Department of Counselor Education
Master’s Student Handbook

Make Time for Change

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INTRODUCTION & WELCOME
This handbook serves as a guide to help students better understand the program, the degrees offered, policies and procedures, and student rights and responsibilities. The handbook is available at [http://counselored.adams.edu](http://counselored.adams.edu) and in the Orientation Module. It is “required reading” for all counselor education students and should be read in its entirety upon admission to the Counselor Education program.

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

- View the video in the Orientation Module in Blackboard
- Read the Department of Counselor Education Student Handbook
- Scroll down in the Orientation Module
- Select “I Agree”
- Follow the instructions to submit; this must be done within the first 30 days of your first semester of classes. You will not be able to see the Orientation Module until your first class begins as it is associated with Blackboard.

*Please note that the staff monitors the amount of time spent viewing the orientation video and handbook. The expectation is that if you sign the “I Agree” statement, you have truthfully watched and read the orientation.*

The faculty hopes each student will have a successful and rewarding experience as they begin the journey toward professional counseling. While students are assigned an advisor in the first semester, it is ultimately each student’s responsibility to know the information contained in this handbook, in the Professional Practice Manual, in the Graduate Catalog, and in the degree plan. Review this manual periodically, and when questions arise, contact your advisor. Contact information for each faculty member is listed later in this handbook.
This handbook is not intended to be a comprehensive listing of all Adams State University policies, only the Department of Counselor Education’s. Visit gradschool.adams.edu for general information about University policies.

**UNIVERSITY’S NOTICE OF NON-DISCRIMINATION**

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

**ACCREDITATION**

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

Both the Professional School Counseling and Clinical Mental Health Counseling programs on-campus and at off-campus sites (Grand Junction and Pueblo) have been accredited since 1995. The newest delivery method, the Online Plus program, was accredited in 2009.

Benefits to students of CACREP accredited programs include:

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

**CACREP Standards**
The eight CACREP common core curriculum area standards include:

- **Professional Orientation and Ethical Practice**—studies that provide an understanding of all of the following aspects of professional functioning
- **Social and Cultural Diversity**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society
- **Human Growth and Development**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts
- **Career Development**—studies that provide an understanding of career development and related life factors
- **Helping Relationships**—studies that provide an understanding of the counseling process in a multicultural society
- **Group Work**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society
- **Assessment**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society
- **Research and Program Evaluation**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation

No matter which specialty area one chooses, the eight CACREP core areas are essential in building the foundational knowledge, skills, and practices required of all counselors.

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

**PROGRAM OVERVIEW**
All students who complete the program earn a Master of Arts degree in Counseling. There are three professional counseling specialties to choose from at Adams State University: Clinical Mental Health Counseling (CMHC) or School Counseling (SC). Adams State University has statutory authority to offer the Master of Arts in Counseling.
Clinical Mental Health Counseling (CMHC)
The Clinical Mental Health Counseling specialty leads to eligibility, after passing the required examination and meeting the post-master’s supervised experience requirement, as a Licensed Professional Counselor in Colorado and may lead to licensure in other states, depending on their requirements. The required courses in the program meet the eight CACREP core areas required by most states for licensure. In addition, students will gain the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. *It is imperative that students check the requirements in their state for licensure requirements.* Visit [http://nbcc.org/directory](http://nbcc.org/directory) to learn of your state’s requirements.

School Counseling
The School Counseling specialty leads to eligibility, after submitting appropriate paperwork and passing the school licensure exam, for K–12 licensure as a school counselor in Colorado and may lead to licensure or endorsement in other states, depending on their requirements. The core required courses in the program meet the eight CACREP core areas required by most states for licensure. In addition, students will gain the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. *It is imperative that students check the requirements in their state for licensure requirements. We have found that some states require obtaining the license in Colorado and transferring the license to their home state. Again, it is imperative that students know their home state’s requirements.* Visit [http://www2.ed.gov/about/contacts/state/index.html](http://www2.ed.gov/about/contacts/state/index.html) to learn about your state’s requirements.

**PROGRAM DELIVERY**
The Master of Arts in Counseling is offered in several settings. Although the delivery of the program varies, the program requirements and coursework are the same. All delivery methods are CACREP-accredited.

**On-Campus at Alamosa**
Students who attend full-time take twelve credit hours each semester and will complete the program in five consecutive semesters. Courses are offered face-to-face on campus during weekdays and evenings. Students must enroll in the fall semester to be included in these programs. Visit counselor.ed.adams.edu for application and admission information.

**Off-Campus at Selected Sites**
Currently cohorts are offered in Grand Junction, CO and Pueblo, CO. Students will take six credit
hours per semester for four semesters and nine hours for three semesters. Courses are offered on weekends and online. Students must enroll when a new cohort is offered, generally in the fall semester. Visit counselored.adams.edu for application and admission information or see information later in this handbook.

**Online Plus Program**
Students enrolled in the Online Plus program take the bulk of their coursework online with a one-week residency required during each of two consecutive summers. Students typically enroll in nine credit hours per semester. Some courses are offered at a specific time during the week through the use of a live classroom. During the intensive weeks, students will interact with the faculty on campus and further develop their counseling and interpersonal skills, form learning groups, become acquainted with the program and its expectations, and receive intensive supervision.

**MISSION AND OBJECTIVES**
The Department of Counselor Education prepares students to be effective counselors in a dynamic profession and society. The Department delivers a strong academic program which provides students the needed knowledge base and counseling skills necessary to work with a diversity of clients. Through identification with the counseling profession, its Code of Ethics, and its organizations, the student will develop a strong counselor identity. Additionally, the profession believes that students must be open to self-reflection and self-challenge to gain and use the personal dispositions necessary to work in a multicultural society.

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

**Department Mission Statement**
The Department of Counselor Education prepares counselors who have developed sound practical skills through experiential learning; who have acquired a comprehensive theoretical knowledge base; who hold a strong counselor identity; and who possess the personal dispositions necessary to work in various professional settings with diverse clientele.
The Department of Counselor Education has developed the following Program Objectives:

1. To prepare and graduate skilled, knowledgeable, self-aware and self-reflective counselors who are prepared academically to seek licensure.
2. To collaborate with the community, its agencies and schools, to aid in learning opportunities for graduate students.
3. To continually evaluate the program curriculum, practices, and requirements to promote the highest quality education.
4. To model professional identity through involvement in professional organizations, attaining leadership positions, and presenting at national, regional, and state conferences.

