online instruction as needed at Central Penn College located in Summerdale, Pennsylvania. Internships consist of a minimum of one 100 clock-hour practicum and two internships at 300 clock hours each. These educational opportunities with direct experience under faculty and site-based supervision are CACREP requirements which will increase local counseling and/or college student personnel services provided within the communities where doctoral-level internships take place.

Students accepted into Shippensburg University's Ed.D. in Counselor Education and Supervision program who are not licensed professional counselors (or license-eligible) with a master's degree in counseling or who have not graduated from a CACREP-accredited master's program are required to demonstrate curricular experiences of CACREP entry-level standards and curricular requirements of a specific program area. To fulfill these requirements, students will need to show successful completion of such courses for matriculation into the Ed.D. program.

The program design allows for students to complete approximately six 3-credit courses per calendar year. Matriculated students advance through their course work as a cohort. We anticipate the shortest length of time required for successful completion of coursework, internship, comprehensive examinations, the dissertation and its defense to be approximately 4.5 years to graduate. Graduate students have a total of seven (7) years from matriculation (August 2025) in which to graduate. Three one-credit research seminars, which are taken in sequence over the three calendar years, prepare students to present their dissertation proposals in timely fashion. Students, with their doctoral advisors' permission and recommendation to the Graduate Dean, **may** be granted transfer credit of recently earned, advanced post-master's coursework (500 level and

above). In addition to this scenario, students who elect to take their 9-credits (cognate) at another PASSHE institution may be able to shorten the total time required to complete their degree.

Mission

The mission of the Department of Counselor Education, as an entity of Shippensburg University, its Graduate School, and the College of Education and Human Services, is to develop students' academic and personal potential through a comprehensive counselor education program for graduate Department of Counselor Education students.

The Department's mission integrates the principles of a meaningful learning environment, professionalism, and individual responsibility. It strives to be a respected leader in the promotion of dignity, acceptance, and collaboration within the Shippensburg University campus environment.

This doctoral program seeks to graduate highly skilled educators, practitioners, supervisors and researchers in counselor education by utilizing supervised experiences, significant research preparation and investigation and creative scholarly curiosity. As a faculty we strive to challenge the doctoral student to continue as lifelong learners, scholars, noble practitioners and supervisors, and leaders in the profession who embrace scientific inquiry, technology, and innovative practices. Through authentic relationships with invested faculty who model intentional practice grounded firmly in theory and cultural advocacy, students develop the knowledge and skills necessary to be purposeful, effective practitioners, supervisors, researchers, instructors and leaders with a strong sense of personal and professional counselor identity.

Program Objectives

- Leading students to assume leadership and advocacy roles in the profession of counseling across a broad range of professional specializations and settings.
- Utilizing the most current, ethical, and innovative technologies for supervision, counseling and education.
- Emphasizing contemporary competencies in all aspects of professional practice with the overarching goal of mitigating social injustices and inequities.

- Preparing advanced professionals to offer exceptional clinical supervision for counselors and student affairs professionals at all stages of their development.
- Generating new insights and developing innovative approaches in clinical supervision.
- Consulting with their academic advisor, students design a multi-disciplinary “cognate” focus to distinguish their academic program.
- Increasing the knowledge base of the counseling profession in both physical and virtual scholarly environments.
- Preparing a doctoral-level community of practitioners/scholars to create and disseminate results of scholarly practice and research.

Technology Competence and Professional Communication

Technology is an integral component of contemporary counseling, supervision, student affairs practice, scholarship, and professional communication. Students are expected to develop and maintain competence in the use of technologies relevant to their professional roles and to utilize technology in a manner consistent with professional ethical standards.

Students are expected to:

- Regularly monitor and respond to university email communications.
- Utilize the university's learning management system and other instructional technologies required for coursework.
- Demonstrate professionalism in electronic communication with faculty, supervisors, peers, clients, and community partners.
- Utilize technology for research, scholarship, presentations, and professional development.
- Develop competence in the use of video recording, videoconferencing, and other technologies used in counseling, supervision, and training.

- Protect the confidentiality, privacy, and security of client, student, and research data.
- Adhere to applicable ethical standards governing the use of technology in professional practice.

Technology competence is evaluated informally throughout the program and is considered an important component of professional readiness. Students are expected to remain informed regarding emerging technologies and their ethical application within counseling and student affairs professions.

OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT

Professional Organizations – Because the department mission intends that students embrace a professional identity, students must become a member of at least one professional organization. Note that these include state, regional, and national organizations. Also, students are urged to consult with faculty about other benefits of membership including applying for research grants, volunteer and leadership opportunities, obtaining professional liability insurance, and earning awards.

Professional Conference Attendance – Doctoral students are strongly encouraged to attend at least one professional conference per year. This may be a state, regional, national, or international association meeting. Students are encouraged to submit research proposal to conferences with other doctoral students or faculty in the department to further their development as professionals. Though students are generally responsible for any travel, registration, or accommodation expenses, the department does have a few resources to assist students, particularly if students are presenting or co-presenting. Dates of association conferences are listed in the *Counselor's Clipboard* and distributed twice a year. Conferences are also available on association web pages.

Scholarship (presenting, researching, publishing) – Doctoral students are prepared for professional scholarship through required course assignments, and are encouraged to adapt completed coursework for presentation at professional meetings. Faculty members provide mentoring and support for doctoral students who wish to propose and submit presentations at association meetings and often include students as co-presenters. Department faculty members frequently invite student assistance with research projects and may include students as co-researchers and/or co-authors.

Clinic – The department operates a free community clinic, Growing Edges, with counseling services provided by qualified students under the supervision of faculty members. The clinic serves children, adolescents, and adults and addresses a wide range of mental health concerns. Another program, Drew’s Hope, allows students to practice skills and serve the community through student led support groups for grieving children and families. For more information about these programs and others visit http://www.ship.edu/Growing_Edges/. Doctoral students interested in supervising master’s level students or providing direct clinical care can use those hours as part of field internship (see additional information under “internship”).

Department Student Organizations & Leadership Opportunities –

Opportunities for student involvement in student organizations include the counseling honorary Chi Sigma Iota (CSI). The department chapter of CSI, Upsilon, has created a mentoring program to assist new students. If interested in becoming involved with CSI-Upsilon, contact its faculty advisor. Other ways to be involved include serving as a representative to the Grade Appeals Committee, the Student Advisory Committee, or the Graduate Student Association Board. Consult the student organizations link at www.ship.edu/counsel/student-organizations/ or contact the Department Chair for additional information or see additional information below.

