

The M.S. in Counseling Program Adjunct and Part-Time Instructors Manual



Department of Psychological Science and Counseling

Revised
09/05/22

Table of Contents

Counseling Program Faculty	3
Introduction	4
University On-Boarding	4
Program Mentor and Point of Contact	4
Program Specific Information	5
<i>Syllabi Requirements</i>	<i>5</i>
<i>Feedback to Students</i>	<i>5</i>
Emails.....	5
Assignment Grades	5
Student Progress Assessments	6
<i>Technology Requirements</i>	<i>6</i>
Desire2Learn (D2L)	6
LiveText.....	7
Other Resources	7

Counseling Program Faculty

Dr. Kim Coggins
Associate Professor
Counseling Program Coordinator
cogginsk@apsu.edu
(931) 221-7234
Clement 221B

Dr. Jessica Fripp
Associate Professor
Clinical Mental Health Clinical Coordinator
frippj@apsu.edu
(931) 221-7238
McCord 204

Dr. Cassie Gibbons
Visiting Professor
gibbonsc@apsu.edu
256-517-3330
Online

Dr. Eva Gibson
Assistant Professor
School Counseling Clinical Coordinator
gibsone@apsu.edu
(931) 221-6224
Clement 303B

Dr. Mitchell Toomey
Assistant Professor
toomeyt@apsu.edu
931-221-7243
Clement 307B

Introduction

Welcome to the M.S. in Counseling program at Austin Peay State University (APSU). We are excited to be working with you as an instructor in this program and appreciate your willingness to share your time and expertise with the students in the program. This manual is designed to provide you with resources as you complete your teaching responsibilities and outline some expectations for instructors within the M.S. in Counseling program.

University On-Boarding

All adjuncts complete a university wide orientation called AP Academy Orientation that helps to orient new instructors to various aspects of APSU. More information about this program will be provided through official APSU channels to include your APSU email account. Please follow all necessary on-boarding procedures required by the university. Some information about adjunct orientation can be found through the [AP Academy Orientation](#) website. Information about university policies and guidelines related to adjunct, part-time, and temporary faculty can be found through the [Center for Advancement of Faculty Excellence](#) website as well as the [Academic Affairs](#) website.

Program Mentor and Point of Contact

Just as we want to provide ongoing support and feedback for students, we want all members of the teaching team to have easy access to support and feedback through their work in the M.S. in Counseling program. To this end, each adjunct faculty member is assigned a core faculty mentor. This faculty mentor will be your primary point of contact regarding all course, student, and procedural questions and concerns and will maintain communication between core faculty and adjunct faculty regarding student concerns and instructor needs. Additionally, the faculty mentor is available to provide teaching mentorship and support as desired and needed, especially for Psy.D./Ph.D. students and new instructors.

As you get started in your courses, your faculty mentor will provide some orientation to the learning management system (D2L), the program assessment system (LiveText), and other necessary technology resources.

The faculty mentor also supports course continuity and quality. This includes serving as a bridge between previous iterations of the course and your current course. Additionally, they will help review your syllabi to ensure alignment with CACREP and APSU standards as required for accreditation. Finally, your faculty mentor will complete your adjunct teaching evaluation as a more formal way to provide feedback on your teaching strengths and areas of growth (see the [Academic Affairs](#) website for the teaching evaluation forms).

Program Specific Information

As a valued member of the teaching team within the M.S. in Counseling program, we want to provide you with some program norms and requirements. In addition, we encourage all instructors to read our [M.S. in Counseling Program Handbook](#) and become familiar with student expectations for the program.

Syllabi Requirements

The course syllabus provides students with a clear outline of policies, requirements, and expectations for courses. This is both a university requirement and a CACREP requirement. You will be provided with a syllabus for your course that includes all the necessary information. You may have some freedom to adjust the course content and syllabus as desired, but changes must be made in communication with M.S in Counseling Program core faculty to ensure consistency with university and CACREP requirements and across courses. Please ensure that your completed syllabus includes all of the required information. A Sample Syllabus Template is available on the [M.S. in Counseling Program Adjunct and Part-Time Faculty Resources](#) webpage. A word version of this document is available upon request.

You must submit a completed copy of your syllabus to your faculty mentor who will help verify alignment with university and CACREP policies along with program specifications. Additionally, you must post a completed version of the syllabus to the course D2L shell prior to the start of the semester (typically approximately 48 business hours before the first day of classes for the semester).

Feedback to Students

We believe in the importance of providing meaningful, timely feedback to students and engaging with them intentionally to support their learning. This includes in-person and email responses along with timely grade submissions.

Emails. We ask that all faculty in the M.S. in Counseling program maintain responsiveness to students by email. Generally, the response time to student emails among counseling faculty is within 48 business hours.