The Department of Counselor Education has developed the following Student Competencies:

1. The student has sound practical therapeutic and relational skills that reflect current practice.
2. The student has a comprehensive theoretical knowledge base that can be integrated and transferred to effective counseling relationships and techniques.
3. The student demonstrates a strong counselor identity through involvement and participation in professional organizations, advocacy, trainings, workshops, seminars, or other continuing education opportunities.
4. The student possesses a self-aware and self-reflective stance that allows for growth and the personal dispositions necessary to work in the counseling field.

ADMISSION

The admission process is designed to assess the prospective student’s suitability for and commitment to graduate study and a career in the field of counseling. Candidates who are admitted to the program are expected to make a strong commitment to their graduate training. Students wishing to appeal the admission decision should read the Appeals section of this handbook.

General Requirements Students desiring to enroll in a Master’s degree program at Adams State University must hold a baccalaureate degree from an accredited institution. Students enrolled in the final year of undergraduate study may be accepted to a program pending verification of receipt of the baccalaureate degree.

All applicants must submit the following information to:

asceadmissions@adams.edu – Online Plus Admissions
carolfell@adams.edu – Colorado Campus Admissions
OR

The Department of Counselor Education
208 Edgemont Blvd., Suite 3160
Alamosa CO 81101
1. An application for admission to graduate study.
2. A $30.00 non-refundable application fee.
3. An official transcript sent directly from the institution to the ASU Department of Counselor Education verifying receipt of the baccalaureate degree or within six hours of completion. Transcripts from ASU do not need to be requested; however, official transcripts confirming transfer courses are required. Unofficial transcripts will not be accepted.
4. Two recent recommendations from professional sources addressing the ability of the applicant to become a counselor. The Department of Counselor Education requires specific forms for the recommendations. You can find these on the Counselor Ed website (counselored.adams.edu).
5. A personal statement addressing past helping experiences, future goals in helping professions, and personal qualities that will enable the individual to be an effective counselor. The statement should be 3-5 pages in length, typed, and double-spaced.
6. The Department of Counselor Education may request additional information and a personal interview before an official acceptance decision is determined.
7. The chair of the Department of Counselor Education will notify students of official acceptance decisions.

Admission Status
Applicants who have submitted the appropriate paperwork and have met the minimum conditions for enrollment, will be admitted into the Counselor Education program, and thus, be eligible for financial aid. Students must successfully complete the Candidacy Interview as noted below to become an MA Candidate. Students must meet the benchmarks discussed in the student evaluation section of this handbook to remain an MA Candidate and move forward in the program.

Additional Department of Counselor Education Admission Requirements

1. Candidacy Interview:
At the end of the Pre-practicum course, all students are required to meet with a minimum of two faculty members (Candidacy Committee) to discuss the student’s progress regarding skill development, professional development, and personal development. The interview provides an opportunity for an open and frank discussion about the student’s progress in the program to date and the faculty’s effectiveness in providing a meaningful learning experience. Additionally, the interview provides an opportunity for the student to ask questions about the
program and a forum for a discussion of the types of growth the student needs to make in subsequent semesters.

Following the Candidacy Interview, the Committee will decide if the student 1) is to be fully admitted as an MA Candidate, 2) is to be fully admitted as an MA Candidate with remediation, or 3) is to have admission withdrawn. MA Candidates with remediation must satisfy these requirements in the semester following the Candidacy Interview. Decisions are based on the student’s demonstrated skill level, knowledge base, professional behavior, and appropriateness for the field, which includes emotional and psychological maturity. Students will be notified of the decision at the Interview and will receive a follow-up letter.

Prior to admission as an M.A. Candidate, the Candidacy Interview serves as the formal retention and dismissal process unless the behaviors are of such an egregious nature as to warrant immediate dismissal. See the Student Dismissal section of the Handbook for more information. Students do have the opportunity to appeal the Committee’s decision. This information can be found in the Appeals section of this handbook.

2. Graduate Entrance Exams:
Students must take the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) by the end of their first semester of enrollment. Students who score below 900 (if taken before August, 2011) or below 290 (if taken after August, 2011) combined for the Quantitative and Verbal portions of the GRE will be assessed an additional 3 hours of college credits. If a student scores below a 390 on the MAT, he/she will be assessed an additional 3 hours college credits. The student must receive written (email is acceptable) permission from their advisor prior to taking a course to meet the assessed requirement.

The GRE/MAT requirement is waived if the student already holds a Master’s degree.

3. Undergraduate GPA Requirement:
A 2.75 GPA is required for entering students. Applicants who show promise as counselors but whose undergraduate GPA is below 2.75 but above a 2.5 will be assessed 3 additional credit hours. If the undergraduate GPA is below 2.5, 6 additional credit hours will be assessed. The student must receive written (email is acceptable) permission from their advisor prior to taking a course to meet the assessed requirement. The department will make a determination on credit hour requirements should a student be admitted with a GPA below 2.5.

4. Note about Assessed Hours
As mentioned above, students are assessed extra hours for low entering GPA or for low MAT or GRE scores. These hours must be taken *after* enrolling at ASU, thus transferred hours taken before enrollment will not count toward the assessed hours.

Assessed hours must be college credit (undergraduate or graduate) and can be taken at any accredited college or university. This means that workshops, seminars, or other continuing education credits will not count toward assessed hours. The assessed hours must be college course credits, not clock hours. To transfer in a course from another institution, please send an official transcript to your advisor who will complete the required paperwork.

The Department of Counselor Education offers several choices of electives that will count toward the assessed hour requirement. All assessed hour courses *must be approved by your advisor before taking the course.*

**PROFESSIONAL PRACTICE**

The pre-practicum, practicum, and internship courses involve actual counseling experiences. Please refer to the Professional Practice Manual for complete information about the clinical courses. A student must pass all experiential courses, including COUN 527 – Group Counseling, with a grade of B or better. If a student receives a C in any of these courses, the student will have to repeat the course.

**Pre-Practicum**

The purpose of the pre-practicum course is to acquaint students with the counseling experience. Students will also begin the journey of developing a professional counselor identity. Pre-practicum focuses on the personal qualities needed to develop an authentic and effective counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that counselors be able to move outside of their own frame of reference into the client’s frame of reference, in an attempt to see the world as the client sees it.