Licensure – Information regarding certification and licensure is available on the department website at <http://www.ship.edu/counsel/>.

STUDENT RIGHTS, PROCEDURES, AND EVALUATION

The Department of Counselor Education faculty actively supports the protection of students’ academic and personal rights. Should informal consultation with professors not result in satisfactory resolution of a problem, students are encouraged to follow the formal grievance procedures established within Shippensburg University as described in this manual and in the Graduate Catalog.

Student Advisory Council – Students have a right to offer and have suggestions heard for benefiting the department. A Student Advisory Council comprised of at least four (4) interested students from the department meet once a semester. Its purpose is to serve in an advisory role making recommendations to the department. Students can address their thoughts or suggestions to members at any time. Students interested in serving on the Student Advisory Council should contact the Department Chair.

Appeal Procedure for Comprehensive Examinations – Students wishing to appeal their denial or hold on the comprehensive examinations will be directed, in writing, to contact their advisor to obtain specific feedback. If they are not satisfied with the outcome of the conference they may request, in writing to the Department Chairperson, a review before the Academic Appeals Committee. Request for an Appeals Committee review must be made within 10 working days after being notified of the department's decision. Upon receipt of the written request, the Department Chairperson will appoint a committee and notify the student in writing with the name of the Committee Chairperson. Arrangements must be made with the Chairperson for the review meeting within 10 working days of the date of the letter. The meeting will include the student, the student's advisor, and the Committee. Following the review session, the decision of the committee will be transmitted in writing to the student with a copy placed in the student's departmental file.

Grade Appeals – Grade appeals will be conducted according to the Graduate School policies. Please consult the current Graduate Catalog at <http://www.ship.edu/catalog/graduate/>. Note that grade appeal policies are specific and time sensitive. Consult this policy carefully as the department follows it closely.

Personal Appeals Procedures – In addition to providing training in academic and skill-oriented classes, The Department of Counselor Education faculty members also serve the highest ethical standard in their professor/student relationships. Faculty members should be aware of their inherently powerful position vis-a-vis students, in order to avoid exploiting student's trust and vulnerability. Faculty members are responsible for modelling and monitoring ethical relationships given the inherent complication of multiple roles with doctoral students (student, supervisee, advisee, and mentee as well as, in some cases, existing colleague relationships).

In the event that a student feels that a faculty member has behaved in a harmful or inappropriate way, the student is encouraged to address their concerns with the faculty member whose behavior is in question. If the student feels unable to address the faculty member directly, they are encouraged to ask another faculty member or the Department Chairperson to serve as a mediator in a three-way conference. Should the student wish to seek support or consult outside the department before, during, or after speaking with department faculty, the following resources are available and confidential: the SU PAGE Center, the SU Counseling

Center, and the SU Spiritual Center. If a student has sought to remedy the situation with the faculty member in question and/or through the department, and is not satisfied with the outcome, the following resources are available for remediation and/or reporting: the Dean of the College of Education and Human Services, SU Office of Social Equity, or Professional Ethics Boards. Expectations for relationships between counselor educators and students are outlined in the *2014 ACA Code of Ethics: Section F: Supervision, Training and Teaching* <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Sexual Harassment – The sexual harassment policy is noted in the Graduate Catalog. Concerns about sexual harassment shall be addressed by the Department Chair, any Faculty member or the PAGE Center. www.ship.edu/no_more/

Privacy – Policies regarding the privacy of and access to educational records are detailed in the Graduate Catalog found at <http://www.ship.edu/catalog/graduate/>.

Professional Performance Review (PPR) – As stated in the academic standards set forth in the Graduate Catalogue students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA). The general and specific standards for ethical practice are listed on the ACA website at www.counseling.org. At the outset of their academic program, students are directed to review these codes and seek any clarification needed from their respective advisors. This is an ongoing review each semester as well as other benchmark times.

The Professional Performance Standards – Assessing student's progress in fulfilling these professional characteristics is reviewed by individual faculty during each class and by the department throughout the doctoral program. The standards include:

- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and use feedback
- Awareness of one's impact on others
- Ability to deal with conflict
- Ability to accept personal responsibility
- Ability to accept feelings effectively and appropriately

- Attention to ethical and legal considerations
- Initiative and dependability
- Effective communication

Key Performance Indicators (KPIs)

The Department of Counselor Education utilizes Key Performance Indicators (KPIs) to assess student achievement of program learning outcomes and professional competencies. KPIs are measures of student learning that are aligned with specific CACREP standards and specialization competencies.

A KPI is assessed through an assignment, paper, project, presentation, quiz, examination, or other evaluative measure that is appraised using a standardized rubric. Student work is reviewed by faculty to determine whether there is evidence that the student has achieved the identified learning outcome or competency.

KPIs are scored using the following scale:

Score Description

0	Unmet
1	Expectations Minimally Met
2	Expectations Fully Met
3	Expectations Exceeded

The Department's expectation is that students demonstrate competency on all Key Performance Indicators. KPI results are reviewed at the end of each semester by faculty as part of the department's ongoing assessment process.

Faculty evaluate KPI results using two benchmarks:

1. The overall mean score for a KPI should equal or exceed 2.0 ("Expectations Fully Met").
2. At least 85% of students should achieve a score of 2.0 or higher on each KPI.

When KPI results indicate that a student is not meeting expected levels of performance, faculty may provide additional feedback, recommend developmental activities, implement remediation procedures, or develop a Professional Development Plan designed to support student success.

STUDENT RETENTION PROCEDURES

The faculty of the Department of Counselor Education willingly work with students toward maintaining steady and uninterrupted progress in their program. In a small number of cases, however, concerns arise regarding the suitability of a student for the counseling profession. In those situations, the Shippensburg University Department of Counselor Education (in compliance with the 2014 ACA Code of Ethics) abide by the following retention plan for students in the department. Because Counseling, Education and Supervision includes a variety of experiences in practicum, internship, supervision or instruction, the student's effectiveness and suitability for the program will be subject to an ongoing and broad-based evaluation by faculty and/or field supervisors. Decisions regarding continuance of studies will be predicated on a combination of factors such as demonstrated competencies, professionalism, ethical practice, and other relevant issues in addition to grades in course work.