Assignment Grades. Additionally, feedback and grades on assignments help provide meaningful information to students about their growth and progress through the course. Without feedback, students are unable to evaluate their progression as fully and are unable to make corrections in a timely fashion. Generally, among counseling faculty grades on assignments are posted within 2 weeks of the submission of the assignment. Students should

receive feedback across the span of the course and assignments should not wait to be graded until the end of the course.

Student Progress Assessments. Many areas of the program are more subjective and difficult to reduce to a grade such as: personal/social/consciousness skills; interactions with fellow students and faculty; ability to collaborate; interest and efforts to grow into a professional; judgment; ability to approach difficult problems and think quickly on their feet; and self-awareness especially regarding the impact of behavior on others. Therefore, we provide this assessment as written feedback of student performance on more intangible, subjective areas of student performance as well as some of those areas captured in course grades.

The [Student Progress Assessment](#) form is completed by each instructor in the program for every student in their class(es). This includes adjunct faculty. We believe that you can provide valuable information about student dispositions based on your interactions with the students in your class(es) and we prize your perspective on their strengths and areas of needed growth. In November or April, you will receive an email providing you with a link to a Qualtrics survey including the Student Progress Assessment. Please complete the assessment for each student in your course(s). If you have the same student in multiple courses, fill out one assessment addressing your experience of them across all courses.

These forms are reviewed and discussed in faculty meetings among core faculty as a means of ensuring all students are progressing in the intangible areas describes above; and those students with problems are identified and dealt with in the most fair and helpful manner. Student Progress Assessments will be compiled in consultation with all counseling faculty and aggregated results are communicated with students. In cases where student problems arise, various steps may be implemented by core counseling faculty including, but not limited to, the development of a detailed remediation plan to address areas of concern, and/or a requirement that the student seek personal counseling.

Technology Requirements

The M.S. in Counseling Program utilizes some technology tools to help promote student success and aid with ongoing program assessment.

Desire2Learn (D2L). APSU utilizes Desire2Learn (D2L) as the learning management system for the university. D2L can be accessed through [AP OneStop](#) or directly at through [D2L login](#). Each instructor will receive access to a course shell for each course they teach. The course shell must include, at a minimum, an up-to-date course syllabus and an up-to-date gradebook ([APSU Policy 2:067 Course Continuity](#)). This course shell will also house any online materials to support your course(s). As possible, the core faculty at APSU will work to copy previous material into your current shell to provide you with as many resources as possible. More information and resources related to D2L can be found on the [Distance Education](#) website.

LiveText. The M.S. in Counseling program utilized LiveText by Watermark to facilitate ongoing program evaluation as a part of our CACREP accreditation. You will be provided via email with a faculty account and directed to register that account on the [LiveText](#) website. Once registered, you will have access to the course(s) you are teaching each semester. Each course in the M.S. in Counseling program has an identified Key Assessment Assignment that allows students to demonstrate mastery of the key outcomes related with that course. Students submit and are evaluated on this Key Assessment Assignment through LiveText. As the instructor, you will be provided with this Key Assessment and Assessment Rubric and will need to create the assignment in LiveText. You will also need to evaluate each student's submission in LiveText using the rubric for the Key Assessment Assignment. The [M.S. in Counseling Program Adjunct and Part-Time Faculty Resources](#) webpage includes this [LiveText Instructions](#) document along with other LiveText support and resources.

Other Resources

APSU provides a number of technology related and other resources to support instructor efficacy and excellence. Please see the list below for some of these resources. These and other resources are also available on the [M.S. in Counseling Program Adjunct and Part-Time Faculty Resources](#) webpage.

- [Adjunct, Part-Time & Temporary Faculty Support and Resources](#): available through the Center for Advancement of Faculty Excellence
- [Classroom Resources and Guidance Responding to Student Needs](#): Resource guides to help prepare instructors respond to classroom concerns and students in intense situations.
- [AP Academy Professional Development Series](#): Virtual sessions to help adjunct, part-time, and temporary faculty learn more about the university, hone their teaching skills, and network with other faculty on campus.
- [D2L Support and Resources](#): More information regarding D2L usage and capabilities along with other D2L related support and resources.
- [Office of Information Technology](#): Quick access to request Help Desk services along with links to other IT related faculty resources.
- [Felix G. Woodward Library](#): The Woodward Library is available as a resource for both you and your students. You have access to on ground and print materials along with a variety of digital and online resources. See also the [M.S. in Counseling Program Adjunct and Part-Time Faculty Resources](#) webpage for information about accessing the online research databases.
- [LiveText Support](#): LiveText specific documents providing support in key LiveText activities. Submit a request for LiveText support [here](#). [LiveText instructions](#) that serve as a step-by-step guide for creating an assignment and assessing students in LiveText are available through the [M.S. in Counseling Program Adjunct and Part-Time Faculty Resources](#) webpage.