Students will practice and learn basic counseling skills and behaviors through practice in class and/or through recording classmate-client counseling sessions outside of class. Through practice and supervision, students will develop the skills necessary to influence the helping process. Additionally, pre-practicum focuses on the professional behaviors expected of graduate students in a master’s level program and the characteristics needed to be successful in the field of counseling. These include such things as punctuality, maturity, and receptivity to feedback. Instructors and/or supervisors will evaluate students throughout the semester in the three areas of skill development, professional development, and personal development. More details about evaluation are included in the Student Evaluation section below.
**Practicum**
The purpose of the practicum course is for students to continue gaining skills and knowledge of the counseling experience. Students will continue to practice foundational counseling skills and behaviors learned in pre-practicum, and will have the opportunity to integrate more advanced skills through practice in class, supervised recorded sessions, and/or observation and direct service at the practicum site. Under the direction of a qualified supervisor, each student will record counseling sessions with a designated client. The number of recorded sessions will be determined by the practicum instructor. The student will meet face-to-face with the supervisor after each session to review the recording and focus on skill development and personal growth.

Additionally, students are required to complete 100 hours at a practicum site and receive site supervision (see the Practicum Professional Practice Manual). Students will be evaluated throughout the semester by their supervisor(s) and instructor. More details about evaluation are included in the Student Evaluation section below.

As in pre-practicum, practicum focuses on the personal qualities needed to develop an authentic and effective counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that counselors be able to move outside of their own frame of reference into the client’s frame of reference, in an attempt to see the world as the client sees it.

**Internship**
The purpose of the internship course is for students to integrate the skills and knowledge of the counseling experience through placement at a program-appropriate internship site. Students will integrate all skills learned in the pre-practicum and practicum courses while collecting internship hours at an approved site. Under the direction of a qualified supervisor, each student will carry out the counseling and professional duties appropriate to the site. The student will meet face-to-face with the site supervisor on a weekly basis to review skill, professional, and personal growth. Students are required to complete 600 hours at an internship site, of which 240 must be in direct service, over the course of internship I and internship II (see Internship Professional Practice Manual). At least 10 of these 240 hours must be in leading or co-leading groups. Students will be evaluated throughout each semester by their supervisor(s) and instructor. More details about evaluation are included in the Student Evaluation section below.

As in the previous experientially based courses, internship focuses on the self-awareness and skills needed to develop a counseling relationship. This relationship requires that counselors be in touch with their experience of self as well as their experience of the client. It demands that
counselors be able to move outside of their own frame of reference into the client’s frame of reference, in an attempt to see the world as the client sees it.

Group Experience
The group counseling course is designed to give students the knowledge and skills necessary to successfully lead a variety of groups across diverse settings.

Students are expected to participate in a 10-hour growth group as a requirement for the Group Counseling course. According to Jacobs, Masson, and Harvill, in growth groups “members are given the opportunity to explore and develop personal goals and better understand themselves and others” (2009, p. 12). In this group, students will learn more about themselves, and have the opportunity to observe group dynamics and how the group process can influence clients/students. Professional counselors are hired to lead the groups which will be arranged by the instructors. Participation in the groups is required.

Additionally, CACREP requires that students have experience leading or co-leading groups during their internship experiences. The department requires that students acquire a minimum of 10 hours leading or co-leading groups at the internship site.

Application for Supervised Practicum and Internship Experiences
See the Professional Practice Manuals for deadlines and explanation of the application process for the practicum and internship experiences.

PROGRAM OF STUDY
Students should visit the Counselor Education or Graduate School web pages (counselored.adams.edu or gradschool.adams.edu) to view the degree plan and course descriptions. Students are assigned an advisor during the first semester of enrollment. Students should “meet” with the advisor, in person, via Blackboard email, or via phone, to discuss career goals, what courses should be taken, licensure, and other issues related to a career in counseling.

Changes to a Student’s Program of Study
The program is offered in a cohort model, thus, courses are prescriptive. Faculty strongly encourages students to take the classes designed for the cohort when they are offered. Occasionally, a student might need to step out of the program temporarily and/ or go to part-time status. If this occurs, the student needs to discuss this with his/ her advisor and make plans for continuing with the program of study. It can be challenging to find and register for the courses needed if a student steps out of the cohort.
If a student does not complete pre-practicum, practicum, or internship I when offered to their cohort or because they are out of step with their cohort, they can only take one class per semester until they have successfully completed the next experiential course. For example, a student who delays his/her practicum for one year can only take one course each semester until practicum is successfully completed. Delaying experiential courses for more than one year may have serious consequences including having to repeat coursework or dismissal from the program. Should a student need to delay the pre-practicum, practicum, or first internship longer than one year, the student must contact the advisor who will bring the issue to the department faculty for a determination.

The program of study through the Department of Counselor Education is designed to meet the academic requirements for licensure as a Licensed Professional Counselor and as a Special Services Provider (School Counselor) in the state of Colorado.

As a CACREP-accredited program, the program of study through the Department of Counselor Education generally meets the licensure requirements for other states. However, certain states may have other requirements. For example, Florida requires a course in Human Sexuality. It is the responsibility of the student to check with their state licensing boards to determine what requirements are necessary and to plan for meeting those requirements, if any. State licensing information can be accessed through the American Counseling Association:

http://www.counseling.org/Counselors/LicensureAndCert.aspx

**Choosing Your Specialty**

The Department of Counselor Education offers three specialties: Clinical Mental Health Counseling (CMHC), and School Counseling (SC). The CMHC specialty and the School specialty are CACREP accredited. Students who are unsure of which specialty to pursue should: 1) review this section and recommended websites, 2) talk with their advisor, and 3) consider shadowing a clinical mental health counselor or school counselor during their Pre-practicum or Practicum experience.

**Dual Specialties**

At times there are students who wish to seek a “dual specialty” through the Department of Counselor Education after they have already completed a degree in either the CMHC or School Counseling specialty program. Any student considering this options must be aware that such an option is only CACREP approved if they complete all coursework for each degree being conferred. Meaning that you would need to take the required 60 credit hours for each specialty (which would add up to 120 credit hours for both degrees to be CACREP approved). Financial
Aid is also only available in this case if the student completes all sixty credit hours for each specialty (120 minimum credit hours for two degrees). Which means that all of the core courses would need to be completed again to receive CACREP approval or Financial Aid to be available for a second specialty and could not be counted from their previous program of study. Thus, students are encouraged to complete all coursework for a dual specialty prior to graduation so that Financial Aid and CACREP approval can be available without having to retake all core coursework.