Under certain conditions, a committee of the Department may ask doctoral students to do one or more of the following:

- Interrupt their program for a specified period of time
- Engage in a therapeutic relationship with a qualified mental health specialist for the purpose of decreasing those behaviors which detract from the ability to provide a constructive helping relationship with others
- Submit for review additional supportive evidence, such as recording of skills or live presentations of skills that demonstrate competence in the skill areas deemed deficient

If, however, in the professional judgment of a department faculty member, a student's behavior is deemed inappropriate and professionally unbecoming, the following steps are taken to assure that a student's right to due process has been followed:

INFORMAL REMEDIATION

1. The faculty member who has become aware of the problem meets with the student and offers suggestions for possible changes in the student's behavior.
2. The individual faculty member will notify the department faculty of informal remediation recommendations and obtain department input.
3. If student is unable to meet the informal remediation plan and/or additional concerns develop, department faculty will meet to develop a formal

remediation plan in consultation with the student, to be provided to the student in writing

4. A Professional Performance Review (PPR) form is completed by the faculty member to document the feedback given. Students who are under review (PPR) will continue to be monitored by the advisor and faculty for improvement in deficient areas.
5. If the student response continues to be insufficient and further action is appropriate, the faculty contacts the Department Chairperson and provides a written history of informal and/or formal remediation steps and responses. The faculty concurrently informs the student in writing that the Department Chairperson has been notified.
6. The Department Chairperson will convene a committee of three faculty members to further explore options and next steps with the student.
7. The faculty committee makes a recommendation to the entire faculty.
8. When the department faculty has acted on the recommendations of the committee, the Department Chairperson and the student's advisor will meet with the student to convey the department's decision. The Department Chairperson and the student's advisor subsequently monitor the student's progress in carrying out the department's recommendations for the student.
9. If the student is not satisfied with the decision of the department, he or she may subsequently appeal the department's decision to the Dean of the College of Education and Human Services.

Academic Advisors – Students are assigned a doctoral advisor who will act as a resource person and academic guide throughout the program. It is highly recommended that doctoral students keep in contact with their advisor and informed of their progress through the program. The advisor can be a vital link in understanding the program and procedures, the impact of curricular changes, and other policy issues. However, the Advisor is not to be confused with the Chair of a student's dissertation committee. The Advisor and Dissertation Chair may/may not be one in the same.

ACADEMIC GUIDELINES AND PROGRAM SUPPORTS

COGNATE (A 9-credit concentration in an area of professional interest)

The department follows the Graduate School policy on transfer of credit from other colleges and universities. This policy states that “a maximum of nine semester hour credits of graduate work earned at another institution will be

accepted provided the courses are appropriate for the program at Shippensburg University, and that the credits are received on an official transcript with grades of 'B' (3.0) or higher." In addition it states, "Credit earned more than five (5) years prior to the date you begin your graduate program at Shippensburg University does not qualify for transfer credit." The grades will not be used to determine Quality Point Average at Shippensburg. The courses are to be 500 level or higher for consideration. The courses need to fall into the realm of counselor education, education and practice and contribute to the student's professional goals. This is an advisor driven process so consult with your advisor to obtain approval.

An official copy of the graduate transcript must be sent to the Registrar's Office of Shippensburg University for any courses students want considered for transfer credit. (See Shippensburg University Graduate Student Handbook)

It is the student's responsibility to initiate and complete the transfer of credit process. The transfer of credit form is available on the department's website.

ACADEMIC INTEGRITY – It is the policy of Shippensburg University to encourage academic integrity and forbid academic dishonesty including plagiarism. Students who commit breaches of academic dishonesty will be subject to the various sanctions outlined in the Graduate Catalog found at <http://www.ship.edu/catalog/graduate/>. This policy applies to all students enrolled at Shippensburg University. Note that the Department of Counselor Education takes academic integrity very seriously and expects all students to abide by University academic integrity policies.

GRADES – Grades, including an incomplete, are given according to the guidelines established by the Registrar's Office.

Dismissal for unsatisfactory grades will follow the guidelines detailed in the Graduate Catalog. Appeal for re-admittance is considered only above the Department level; should such an appeal of dismissal for academic reasons be pursued, the Department will be actively involved in the decision-making process. All students are afforded due process under policy and the law. Students dismissed for dispositional or proven ethical violations are not eligible for appeal.

ETHICS – Students are expected, beginning the date of their admission to the program, to strictly adhere to The American Counseling Association Code of Ethics and Standards of Practice (2014). There is a link to these on the department

web page under Professional Associations at http://www.ship.edu/Counsel/Professional_Associations/.

PLAGIARISM – A form of academic dishonesty where your unacknowledged use of another writer’s words or specific facts or propositions or materials in your own writing. Citations should be made and referenced according to American Psychological Association (APA-7th edition) formatting.

RESEARCH – Since all doctoral students in the program will be conducting research, the chair, dissertation committee, and the Institutional Review Board (IRB) will be supervising the process. Doctoral students must strictly adhere to the university’s policy and procedure regarding such research and should seek consultation with their advisor. See <http://www.ship.edu/research/>.

FINANCIAL ASSISTANCE – Briefly, financial support for graduate students is available from a variety of sources. Compensation includes hourly wages and remission of tuition. Graduate assistants must be full-time students.

If GAs become available during the academic year and summer sessions students will be notified and invited to apply (see http://www.ship.edu/Graduate/Assistantships/About_Graduate_Assistants_hips/). Graduate students are eligible for student employment by the university. Strict adherences to relevant state and federal guidelines are observed. Students may also apply for student loans.

COUNSELING CENTER SERVICES – Counseling services are available at no charge to all matriculated students. Counseling is intended not only to provide help to students with clearly identified problems, but also to facilitate individual growth and development in a manner that will supplement the ongoing education process.

CAREER CENTER SERVICES – Shippensburg University students are entitled to use the services of the Career Center and doctoral students who are also SU alumni can make use of Alumni Services. The following forms of assistance can be provided:

- Career planning – including job search
- Career resources and employer directories
- Computerized career development techniques such as “Focus 2”
- On-campus interview programs with employer representatives

- Referral to employment opportunities
- A Credential file which may be disseminated to prospective employers
- Participation in on-campus development activities provided to both undergraduates and graduates

Additional information on the employment rate of our graduates and examples of positions recent graduates hold can be found in the frequently asked question section of the department's web page at

<http://www.ship.edu/Counsel/Prospective/FAQ/>. Additional information on continual professional development can also be found on the webpage under the alumni link at <http://www.ship.edu/Counsel/Data/>

Professional Identity, Wellness, and Student Support

Diversity, Equity, Inclusion, Accessibility, and Belonging

The Department of Counselor Education is committed to creating and maintaining a learning environment characterized by dignity, acceptance, collaboration, accessibility, and respect for all individuals. Consistent with the mission of the department and the counseling profession, students are expected to engage in ongoing self-reflection, cultural humility, advocacy, and professional growth as they develop the knowledge, skills, and awareness necessary to serve diverse communities effectively.

The department recognizes that individuals hold multiple intersecting identities and that culture influences personal development, wellness, relationships, learning, counseling, supervision, and student affairs practice. Students are expected to engage respectfully with perspectives, experiences, and worldviews that differ from their own and to demonstrate a commitment to culturally responsive and socially just professional practice.

Consistent with university policies and applicable law, the Department of Counselor Education supports equal access to educational opportunities and does not discriminate on the basis of legally protected characteristics. Students requiring accommodations or accessibility-related support are encouraged to work with the University's designated accessibility services office to establish appropriate accommodations.

Personal Wellness and Professional Self-Care

The Department of Counselor Education views wellness as a foundational component of professional effectiveness. Effective counselors, student affairs professionals, and counselor educators must attend to their own personal wellbeing while simultaneously serving the needs of others.

Students are expected to engage in ongoing self-reflection and to develop strategies that promote physical, emotional, relational, intellectual, and professional wellness. Throughout the program, students will be asked to examine the impact of their experiences, beliefs, values, strengths, and growth areas on their professional development and effectiveness.

Faculty members encourage students to seek support when needed and to proactively address personal concerns that may interfere with academic performance, professional development, ethical decision-making, or the welfare of clients and students. Consistent with professional counseling values, self-awareness and self-care are viewed as lifelong professional responsibilities rather than isolated activities.

Counseling and Student Support Services

Shippensburg University provides a variety of resources designed to support student wellbeing, academic success, and professional development. Students experiencing academic, personal, emotional, financial, or professional challenges are encouraged to seek assistance early and utilize available university resources.

The University Counseling Center provides confidential counseling services designed to support student growth, adjustment, and mental health. Counseling services offer students the opportunity to experience the counseling process from the client perspective while receiving support for personal concerns.

Students should be aware that Department of Counselor Education faculty members serve in educational, advising, supervisory, and evaluative roles. Faculty members do not provide personal counseling to students enrolled in the program.

When appropriate, faculty may assist students in identifying appropriate campus or community resources for personal support.

Additional university resources may include accessibility services, academic support services, wellness programs, career development services, multicultural programs, student organizations, recreation and fitness programs, and other services intended to promote student success and wellbeing.

Doctoral Curriculum Course Descriptions

The complete 2024 CACREP Doctoral Standards are available on the CACREP Website. <https://www.cacrep.org/section-6-doctoral-standards-counselor-education-and-supervision-2/>

COUN 705: Theories, Models and Practice of Clinical Supervision (3 CRS.)

Clinical supervision is an essential component for creating ethical and competent counselors. This course is designed to provide doctoral students with the theoretical and fundamental knowledge and skills of clinical supervision. This includes the exploration of theories, models, supervisory roles, evaluation methods, research, legal and ethical issues, and socio-cultural issues in supervision. An experiential component of providing individual supervision to Master's students will provide an opportunity for the supervised practice of clinical supervision in counseling.

COUN 706: Advanced Leadership & Advocacy in Counselor Education (3 CRS.)

This course addresses the role of the counselor educator and supervisor in the areas of professional leadership and advocacy. This is one of five doctoral core areas identified as foundational knowledge for counselor education doctoral graduates in the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024). This course provides doctoral student with exposure to leadership theories, skills and approaches as they apply to mental health leadership. The course will explore areas of leadership approaches within the mental health system, administrative supervision, budget and programmatic planning and development, outcome evaluation and needs assessment through extensive literature review. They will assess ethical balance of administrative, clinical and budgetary needs will be discussed and explored. Students will explore how current leaders utilize leadership and organizational change to impact the community, region and state.

COUN 710: Instructional Theories and Pedagogy (3 CRS.)

This course examines teaching, learning, curriculum, and how individuals develop and learn, as well as how organizational, social, and cultural contexts shape learning. Students are asked to draw from their own personal and professional experiences in education, work environments, and learning in general, and to use these experiences as a framework for exploring and testing current theories, models, the empirical literature, and present practices. Teaching-learning theories, models of development, and best practices will be explored, and roles and responsibilities will be clarified regarding teaching, supervising, facilitating, and assessing overall professional development within counselors and other professionals.

COUN 715: Advanced Group Leadership (3 CRS.)

This course builds upon master's level curriculum in group leadership theory, skills and evaluation. Students will study the pedagogy of teaching group work as well as delivering clinical supervision through a small group modality for pre-licensure and licensed professional counselors. Students will strengthen existing knowledge of how to design and implement groups for psychoeducational purposes (e.g., focus groups, workshops). They will further their understanding of theories and methods of conducting/leading counseling groups in a variety of settings (e.g., schools, outpatient, inpatient), as well as learn to supervise others' leadership of group work (e.g., task/work, psychoeducation, counseling, psychotherapy). Students will investigate current best-practice literature. Lastly, doctoral students will move knowledge to practice by learning to provide accurate and meaningful feedback to pre-licensed counselors and counselors-in-training at the master's level in group settings (i.e., practicum, internships).

COUN 721: Advanced Counseling Theories and Practice (3 CRS.)

This course will critically examine select, contemporary, theoretical orientations to counseling and as well as meta-theoretical models for matching counseling orientations to individual client needs. Course activities are intended: (a) to facilitate informed understanding of the named theoretical constructs through critical analysis of seminal and contemporary literature, (b) to promote insight into current applications of the named constructs, and (c) to promote students' continued development and ability to articulate an identifiable integrated, and defensible theoretical approach to clinical practice and research. Course delivery will include readings, lecture, large and small group discussions, and clinical presentations. Students will be required to complete a series of brief position papers, a final research paper and an oral "defense" exercise.

COUN 760 Advanced Assessment and Evaluation (3 CRS.)

The first purpose of *Advanced Assessment and Program Evaluation in Counseling* is to present doctoral students with an overview of the approaches used to create and administer program evaluations and draw appropriate conclusions from them. This course will be an introduction to the models, methods, and practices that are used to study the performance of programs—in this case Masters-level counselor training programs. The course will look at program evaluation from a conceptual and analytical point of view and review the numerous ways of understanding and assessing program effectiveness. In addition, the course will be guided by a humanistic framework which recognizes that program evaluations occur in organizations that are run by *people*, and the act of assessing, appraising, evaluating, and drawing conclusions can have known and unknown systemic effects on all participants including the assessors and those whose work in programs is being evaluated. The second purpose of this course is to extend the concepts covered in any masters-level *Assessment* course as well as the doctoral-level research methodology and statistics courses. In this course, students will use web-based, electronically-administered instruments to update their knowledge and expertise in the use of electronic clinical and educational instruments. Students will continue to properly apply the concepts of psychometrics, test interpretation, norm-referencing, ethics, and other measures to projects and assignments.