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<th><strong>Clinical Mental Health Counselors...</strong></th>
<th><strong>Professional School Counselors...</strong></th>
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<tr>
<td>Work in a variety of settings, including mental health centers, hospitals, residential treatment centers, substance abuse centers, private practice as counselors or administrators</td>
<td>Work exclusively in the K-12 school setting, either as school counselors</td>
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<tr>
<td>Provide individual and group counseling services to adults, children, adolescents, couples, and families</td>
<td>Provide individual and group counseling services to students during school hours</td>
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<tr>
<td>Assess, diagnosis, and treat clients</td>
<td>Coordinate activities designed to help students establish personal goals and develop future plans.</td>
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<td>Enhance the overall wellness and functioning of clients through various counseling modalities</td>
<td>Enhance the academic, career, and personal/social domains of students through classroom guidance</td>
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<tr>
<td>Consult with other mental health providers, community agencies, schools, and health providers on behalf of the client</td>
<td>Consult with parents, staff, and the community on behalf of the student</td>
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<tr>
<td>Advocate for clients within the community and the mental health system</td>
<td>Advocate for students and educational reform</td>
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<tr>
<td>Develop and coordinate prevention programs within the community</td>
<td>Develop and coordinate prevention programs within the school system</td>
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<tr>
<td>Provide crisis intervention services when appropriate</td>
<td>Provide crisis intervention services when appropriate</td>
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**Helpful Websites in Choosing Your Specialty**
The American Mental Health Counselors Association (AMHCA) and the American School
Counseling Association (ASCA) are divisions of the American Counseling Association (ACA): http://www.counseling.org/

For more information on clinical mental health counseling, refer to AMHCA’s website: http://www.amhca.org/about/facts.aspx

For more information on professional school counseling, refer to ASCA’s website: http://www.schoolcounselor.org/content.asp?pl=133&sl=240&contentid=240

For state licensing information, refer to this website: http://www.counseling.org/Counselors/LicensureAndCert.aspx

**POLICIES RELATED TO PROGRAM COMPLETION**

This handbook is not meant to be a complete listing of all Adams State University student policy. Please visit gradschool.adams.edu for general information about University policies. The policies listed below refer to the Department of Counselor Education.

**Liability Insurance**

All graduate students in counseling are required to carry student liability insurance throughout the program. Liability insurance must be obtained originally during the pre-practicum course and maintained during the entire practicum and internship experiences. Student liability insurance is free with student membership in the American Counseling Association (ACA), the American School Counseling Association (ASCA), and the American Mental Health Counseling Association (AMHCA). See the websites above for more information.

**Professional Organizations and Involvement**

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

Students must provide proof of membership in one of the above national organizations in the pre-practicum course. The course syllabus will provide more detail.

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

*Websites for Professional Organizations:*
American Counseling Association (ACA) – [http://www.counseling.org](http://www.counseling.org)
American School Counselors Association (ASCA) – [http://schoolcounselor.org](http://schoolcounselor.org)
American Mental Health Counselors Association (AMHCA) – [http://amhca.org](http://amhca.org)
Colorado Counseling Association (CCA) - [www.coloradocounselingassociation.org](http://www.coloradocounselingassociation.org)
Colorado School Counseling Association (CSCA) - [www.coloradoschoolcounselor.org](http://www.coloradoschoolcounselor.org)

**Transfer Credits:**
Students enrolled in the on-campus or off-campus (Colorado Campuses) programs should consult with their advisor regarding transfer credits. Generally speaking, Adams State University accepts six credit hours in transfer.

Online Plus students should consult with the Online Plus Coordinator regarding transfer credits.

The paperwork required for transferring credits can be found under ‘student resources’ on the Department of Counselor Education Website (counselored.adams.edu).

Transferred courses taken prior to beginning the ASU program are not eligible for the assessed hours requirement for low entering GPA or low MAT or GRE scores.

**LiveText:**
The Department of Counselor Education uses LiveText to help in the collection of data for student and program assessment. Livetext is a web-based interface that enables the Department of Counselor Education to organize and track assignments and documents for core courses for accreditation purposes. Students are required to sign up for LiveText in the Philosophy and Theories course and enter material there as instructed in each core course. More information is contained in the Philosophy and Theories course syllabus. The subscription lasts for five years. More information about Livetext can be found at [https://college.livetext.com/](https://college.livetext.com/).
Course Load:
Full-time graduate class load for financial aid purposes at Adams State University is six hours or more per semester. Maximum enrollment is 15 semester hours during the fall and spring semesters. Course load for the summer session is 12 hours. Summer limits are exclusive of one-day workshops. Course overloads require the approval of the student’s academic advisor or Department Chair and the Vice President for Academic Affairs. The Graduate Student Overload Approval form can be found online under “student resources” at the following address: http://www.adams.edu/gradschool/overload approval 53012.pdf.
Graduate students must be enrolled in at least three semester hours to be eligible for any financial aid.

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

Grade Point Average:
Students must maintain a cumulative grade point average of 3.0 or higher for all coursework taken in pursuit of a master’s degree, initial teaching license, or endorsement. Students are subject to dismissal if their cumulative GPA falls below 3.0. Students earning a grade of D or F in any course will not be able to count the course toward degree completion and must retake the course. Students earning a grade of C in the clinical courses will be required to repeat the course and will only be allowed to take one course per semester until successfully completed. All grades earned in graduate study will be included in the calculation of the cumulative grade point average. Graduate study does not permit grade forgiveness.

Time Limit for Degree Completion:
Students are required to complete a program of study within 6 calendar years. Students who fail to complete the program within the 6-year period may be required to meet all the conditions of the most recent version of the graduate catalog. Students enrolled in and passing fewer than 6 credits in a calendar year may also be required to meet all the conditions of the most recent version of the graduate catalog. Appeals should be made to the chair of the Department of Counselor Education.

Name and Address Changes:
For a variety of reasons, it is important that the department be able to reach students. In order to
facilitate correspondence, it is necessary to report any change of address or phone number to the departmental administrative assistant (Carol McCann Fell) or to the online plus program coordinator (Donna Griego), as well as changing it through the One Stop System (found at adams.edu). Click on One Stop for Students, then on Official ASC Forms to complete the change of address form.

**COUNSELING SERVICES FOR STUDENTS**

Students are encouraged to grow personally by obtaining individual counseling or group counseling experiences. Faculty members do not counsel students. The following locations offer Counseling Services, sometimes free of charge or at reduced rates.

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

**Grand Junction Area:**
Colorado West Mental Health – 970.241.6023
Associates in Behavioral Counseling – 970.245.3212
Solutions Counseling Group – 970.242.3401

**Pueblo Area:**
Parkview Family Counseling Center – 719.544.0877
Spanish Peaks Mental Health Center – 719.543.7320
Associates for Psychotherapy – 719.564.9039

**Online Plus Students:**
Students across the country can visit the following websites to look for counselors in their area.
http://www.nbcc.org/counselorfind
http://www.healthline.com
http://www.goodtherapy.org/

**ACADEMIC EXPECTATIONS**

Faculty expectations of students’ academic, professional, and personal development are explicit in admission and grade point policies, course syllabi, and clinical evaluations. Additionally, meeting deadlines, knowledge of departmental policy, and periodic contact with the advisor are expected. The department faculty also expects that students will read the Student Handbook, Professional Practice Manual, and other documents important to the students’ success.
**Ethical Standards:**
The Department of Counselor Education expects students to follow the ACA Code of Ethics and Standards of Practice. The Code was developed to protect the client, the counselor, and the student. Ethical practices such as informed consent, confidentiality, and dual relationships will be introduced in the students’ beginning coursework and impressed upon students throughout the program. Practicing unethically, for instance, breaking confidentiality, may be cause for dismissal from the program.