COUN 781: Research Epistemology and Methods (3 CRS.)

This course provides Counselor Education and Supervision doctoral students with a contextual orientation to research epistemology and methods (quantitative, qualitative, and mixed methods), an expansion of their current knowledge of research methodology, as well as concepts and operations used in quantitative, qualitative, and mixed research methods. Foundational content in quantitative research methodology will address variables, constructs, causality, threats to internal and external validity, and reliability. Foundational content in qualitative research methodology will address epistemological frames, conceptual frameworks, research paradigms, and exploration of high ethical standards in research inquiry. Lastly, students will review and expand their knowledge of research questions, hypotheses, and the chapters of traditional doctoral dissertations. The course serves as the groundwork for the sequence of quantitative and qualitatively-themed methodology and statistics courses.

COUN 785: Advanced Quantitative Research Methods and Statistics I (4 CRS.)

This course provides doctoral students in CES with a review and an expansion of their current knowledge of research methodology as well as statistical concepts and

operations used in quantitative research. The course covers descriptive and inferential statistics including both parametric and non-parametric statistical theories and techniques. Additionally, content will include univariate, bivariate, covariate, and some multivariate analyses. Students will demonstrate statistical *proficiency* by using SPSS to create and modify data files as well as run appropriate analyses. Students will also demonstrate statistical *literacy* and professionalism by interpreting outputs correctly and writing up results as they would appear in APA-formatted scholarly literature. Foundational content in quantitative research methodology will address variables, constructs, causality, threats to internal and external validity, and reliability. Lastly, the interplay between research questions, research designs, and statistical analyses will be examined. This course is the first of a two-course sequence of quantitative-themed methodology and statistics courses.

COUN 790: Advanced Quantitative Research Methods and Statistics II (4 CRS.)

This course advances doctoral students' knowledge of multivariate analyses and regression, including multiple regression, logistic regression, discriminant analysis, and canonical correlation. Students will use SPSS to create, edit, and transform datasets, run appropriate statistical analyses, provide accurate interpretations of outputs, and produce written summaries of their findings consistent with the content, verbiage, and formatting of scholarly literature.

COUN 795: Qualitative Research Theories and Methodologies (4 CRS.)

This course provides doctoral students opportunity to examine and synthesize various qualitative methodological approaches in research inquiry. This course will explore issues of qualitative research, specifically addressing the students' epistemological frame, conceptual frameworks, research paradigms, advanced qualitative methodologies, various qualitative data analyses, issues of goodness, and ensuring high ethical standards in research inquiry.

COUN 800: Doctoral Practicum in Counselor Education (3 CRS.)

This course is a supervised practice and application of counseling skills with clients. Students are required to complete 100 hours of which 40 hours are direct services with clients. This advanced practicum experience is designed to provide doctoral students with the opportunity to develop and assess their clinical counseling skills under supervised practice. Students will be given the opportunity to integrate theory with skills to advance their clinical expertise. Learning also takes place through observing and critiquing recorded sessions of fellow classmates. Practicum is a course with weekly group supervision and an hour of

individual or triadic supervision from the faculty instructor along with an hour of supervision from the site supervisor. A fundamental premise of the course is that professional counselor education is best accomplished through a "self-knowledge" approach. This approach contends that the counselor-client relationship is a relational endeavor in which the growth and development of the client depends very much upon the concurrent growth and development of the counselor. Thus, students' willingness to reflect on their practice, to give feedback, and their openness to receive feedback during group supervision sessions are central to the achievement of the course goals.

COUN 801: Doctoral Internship in Counselor Education and Supervision I (3 CRS.)

Doctoral Internship I students are required to complete 300 hours. The 300 hours include a combination of at least three of the following areas: direct clinical work, assisting/co-teaching, instructing, supervising, or advocacy. During internship, the student receives an average of one hour per week of individual and/or triadic supervision from an approved supervisor with a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision is provided on a regular schedule with other students and supervised by a counselor education program faculty member. NOTE: Following successful completion of COUN-705 Theories and Methods of Clinical Supervision, doctoral students may include in their Doctoral Workplans for Internship I and II hours conducting supervision (individual, triadic, and group) to entry-level masters students. As with all hour-granting Internship activities, such doctoral-led supervision opportunities will be under the supervision of counselor education program faculty and student's site-based Internship supervisor(s).

COUN 802: Doctoral Internship in Counselor Education and Supervision II (3 CRS.)

Doctoral Internship I students are required to complete 300 hours. The 300 hours include a combination of at least three of the following areas: direct clinical work, assisting/co-teaching, instructing, supervising, or advocacy. During internship, the student receives an average of one hour per week of individual and/or triadic supervision from an approved supervisor with a doctorate in counselor education or a graduate degree and specialized expertise to advance the student's knowledge and skills. Group supervision is provided on a regular schedule with other students and supervised by a counselor education program faculty member. NOTE: Following successful completion of COUN-705 Theories and Methods of Clinical Supervision, doctoral students may include in their Doctoral Workplans for Internship I and II, hours conducting supervision (individual, triadic, and group) to

entry-level masters students. As with all hour-granting Internship activities, such doctoral-led supervision opportunities will be under the supervision of counselor education program faculty and student's site-based Internship supervisor(s).

COUN 820: Research Seminar I (1 CR.)

Students will focus on the initial phases of a literature review and the process of identifying topical areas for dissertation research. This is a pass/fail course.

COUN 821: Research Seminar II (1 CR.)

Students will focus on the creation of a proposal precise in preparation for the dissertation committee selection. This is a pass/fail course.

COUN 822: Research Seminar III (1 CR.)

Students will finish their full proposal and make preparations to defend it with their dissertation committee. This is a pass/fail course.

COUN 870: Dissertation I (3 CRS.)

COUN 871: Dissertation II (3 CRS.)

COUN 872: Dissertation III (if needed 1 CR., doctoral candidate must remain continuously enrolled until successful defense of the dissertation.)

Milestones on your journey toward and the completion of the Doctor of Education in Counselor Education and Supervision (Ed.D. in CES): A CHECKLIST

Milestone	Date Approved/Completed	Evidence location (Archived/TEVERA)
Application and Interview		
Offer of Admission and Acceptance		
New Student Orientation and Matriculation		

Advisement and Plan of Work (Cohort Schedule)		
Cognate (9 - credits) Completed and/or Credit Transfer Approved		
Practicum in Counseling (100 clock hours)		
Comprehensive Examination		
Internship I (300 clock hours)		
Internship II (300 clock hours)		
Dissertation Committee (selection and confirmation)		
Proposal of Dissertation and Defense		
Institutional Review Board (application and approval)		
(Application [in anticipation of] Graduation one academic semester		

PRIOR to intended commencement)		
Dissertation completion (defense and approval)		
Sixth Chapter submission to Dissertation Chair and Doctoral Program Director		
Dissertation Submission to Registrar, College, & ProQuest		
Commencement		

09/01/2025 - Department of Counselor Education, College of Education and Human Services, Shippensburg University of Pennsylvania

A NOTE ABOUT DOCTORAL REQUIREMENTS FOR PRACTICUM AND CLINICAL FIELD EXPERIENCES

The Department of Counselor Education considers the supervised field experiences of Practicum, Clinical Field Experience I, and Clinical Field Experience II, to be significantly important in the doctoral degree for counselor education. These laboratory and field-based experiences are designed to sequentially integrate knowledge and skills from earlier work as well as to allow for the development of new skills. In addition, the field-based experiences serve as a vehicle for communication and networking, (i.e. serving as one important means of linking the student, the department, and field-based professionals in dialogue, feedback, and development of mutual interests). The importance of Practicum and Field placements cannot be over-stressed. For this reason, students must become familiar with the requirements and follow them exactly as specified.

OVERALL REQUIREMENTS

There are specific requirements for Practicum and/or Clinical Field Experience. The Practicum and Clinical Field Experiences are separate experiences in the doctoral program and need to be taken in three separate terms. Sites selected for

Practicum and Clinical Field Experience placement are expected to adhere to non-discriminatory practices in providing services to students/clientele. The department, being a unit within a state funded institution of higher learning, is in support of compliance with current federal and state laws and regulations.

PRACTICUM REQUIREMENTS

Doctoral-level PRACTICUM experience must take the form of **direct counseling services** (i.e. school or mental health counseling placement. **Forty of the 100 hours** must be direct client/student service).

Final determination and selection of the site is subject to the approval of the advisor in consultation with the Internship Coordinator. Sites other than those listed by the department may be approved, provided they contact the Internship Coordinator.

Enrollment for Practicum is an ongoing commitment of approximately ten (10) clock hours per week for the fifteen (15) week term. Students must receive a grade of “B” (3.0) or better. Direct hours are to involve clinical counseling with clients and supervision. Students also must meet weekly for group, individual faculty supervision, and supervision with the site supervisor.

The department expects that doctoral students seek placement in schools, colleges, and agencies that provide equal educational, employment, and economic opportunity for all persons without regard to race, sexual orientation, ancestry, veteran’s status, national origin, age, religion, memberships, gender, or disability. Students placed in approved sites are expected to experience and have direct contact with the full range of students/clientele representative of the sociocultural diversity of the geographical area served. While organizations may request approval as a placement site, the final decision regarding the suitability of placement sites for training purposes resides with the department.

Sites must also give permission for students to record their clinical work with clients.

In preparation for PRACTICUM AND INTERNSHIP REGISTRATION

1. Review the list of Practicum/Field sites.
 - a. New sites may be approved in consultation with advisor and the department Internship Coordinator

2. Make preliminary list of possible sites.
3. Obtain advisor's permission to pursue the site after consultation.
4. Discuss any questions with the Internship Coordinator for the department.
5. Fill out appropriate paperwork to successfully register for your Practicum and Field experiences.

Experiential Learning Cloud (ELC)™ - Previously known as TEVERA and Clinical Training Management (CTM), this web-based software is the Department's selection for our electronic records contractor and is a required purchase for ALL STUDENTS. Contracts are purchased individually by students directly with ELC; contracts are purchased ONE TIME ONLY and remain in effect throughout your graduate education and beyond (to store all crucial documentation, e.g., supervised practice hours, clearances, various invaluable assignments, in preparation for NCC applications, PA licensure, interstate portability, et cetera). Ms. Janice Allen, our Department Secretary, will send all students an "invitation" to your ship.edu e-mail to purchase ELC. Students are to click the invitation link and follow "registration" instructions. Please note: To purchase your ELC contract you will follow instructions on the invitation page. You will pay directly with a credit card, debit card, or prepaid card (purchased at a bank or credit union). The cost of the contract is \$162.00. Once you have purchased your contract with ELC there are a host of learning tutorials available on how to utilize this cloud-based, secure site. Further instructions and important updates will be sent via students' ship.edu e-mail addresses) periodically throughout the semester.

Clearances for Practicum & Field Placements – Doctoral students are required to obtain child abuse clearances, criminal background checks, and FBI fingerprinting **prior to** their Practicum. Students may also be required by the site to obtain a TB test. Check with each site for specific clearances. All documents are to be provided to the Department prior to logging hours at the site. Students only need to acquire these documents once while in the program but must be completed prior to Practicum even though they may have clearances from their workplace. They must be completed while matriculated as a student and not prior to entry.

Clinical Field Experience Requirements – Doctoral Clinical Field experience is a combination of counseling, education, advocacy and supervision experiences. Clinical Field experience sites are selected with the advisor's approval from the

department's listing in the same manner as the Practicum site. Prior approval is required for sites not on the department's list.

Clinical Field experience will consist of two, three (3) semester credit hour courses and together will require the completion of a minimum of 600 clock hours in the selected professional setting. Additional information regarding internships can be found on the department's web page at http://www.ship.edu/Counsel/Practicum/Practicum_and_Field_Paperwork/.

In consultation with the advisor, hours for the internship can be a combination of a minimum of three of the five 2024 CACREP Doctoral Standards (Counseling, Supervision, Teaching, Leadership & Advocacy, and/or Research & Scholarship).

Changing Sites after Submitting Registration Forms – When an advisor or the Internship Coordinator is notified that a student in Practicum or Clinical Field Experience wishes to change a site placement, the advisor and Internship Coordinator will inform the Practicum or Field Instructor in which the intern is enrolled. Acknowledgement by the site supervisor must be sent to the internship faculty member and the Internship Coordinator. The purpose of this notification is to ensure that the student has informed the supervisor of the wish to change sites and to ensure that the student works cooperatively with the site supervisor in terminating clients, making referrals for clients, and completing the necessary paperwork.