It is critical that students obtain a copy of the ethical standards, free of charge, by visiting [http://www.counseling.org](http://www.counseling.org).

**Incompletes:**
Incomplete grades in didactic courses are at the discretion of the course instructor and given only in dire circumstances. Students should not expect to receive an incomplete only because they are doing poorly in class. An Incomplete Agreement form must be completed by both the instructor who assigned the incomplete and the student.

Incomplete grades in experiential courses, Pre-Practicum, Practicum, and Internship, have consequences. If a student receives an incomplete in an experiential course, the student may take only one course per semester until the incomplete is satisfactorily completed. The student’s advisor must approve of the one course to be taken. If a student is leaving the program, they will not receive an incomplete but will receive the grade earned in the course.

Incompletes in any course may affect financial aid. If a student is leaving the program, they may not receive an incomplete but will receive the grade earned in the course.

**Academic Integrity:**
Every student is required to practice and adhere to the principle of academic integrity while undertaking studies at the University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty.

Academic dishonesty may be an academic issue or a disciplinary issue, or both depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University. The list that follows includes examples, although not all-inclusive, of academic dishonesty:
• Purchase of term papers turned in as one’s own
• Submission of same term paper to another class without permission
• Providing another student answers during an exam
• Use of notes or book during the exam when prohibited
• Collaboration on homework or take-home exams when instruction called for independent work
• Providing test questions to student(s) in another section of the class
• Plagiarism: appropriating or passing off as one’s work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other’s work
• Writing of term paper(s) for another student
• Cheating on exams, papers, assignments, etc.

**EXIT REQUIREMENTS**

**Comprehensive Examination:**
During the final semester in the program, students sit for a comprehensive exam. The exam covers the eight core CACREP areas: Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation/Ethics. The coursework in the Counselor Education program prepares students for the exam. Study guides are also available.

The department uses the Counselor Preparation Comprehensive Examination (CPCE), a four-hour, multiple-choice exam. Students must complete the Application for Comprehensive Exam by the following dates or they may not be able to sit for the exam. The Application for Comprehensive Exam is posted at counselored.adams.edu. Students who do not meet the minimum criterion score set by the department must repeat the exam at an additional cost. Students must pass the Comprehensive Exam prior to graduation.

**Deadlines for Comps Application:**
- For Spring Test Dates: October 15
- For Summer Test Dates: March 15
- For Fall Test Dates: August 15

**Application for Graduation:**
Students must complete the Intent to Graduate form (found at [http://www.adams.edu/gradschool/graduation.php](http://www.adams.edu/gradschool/graduation.php)) and submit it to the Graduate School according to the following schedule:
• Fall graduation: August 31
• Spring graduation: January 31
• Summer graduation: June 1

The Intent to Graduate form must be submitted before the due dates listed above. Applications received after these dates will be charged a $20 processing fee. You must also notify your academic department of your late application. Failure to complete this application in a timely manner will delay conferring of your degree and receipt of your diploma.

If you do not complete all degree requirements by the end of the semester in which you intend to graduate, you must complete another application to graduate in a subsequent semester. This application is good only for the semester indicated and does NOT automatically move to a later date.

The Graduate School will notify students of the ceremony details approximately 6 weeks before graduation.

GENERAL COMMUNICATION
Students should check the Counselor Education Online Plus Students or Counselor Education Colorado Campus Students on Blackboard regularly. A variety of informational items are posted here including book lists, registration information, upcoming deadlines, comprehensive exam information, and other important items. Students will receive private emails here as well.

Students are reminded that many of their questions can be answered by reading the Professional Practice Manual, the Student Handbook, the Graduate Catalog, and the Department of Counselor Education Website.

LICENSE, CERTIFICATION, AND ENDORSEMENT
School Counseling Licensure
To meet the academic requirements for licensure as a school counselor in Colorado, one must successfully complete the school-counseling specialty of Adams State’s Department of Counselor Education program.

To be eligible for the Colorado K-12 school counselor license, one must have
• completed an approved program for counselor licensure as a school counselor.
• passed the exam(s) currently required by the Colorado Department of Education and any other requirements mandated by the state. Consult the CDE web site for the latest requirements (http://www.cde.state.co.us/index_home.htm).
• send the CDE required paperwork to
  Adams State University
  Department of Teacher Education
  208 Edgemont Blvd.
  Alamosa, CO  81101

• the degree must be awarded before a license can be issued; degrees are generally awarded
  4-6 weeks after final grades are submitted

For school licensure in other states, visit the appropriate state’s department of education to find
the correct paperwork. Send the completed paperwork to the same address above.

**Licensed Professional Counselor (LPC) - Colorado**
The Department of Counselor Education clinical mental health counseling specialty meets the
academic requirements specified by the Colorado Board of Licensed Professional Counselor Examiners. The Board also requires passing a written exam and post-masters supervised experience. Consult the Colorado Department of Regulatory Agencies web site for the latest requirements. [http://www.dora.state.co.us/mental-health/index.htm](http://www.dora.state.co.us/mental-health/index.htm)

**Online Plus Students:**
Online Plus students enrolled in either the CMHC or School Counseling specialty should consult
their state licensing boards to be sure the Adams State University program meets the
requirements for licensure in their state.

You may find the licensure requirements by visiting [http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards](http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards)

By agreeing to the terms of this Student Handbook, students are also agreeing to make
themselves aware of their state requirements for licensure.

**National Certified Counselor (NCC)**
Graduates with the Master of Arts in Counseling with any specialty – CMHC or School Counseling - are eligible for the National Certified Counselor credential. This voluntary, national certification process recognizes counselors who have met training program and experience standards established by the National Board for Certified Counselors. The requirements to become an NCC are:

1. A master’s degree in counseling with a minimum of 48 semester hours of coursework in
nine identified areas;
2. Two academic terms of supervised field experience in a counseling setting;
3. Two years of post-master’s counseling experience (2000 hours) with 100 hours of face-to-face supervision by an NCC or equivalent (*waived for graduates of CACREP accredited programs*)
4. And passage of the National Counselor Exam (NCE).