New internship registration forms must be completed each semester, even if a student is conducting a subsequent internship at the same site. Registration forms are due every semester on a date determined by the Department.

CONFIDENTIALITY POLICY

Because internship classes often include case discussion, reviews of recorded sessions, and role plays, care must be taken to follow the same legal and ethical guidelines with the supervision relationship and classroom setting as those used with clients in a counseling relationship. Below are measures to lessen the possibility of confidentiality breeches.

Each member of the class is to be informed about the principle of confidentiality and to agree to keep whatever occurs during the class strictly confidential. Interns are instructed that before recording counseling sessions they must obtain written permission from the student/client(s) and legal guardian as applicable. Written

“permission to record” forms should specify precisely the purpose of the recording, how the recordings will be used, the time period for which this use will be authorized, and what will happen to the recordings at the end of the time period. Students must clearly explain to clients that they have the right to refuse to be recorded and students must not coerce clients into signing. Students must also give the client information about the purpose of recording and the confidentiality of the information on the recordings. Students should inform the client that the recording will only be shared with the supervisor and the class, that information will be kept confidential (see the paragraph below for how to keep client information confidential), and that the recordings will be erased by a specified date, no later than the end of the current semester. A sample form is provided on the department’s web page under forms, then practicum and field at http://www.ship.edu/Counsel/Forms/Informed_Consent_Sample/.

Interns are advised that when they discuss cases in class they must take measures to protect the identity of clients. Interns will discuss clients using standard identification of simply X or Z to describe clients or a pseudonym. Interns are also instructed that if speaking about the details of a case might reveal the identity of the individual, even without explicitly saying his or her name, the intern should discuss the case with the instructor before raising it in class. In such instances, particular caution is required and on occasion it will be better not to discuss the case in class if confidentiality cannot be preserved. A similar situation exists if recorded therapy sessions would reveal a client’s distinctive voice and the identity of that person might be known to others. Under such circumstances, the need to protect the client’s confidentiality outweighs the educational benefits to the class. Students are instructed to put code numbers or pseudonyms rather than names on client notes.

Recordings of clients are solicited as part of the supervision process as well as during any formal remediation/review processes. These recordings will be stored in the faculty supervisor’s or advisor’s office in a locked file cabinet (i.e., password protected USB drive or equivalent) along with any client notes. After after a supervision session, tapes will be returned to the student to be protected in accordance with agency policy. Faculty supervisors may keep supervision notes. Those who do will store these notes in a locked file cabinet in their office. When reviewing an intern’s audio, videotape, or digital recording due care will be taken to protect the confidential information. Both will be played in a classroom behind a closed door, and in the case of videotapes, the video monitor will be faced away from windows and doors with windowpanes.

LIABILITY INSURANCE COVERAGE

Concern about the vulnerability of counselors in malpractice suits has increased drastically in recent years. As a result, the department specifies that graduate students enrolled in the Doctoral Practicum course and the Doctoral Clinical Field courses need to be protected in the event someone should bring legal action against them. Since many agencies, schools, services, or other placement sites used for Clinical Field Experiences do not provide student liability coverage, it is required that students purchase their own professional liability insurance **BEFORE** beginning these components of the program. Students must upload their liability insurance cover sheet indicating coverage prior Practicum or Clinical Field class or they will be suspended from the course until they provide proof of documentation. The coverage must continue without lapse through the entire program.

DOCTORAL COMPREHENSIVE EXAMINATION PROCESS

The Comprehensive Examination reviews students' ability to prepare and respond to questions relevant to the field of counseling, their area of study, their experience as a supervisor, clinician and educator. Upon successful completion of all academic courses, doctoral students apply for doctoral comprehensive examinations.

The comprehensive examination process consists of two parts:

Part I: Written Examination

Part II: Oral Examination

Part I: WRITTEN EXAMINATION

Students are provided content-area questions in advance of the exam, in order to research and prepare. An examination day is specified at which time students are to provide written responses to selected exam questions (which may represent all or part of the advance questions provided). Completed student exams are reviewed by at least two faculty and evaluated for content, accuracy, literature support, writing style, and grammar. High pass, pass, low pass and fail are possible outcomes.

Evaluation Criteria for Written Questions:

Writing Style:

Clarity

Mechanics (grammar, spelling, punctuation)

Structure and Organization

APA Style and formatting

Content:

Addresses question in full

Demonstrates comprehensive analysis and insight

Provides adequate and relevant literature citations

Organized responses which demonstrate understanding of relevance to counseling and counselor education

Demonstrates understanding of sociocultural issues and implications;
multicultural competence

Following the written examination, students are informed in writing if they received a high pass, pass, low pass or fail. Students may be asked to retake all or portions of the written examination should that be the recommendation of the faculty.

ORAL COMPREHENSIVE EXAMINATION

Following successful completion of written examinations, an oral examination is conducted with each student. The oral examination committee is composed of faculty members in the department, including the student's advisor. Questions are related to responses on the written examination and the student's research interest/s. Questions may also relate to the profession of counseling, courses in the doctoral program and any aspect of the counseling field. The purpose of the oral exam is to evaluate students' professional preparation and communication competence and responding with academic research and literature from the field.

Students are evaluated on the following areas:

Preparation

Cohesive oral response

Ability to integrate relevant professional literature and competently defend and/or reconsider positions on topical areas.

Following oral examinations, students are informed in writing if they receive a high pass, pass, low pass or fail.

Students may be asked to sit for orals a second time should that be the recommendation of the faculty.

Following successful completion of the DOCTORAL COMPREHENSIVE EXAM (written and oral portions) students are considered Doctoral Candidates.

Appropriate Electronic Signatures / Naming of Doctoral Studies

As a means of continuity and best practice, the Department of Counselor Education recommends the following nomenclature throughout your course of study:

For students in active, credit-bearing course content: “Doctoral Student, 20XX Ed.D., Counselor Education & Supervision in process”

For students in the active dissertation writing phase: “Doctoral Student, 20XX Ed.D., Counselor Education & Supervision, expected completion by _____”

For students that have successfully defended the dissertation proposal AND have received authorization from their dissertation Chair: “Doctoral Candidate, Ed.D., Counselor Education & Supervision”

Lastly, no doctoral students will participate in graduation ceremonies until AFTER they have successfully defended their dissertation. If you wish to graduate by a certain date, be sure to articulate this to your committee to ensure your ability to walk in commencement ceremonies.