Students in CACREP accredited programs are eligible to take the NCE in their last semester of the program, and earn the credential immediately upon successful completion of the program, the NCE, and the required paperwork. Specialty endorsements are also available in clinical supervision, clinical mental health counseling, school counseling.

While national certification furthers the professional identity of beginning counselors, it is not the same as state licensure. For further information, visit http://www.nbcc.org.

**Endorsement:**
Faculty will only recommend students for licensure or employment in professional roles and functions for which he/she has been trained.

**STUDENT FEEDBACK**
Course Evaluations:
Students are encouraged to evaluate faculty members through the University’s course evaluation process at the end of each semester. This affords the student the opportunity to provide feedback regarding the teaching effectiveness of faculty members. The course evaluations are compiled by Computing Services and delivered to the Department Chair, who reviews the feedback and then meets with faculty. The compiled feedback is given to faculty members in the following semester and all evaluations are anonymous. The course evaluations are reviewed carefully when faculty are considered for retention, promotion, or tenure.

Alumni Survey:
Every two years, the department conducts a follow-up study of program graduates and their employers. The department is interested in the perceptions of the graduate’s preparedness to work as counselors in school and community settings. Results of the latest alumni and employer surveys can be found at counselored.adams.edu.

**ACADEMIC STANDARDS AND STUDENT EVALUATION**
Students are evaluated throughout their enrollment in the program. Five formal benchmarks have been set to measure students’ academic, personal, and professional development. These
benchmarks are:

Benchmark 1 - The Candidacy Interview

- The interview takes place at the conclusion of the student’s first experiential course, pre-practicum.
- The student meets with two faculty members who will have access to
  - Final Pre-Practicum Evaluations
    - On-campus – completed by faculty supervisor
    - Off-campus – completed by professional supervisor
    - Online Plus – completed by instructor during on-campus intensive
  - Personal and Professional Dispositions
    - Completed by pre-practicum instructor for each delivery method
    - Other instructors have the opportunity to submit a Personal and Professional Disposition form if indicated
  - Entering GPA
  - Recommendation Forms
  - Proof of Membership in ACA, ASCA, or AMHCA

Benchmark 2 – Student Review

- This student review takes place at the conclusion of the practicum course; students are not required to attend an interview unless requested by the department.
- Decisions are based on the following information.
  - Final Practicum Evaluation – completed by the site supervisor and/or recorded sessions supervisor
  - GPA – a 3.0 is required for graduation; students’ grades reflect their content knowledge and skill development
  - Student Self-Assessment - completed by students as an assignment in the practicum course using the Practicum Final Evaluation form
  - Personal and Professional Disposition Form
    - Completed by the practicum instructor
    - Other instructors have the opportunity to submit a Personal and Professional Disposition form if indicated

Benchmark 3 – Student Review

- This student review takes place at the conclusion of the internship I course; students are not required to attend an interview unless requested by the department.
- Decisions are based on the following information
  - Final Internship I Evaluation – completed by the site supervisor
GPA – a 3.0 is required for graduation; students’ grades reflect their content knowledge and skill development

- Student Self-Assessment - completed by students as an assignment in the internship I course using the Internship I Final Evaluation form
- Personal and Professional Disposition Form
  - Completed by the Internship I instructor
  - Other instructors have the opportunity to submit a Personal and Professional Disposition form if indicated

Benchmark 4 – Student Review
- This student review takes place at the conclusion of the internship II course; students are not required to attend an interview unless requested by the department.
- Decisions are based on the following information
  - Final Internship II Evaluation – completed by the site supervisor
  - GPA – a 3.0 is required for graduation
  - Student Self-Assessment - completed by students as an assignment in the internship II course using the Internship II Final Evaluation form
  - Personal and Professional Disposition Form
    - Completed by the internship II instructor
    - Other instructors have the opportunity to submit a Personal and Professional Disposition form if indicated
  - Student professional plan and review completed in the internship II course

Benchmark 5 - Comprehensive Exam
- The CPCE is administered in the final semester of the student’s coursework.

Besides these formal assessment points, faculty and advisors meet informally with students who are in need of guidance or remediation. If these attempts are ineffective, the student will be asked to meet with faculty members more formally to develop a remediation plan or to dismiss from program.

**Academic Program Standards:**

**Grades**
Graduate students must maintain a cumulative grade point average of 3.0 or better for all coursework taken in pursuit of a master’s degree, initial license, or endorsement. Students are subject to dismissal if their cumulative GPA falls below 3.0. Students who receive a D or F in a course must repeat the course, unless that student was assigned an F for academic dishonesty. In that case, the student will not be permitted to repeat the course unless an appeal of the grade allows the student to repeat the course. In addition, all grades earned in graduate study will be
included in the calculation of the cumulative grade point average; graduate study does not permit grade forgiveness. Students who receive a C in pre-practicum, practicum, internship I or II, or group classes will be required to repeat the course. Students who receive three Cs or lower for graduate work will be dismissed from the Department of Counselor Education. See the Appeals section of the handbook for information on appealing grades.

Instances of academic dishonesty will be dealt with according to ASU’s Student Handbook.

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

- to relate to peers, professors, and others in an appropriate professional manner
- to apply legal and ethical standards during the training program
- to act in accordance with the program’s standards as outlined in the Student Handbook, course syllabi, and the Professional Practice Manual
- to act maturely and professionally, (e.g., completing assignments in a timely manner, arriving on time for class and appointments, communicating with instructors, supervisors, and peers as appropriate)
- to act maturely and professionally on all social media outlets,
- to demonstrate appropriate self-control (e.g., anger control, impulse control) in interpersonal relationships with faculty, peers, and clients/students.
- to be aware of her/his own belief systems, values, and limitations
- to be aware of how these belief systems, values, and limitations might affect the student’s work with clients/students or peers
- to demonstrate a willingness to self-explore, grow, and compensate for deficiencies
- to participate in class in an appropriate manner (e.g., demonstrate awareness of personal boundaries and avoid inappropriate self-disclosure)
- to respect the fundamental rights, dignity, and worth of all people

Students are required to adhere to the American Counseling Association (ACA) Code of Ethics and Standards of Practice. Students are expected to adhere to their specialty area Code of Ethics and/or Codes of Conduct. Further, students must adhere to the requirements of regulatory boards overseeing licensure in the State of Colorado or the student’s state of residence.

A student’s acceptance into the program or as an MA Candidate does not ensure a right to
remain in the program, and retention in the program is dependent upon the student maintaining the scholastic, professional, and personal requirements of the program.