DISSERTATION COMMITTEE ~ PROPOSAL DEFENSE

The dissertation committee is composed of a chairperson and a minimum of two other members, one of whom can be a faculty member from another PASSHE institution in counselor education, a faculty member from another institution outside of the PASSHE system (with a counseling or related doctorate) or an individual who is considered an expert in their field of study and possesses a doctoral degree.

Students meet with their selected chairperson and develop a research proposal. Once chairs and students determine the proposal is ready for proposal defense, students provide their other committee members with a copy of the proposal and secure a defense date.

At the proposal meeting, students present their proposal to the committee for viability, feedback, concerns, and a timeline for research completion. Upon

successful defense of the proposal, students take the feedback from the committee and, along with their chair, make final changes and prepare and submit an IRB application once the approval is given by the dissertation committee and IRB, students begin collecting data, conducting interviews, and moving forward in the research process.

Students will collect, synthesize, and evaluate results and complete the dissertation which consists of five chapters and a final section consisting of a journal ready manuscript to submit for editorial review at a selected journal. Chairpersons and students prepare and edit the five-chapter dissertation and distribute a draft copy to their dissertation committee for review. Following feedback, students make revisions and a defense date is set.

For guidance on submitting an application for research to the University's Institutional Review Board please visit the Shippensburg University IRB website.

DISSERTATION DEFENSE

A dissertation defense is the culmination of all the research conducted by a doctoral student. Doctoral students present their research findings to their committee and to the academic community within our college where they will respond to questions and feedback. This experience gives doctoral students an opportunity to defend their research and share their expertise with the subject. Following the defense, dissertation committee members will meet briefly and determine if the presentation and the written body of research meet doctoral expectations and requirements of the faculty.

DISSERTATION SUBMISSION

Please see the guide: *Final steps in earning my doctoral degree in Counselor Education and Supervision (Ed.D. in CES)*, a separate document: The purpose of this guide is to assist students in finalizing the various processes that accompany earning your doctorate. It is organized into sections, a Frequently Asked Questions (FAQs) section where you will find information about Graduation, Dissertation Duplication and Formatting, Publishing Your Dissertation, and ProQuest and an Appendix for information regarding the steps to submit your dissertation and the form for dissertation permission.

The final aspect of the doctoral dissertation process includes a final and committee approved submission to the library. Instructions will be provided to the student upon completion of the defense.

ENDORSEMENT POLICY

Students who successfully complete our Doctoral program in Counselor Education and Supervision (Ed.D. in CES ~ 60 credits) will be prepared to pursue a diverse array of credentials and positions. These may include professional counselor licensure, advanced clinical practitioner, clinical supervisor, counselor educator, and leadership positions in counseling and education settings. Students are encouraged to seek letters of recommendation from faculty members (see below), internship site supervisors and dissertation committee members who have worked closely with them and observed their professional growth and development and will highly endorse them in their career pursuit.

Employment Recommendations:

Doctoral students and doctoral graduates applying for employment may ask individual faculty members for references and recommendations. Department policy states that each faculty member has autonomy in deciding who to endorse for employment.

Licensed Professional Counselor Requirements for Doctoral Students:

Upon admission to the Doctoral program students who are not licensed as professional counselors in PA must follow the requirements found under the Bureau of Professional and Occupational Affairs, Department of State, Commonwealth of Pennsylvania. Note: Individuals with a Doctoral degree in counseling or a closely related field need 2400 (post masters) supervised hours for licensure and may use internship hours toward licensure.

**Department of Counselor Education
Faculty and Administrative Support**

Clifford “Ford” W. Brooks Jr.

Professor

B.A. University of Richmond; M.S. Virginia Commonwealth University/Medical College of Virginia; Ed.S. and Ed.D. The College of William and Mary
Phone: (717) 477-1332, Shippen Hall 107

Kelly Dryzal

Assistant Professor

B.A. Shippensburg University; M.S. Shippensburg University; Ed.D. Shippensburg University
Phone: (717) 477-1459, Shippen Hall 103

Shannon Shoemaker

Assistant Professor

B.S. Bridgewater State College, M.Ed. Bridgewater State College, Ph.D., Pennsylvania State University
Phone: (717) 477-1658, Shippen Hall 109

Matthew R. Shupp

Professor

Director, Ed. D. in Counselor Education and Supervision; Internship Coordinator

B.A. Shippensburg University; M.S. Shippensburg University; Ed. D. Widener University
Phone: (717) 477-1676, Shippen Hall 111

Todd Whitman

Professor & Chair

B.A. Colgate University; M.S. SUNY Oswego; Ph.D. University of Virginia.
Phone: (717) 477-1654, Shippen Hall 115
and

Janice Allen

Department of Counselor Education – Administrative Assistant
Phone: (717) 477-1668, Shippen Hall

**Cohort 4 CES Ed.D. Plan of Work
Course Calendar
2025-2028**

		credit	total credits	
Fall 2025				
COUN 721	Advanced Counseling Theories and Practice	3	3	
COUN 781	Research Epistemology and Methods	3	6	
Spring 2026				
COUN 705	Theories, Models and Practice of Clinical Supervision	3	9	
COUN 785	Quantitative Research and Statistics (course 1)	4	13	
COUN 820	Research Seminar 1	1	14	
Summer 2026				
COUN 790	Quantitative Statistics (course 2)	4	18	
COUN 715	Advanced Group Leadership	3	21	
COUN xxx	Cognate 1		3	24
Fall 2026				
COUN 795	Qualitative Theories and Methodologies	4	28	
COUN 800	Practicum in Counseling		3	31
Spring 2027				
COUN 710	Instructional Theories and Pedagogy	3	34	
COUN 801	Internship [Field] 1	3	37	
COUN 821	Research Seminar 2	1	38	
Summer 2027				
COUN 760	Assessment and Evaluation in Clinical Practice	3	41	
COUN xxx	Cognate 2	3	44	
Fall 2027				
COUN XXX	Advanced Leadership & Advocacy in Counselor Education	3	47	
COUN 802	Internship [Field] 2	3	50	
COUN 822	Research Seminar 3	1	51	
Spring 2028				
CE*	Comprehensive Examinations	-	-	
COUN 897	Dissertation 1	3	54	
COUN xxx	Cognate 3	3	57	
Summer 2028				
COUN 898	Dissertation 2	3	60	
Total:			60 Credits	
Fall 2028 (As Needed)				
COUN 899	Dissertation 3 [continuous enrollment - option]	1	61	
Spring 2029				
COUN 899	Dissertation 4 [continuous enrollment - option]	1	62	