**STUDENT RETENTION**

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

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

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

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

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

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

The Faculty Concern Form will be collected and stored by the Department. If a student receives three (3) Faculty Concern Forms, a Notice of Professional Concern will be completed and kept in the student’s file. The Notice of Professional Concern will move retention efforts to the “formal” level.

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

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

**Formal Academic Retention Process**

Remediation and/or dismissal may be appropriate when a student has acted or failed to act in a manner that does not meet the generally accepted standards of the counseling professional. Generally accepted standards include, but are not limited to, the standards of practice recognized by the American Counseling Association and the American School Counselor Association. The faculty will engage in formal academic retention processes after informal efforts have proved futile or if the student’s behavior is so egregious it warrants immediate dismissal.

A Notice of Professional Concern should be completed by faculty after 3 or more Faculty Concern Forms have been completed for a student or when behavior is clearly outside the generally accepted standards of the counseling profession. Examples of behaviors that may warrant a Notice of Professional Concern include, but are not limited to:

- Violations of professional standards of ethical conduct
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level
of competency

- Behaviors that can reasonably be predictive of unsatisfactory future professional functioning, such as lateness, tardiness, inaccuracy in client recordkeeping, or noncompliance with supervisory requirements
- Interpersonal behaviors and interpersonal functioning that impair one’s professional functioning
- Inability to exercise sound clinical judgment, inadequate interpersonal skills, or pervasive interpersonal problems
- Threatening behavior
- Frequent excuse making when tasks, assignments, appointments, and so forth are not completed in a timely manner
- Lack of insight into negative consequences of own behavior and frequent blame of others for failures
- Inability to tolerate different points of view, constructive feedback or supervision
- Dishonest academic practices, including but not limited to plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents

Upon receipt of a Notice of Professional Concern, the Department Chair or Online Plus Program Coordinator will determine whether the situation is a Department of Counselor Education curricular matter or is a matter of general student misconduct. If a matter of general student misconduct, the student will be referred to the Vice President of Student Affairs.

If the matter is within the professional academic expertise of the faculty, the Department Chair will appoint a three-member Formal Review Committee (FRC) to conduct a formal meeting with the student. This meeting may be held via conference phone or Collaborate for off-campus students. At least two of the members should be program faculty. The third member may be from a community or school site. All committee members must be impartial and able to render a just and fair decision. A member unable to do so should recuse him or herself.

Notice of the formal meeting shall be in writing (email is sufficient) at least five working days before the meeting and should include:

- the time and date for the meeting
- the specific reasons for the meeting
- a copy of the Notice of Professional Concern,
- an indication that the student may be accompanied to the meeting by a non-attorney member of the campus community as an advisor
• an indication that the meeting presents an opportunity for the student to be heard on the matter and to present his/her version of the facts, but that if the student fails to attend the meeting, the Committee will proceed to determine the matter in the student’s absence.

During the review, the individual who raised concerns will summarize the concerns to the Committee. The student will have the right, within reason, to question anyone presenting information to the committee. In addition, the student will have the opportunity to speak on his or her behalf, bring witnesses to testify at the review, and present any written or other type of evidence to be considered by the committee. If the student does not attend the meeting, the Committee will proceed as scheduled.

After meeting with the student, the Committee will determine if the allegations have been substantiated. If the Committee determines the evidence is lacking, no action will be taken. If the evidence is sufficient, the Committee will create a remediation plan for the student, which can include but is not limited to:

• requiring a course be satisfactorily repeated
• placing the student on a behavioral contract with stipulated conditions for remaining in the program
• suspending a student for a specified or unspecified length of time with or without stipulations for re-admission
• permanently dismissing the student from the program

The chair of the FRC will provide the student and the Department Chair with its written decision within five (5) working days of the review. Students must notify the Department Chair within five (5) working days and in writing (email is acceptable) that he or she accepts the remediation plan. If the student does not accept the remediation plan, the student will be dismissed from the program.

The student’s faculty advisor will monitor any remediation requirements.

**STUDENT DISMISSAL:**
The ACA Code of Ethics states that counselors (counselor educators) must provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program (Standard F.2.c). Specifically, Standard F.3.a states that “through ongoing evaluation and appraisal, counselors are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations.”
In this ongoing evaluation of counseling students, the faculty will consider skills and professional and personal dispositions of students as an academic progress matter. When a student’s performance or behavior raises concerns about his or her ability to function as a counselor, that performance or behavior will be considered as grounds for academic discipline.

The faculty also recognizes their obligation:

- to assist students in obtaining remedial assistance where warranted by the circumstances
- to consult with colleagues and document their decisions to refer students for remediation or dismissal from the program
- to assure that students have adequate recourse to address decisions made.

After following the informal and formal retention processes discussed above, faculty may conclude that permanent dismissal is appropriate.

**Discipline/Dismissal for Misconduct**
Charges of student misconduct violating general student conduct standards set forth in the Adams State University Student Handbook, including the University Anti-Discrimination Policy, will be referred to appropriate University officials and handled in accordance with the Student Handbook procedures.

**APPEAL POLICIES:**

**Remediation and Dismissal Appeals:**
A student may appeal a remediation or dismissal decision by filing a written appeal with the Department Chair within 5 working days of receipt of the decision.

If the student is dissatisfied with the Department Chair’s decision, the student may file a written appeal with the Vice President for Academic Affairs within 5 working days of receipt of the Department chair’s decision. The decision of the Vice President for Academic Affairs is final.

A student appealing a dismissal decision may remain in classes until any appeals have been completed except in the case of experiential coursework.

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

1. If a student disagrees with a grade or other academic determination, the student, within three (3) working days of the grade being posted, shall make a written request to the instructor appealing the grade or other academic determination. The instructor will respond to the student in writing detailing the reasons for accepting or denying the appeal within 3 days of receipt of the appeal.

If the instructor is unavailable, the appeal will go directly to the Department Chair.

2. If the student is not satisfied with the decision of the instructor, the student must provide a written appeal to the Department Chair (Dr. Susan Varhely) for Colorado Campus students or to the Online Plus Director (Dr. Don Basse) for Online Plus students within three (3) working days of receiving the instructor’s response, detailing the basis for the appeal and the specific remedy sought by the student. The Department Chair or Online Plus Director will respond to the student in writing detailing the reasons for accepting or denying the appeal within three (3) working days.

**Candidacy Appeal:**

A student wishing to appeal the decision to withdraw admission must submit a letter detailing the basis for the appeal to the Department Chair no later than the Monday of the week prior to the start of the subsequent semester. The Department Chair (or designee) must respond to this letter within 5 working days, appoint a department committee, and arrange a meeting with the student and committee. A student will then be afforded the opportunity to present his/her case for readmission. If the department upholds the withdrawal of admission, the student may appeal the decision to the Vice President for Academic Affairs within three (3) working days. Although a student may attend classes during the appeals process, if the appeal is denied, the student will be required to withdraw from class immediately and may not receive a full refund. Students cannot continue in practicum or internship courses, however, during any appeal.

**Faculty and Staff:**

**STAFF**

**Administrative Assistant III, Colorado Campus Programs**
Carol McCann Fell  
cmccann@adams.edu
Online Plus Coordinator & Academic Advisor, Online Plus Program
Donna Griego
dlgriego@adams.edu
ceonline@adams.edu

Online Plus Assistant, Online Plus Program
Nate Pacheco
npacheco@adams.edu

Clinical Coordinator, All Programs
Mollie Benton
counseloredcc@adams.edu

FACULTY

Department Chair
Dr. Susan Varhely
Professor of Counselor Education
scvarhel@adams.edu

Online Plus Director
Dr. Don Basse
Professor of Counselor Education
dtbasse@adams.edu

Assistant Department Chair
Dr. Theresa O’Halloran
Professor of Counselor Education
tmohalloran@adams.edu

School Counseling Coordinator, Colorado Campus Program
Dr. Rex Filer
Professor of Counselor Education
rdfiler@adams.edu

School Counseling Coordinator, Online Plus Program
Dr. Cheri Meder
Assistant Professor of Counselor Education
cmeder@adams.edu

Associate Department Chair
Dr. Mark Manzanares
Professor of Counselor Education
markmanzanares@adams.edu
Doctoral Program Director
Assessment Coordinator
Dr. Brandon Wilde
Assistant Professor of Counselor Education
brandonwilde@adams.edu

Exit Exam Co-Coordinator
Dr. Lori Notestine
Assistant Professor of Counselor Education
lorinotestine@adams.edu

Dr. Laura Bruneau
Associate Professor of Counselor Education
lbruneau@adams.edu

Exit Exam Co-Coordinator
Dr. Jared Thiemann
Assistant Professor of Counselor Education
jthiemann@adams.edu

Clinical Mental Health Coordinator, All Programs
Dr. Penny Sanders
Assistant Professor of Counselor Education
pennysanders@adams.edu

Joel Givens
Assistant Professor of Counselor Education
mailto:joelgivens@adams.edu

All faculty may be contacted through Blackboard (Colorado Campus and/ or Online Plus Classroom). This includes all adjunct faculty.

ADAMS STATE UNIVERSITY FACTS
Adams State University is located in Alamosa, Colorado, a community of about 15,000 people. Situated in the San Luis Valley, an area the size of the state of Connecticut and located in south central Colorado, the Adams State University campus is surrounded by the Sangre de Cristo and San Juan Mountain ranges. With peaks of over 14,000 feet, the mountains provide a variety of winter and summer recreational activities and account for the brisk winter nights and sun-filled days. A sense of history and adventure, unique to the American Southwest, creates an environment conducive to academic and social growth. Bus lines and airlines service Alamosa. Denver is 220 miles to the north and Albuquerque, New Mexico is 200 miles to the south. The
historic towns of Taos and Santa Fe, some of the most spectacular scenery in the United States, and five ski areas are only one to three hours away.

Adams State University Contact Information

Academic Instructional Technology 719-587-7371 ascaitc@adams.edu
ADA Compliance 719-587-8226 laurelcarter@adams.edu
Computing Services 719-587-7741 patti@adams.edu
Counseling & Career Center 719-587-7746 greggelliott@adams.edu
Diplomas 719-587-7721 dmmondragon@adams.edu
Directory 800-824-6494
Financial Aid 719-587-7306 asconestop@adams.edu
Graduate School 866-407-0013 ascgrad@adams.edu
Grad School Assistant, Karie Velleses 719-587-8173 kmyoung@adams.edu
Housing 719-587-7227 bingraham@adams.edu
Library 719-587-7187 rensley@adams.edu
One-Stop-Shop 719-587-7306 asconestop@adams.edu
President, Assistant to 719-587-7341 james_trujillo@adams.edu
Police Department (ASU) 719-587-7901
Records Office 719-587-7960
Registrar 719/587-7321 bmaestas@adams.edu
Student Business Office 719-587-7758 asconestop@adams.edu
VP for Academic Affairs 719-587-7622 fjnovotn@adams.edu
Dr. Frank Novotny
VP for Student Affairs 719587-7221 klmarque@adams.edu
Ken Marquez
**Personal and Professional Dispositions Form**
*(Part of Assessment Plan and required on all students)*

Student Name: __________________________________ Date: ______________
Form Completed By: _____________________________________________

**Evaluation Criteria**

Y = meets expectations  
N = does not meet expectations

**Professional Dispositions**

The student relates to peers, professors, and others in an appropriate professional manner.  

Y  N

The student applies legal and ethical standards during the training program.  

Y  N

The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.  

Y  N

The student acts in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Professional Practice Manual.  

Y  N

**Personal Dispositions**

The student demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and clients/students.  

Y  N

The student is aware of her/his own belief systems, values, and limitations and thus respects the fundamental rights, dignity, and worth of all people  

Y  N

The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.  

Y  N

The student participates in classes in an appropriate manner.  

Y  N
Faculty Concern Form
(In Informal Retention Efforts)

Student Name:                          Date:
Course #:                              Semester:
Form Completed By:

Evaluation Criteria
               Y – Meets Expectations   N – Does not meet expectations

Professional Disposition
The student relates to peers, professors, and others in an appropriate professional manner. Y  N
The student applies legal and ethical standards during the training program. Y  N
The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors. Y  N
The student acts in accordance with the program’s standards as outlined in course syllabi, the Student Handbook, and the Professional Practice Manual. Y  N

Personal Disposition
The student demonstrates appropriate self-control in interpersonal relationships with faculty, staff, peers, and clients/students. Y  N
The student is aware of his/her own belief systems, values, and limitations and thus respects the fundamental rights, dignity, and worth of all people. Y  N
The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies. Y  N
The student participates in classes in an appropriate manner. Y  N

Notes (any remediation plan should be including in this section):
**Notice of Professional Concerns Form**  
(Formal Retention Efforts)

Student: _______________________________________________________________

Semester/Year: _______________________________________________________

Completed by: _________________________________________________________

Date submitted to Department Chair: __________________________________________________________________

In the space provided below, write a brief narrative of the academic concerns regarding this student, including academic grades, professional skill development, professional characteristics, and overall appropriateness for the field of counseling. Attach a separate sheet if needed.