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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 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 the video and read the orientation information.

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 Clinical 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 policies. 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.

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 two 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 for specific state’s requirements.

School Counseling
The School Counseling specialty leads to eligibility, after submitting appropriate paperwork and passing the Colorado school licensure exam, for K-12 licensure as a school counselor in Colorado. Students will gain the professional knowledge, skills, and practices necessary to promote the academic, career, and social/emotional development of all K–12 students. It is imperative that students check the requirements in their home state for licensure requirements. Some states require students to obtain a license in Colorado first or that students become license eligible in Colorado prior to being license eligible in 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 for specific 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 counselored.adams.edu for application and admission information.

**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 that provides students the 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 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 with sound practical and relational skills, a comprehensive theoretical knowledge base, a strong counselor identity, and the personal & professional 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 academically prepared to seek licensure.
2. To continually evaluate the program curriculum, practices, and requirements to promote a comprehensive theoretical knowledge base.
3. To promote professional identity through involvement in professional organizations, attaining leadership positions, and presenting at the national, regional, and state conferences.
4. To prepare professional counselors with the necessary personal and professional dispositions to work with diverse populations.

**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:

- ceadmissions@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 complete a candidacy interview 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.

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. 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 upon admission to the program should a student have a GPA below 2.5.

3. Note about Assessed Hours
As mentioned above, students are assessed extra hours for low entering GPA. 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 must be approved by the student’s advisor. 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. Assessed hours can be taken at any accredited college or university. 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 Clinical 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 Clinical 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 Clinical 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 Clinical Manual 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. **The department cannot guarantee courses for out-of-cohort students. Once a student drops out of cohort, the student will need to meet the requirements of the most current student handbook and degree plan.**

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 can only take one course each semester until practicum is successfully completed. However, **the “one course per semester” rule is only applicable for one year.**
After 1 year, the student must complete the required experiential coursework (including the Intensive course if needed). If the student does not complete the required experiential course at that time, the student will discontinue coursework until the student is able to complete the required courses. 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](http://www.counseling.org/Counselors/LicensureAndCert.aspx)

Choosing Your Specialty
The Department of Counselor Education offers two 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
Students seeking “dual specialties” wish to specialize in both clinical mental health counseling and school counseling. Students seeking dual specialties, must complete all required coursework and clinical experiences for both specialties before graduating to have both specialties count as CACREP. If a student graduates with one specialty and then returns for another, the latter cannot be recognized as CACREP. Students seeking dual specialties need to contact their advisors.
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<th>Clinical Mental Health Counselors...</th>
<th>Professional School Counselors...</th>
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<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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<tr>
<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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**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:
POLICIES RELATED TO PROGRAM COMPLETION

This handbook is not meant to be a complete listing of all Adams State University’s student policies. 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 online programs should consult with their advisor regarding transfer credits. Generally speaking, Adams State University accepts up to 12 credit hours of coursework from CACREP programs and up to six credit hours from non-CACREP in transfer. Credits transferred from non-CACREP programs will count as elective courses. 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. Courses taken toward a previously earned degree will NOT be considered for transfer credit. All transfer requests are conditional upon review of the department chair.

**Course Load**
Please contact the Financial Aid department for the most up to date information on requirements for financial aid. Adams State University considers 15 credit hours to be full time FTE for students. Maximum enrollment is 15 semester hours during the fall and spring semesters. Students in the counselor education program typically take 6-12 hours per semester. Course load for the summer session is 9-12 hours. Summer limits are exclusive of one-day workshops. Course overloads exceeding 15 credit hours require the approval of the student’s academic advisor or Department Chair. 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](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. Students should work with their advisor to
develop their degree plans. Both students and their advisors are responsible for tracking degree
plans. 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.

Course Assignments
PLEASE NOTE: As part of the Counselor Education Department’s CACREP assessment plan,
all assignments must be turned in via the assignments tab in each course. This means that
assignments will NOT be accepted in any other format (i.e., email is not an acceptable means of
turning in assignments).

Students should be aware that course instructors may submit assignments through TURNITIN
plagiarism software.

Sequence of Experiential Courses
Online students are required to take Group Counseling and the online portion of Practicum
during the Spring semester. Students are required to attend Summer Intensives the summer
immediately following successful completion of the Spring Practicum and Group courses.
Failure to do so will result in students having to retake coursework including collecting hours
and creating videos for Practicum.

Videos Submission
In specific courses throughout the program, students are required to record counseling sessions to
be reviewed by faculty for training purposes. Students are required to either upload their videos
directly to MediaSpace (the department’s media management program) or they must transfer
their videos from their computer or storage device. If a student saves the video on his or her
own computer or storage device, the video must be transferred to MediaSpace within 24
hours of recording and then fully deleted from the student’s personal device in order to be
in compliance with privacy regulations.

Furthermore, no student may delete a counseling video from MediaSpace once it is
uploaded. Only the ASU MediaSpace Administrator, who is a faculty member in the Counselor
Education department, may delete counseling videos. Students may wish to practice uploading
videos before they upload counseling videos. If a student uploads a personal video in order to practice the upload process, the student may delete this ‘non-counseling’ video.

**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. 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.

**Satisfactory Progress**

Grades of ‘SP’ (Satisfactory Progress) are assigned in specific graduate-level courses in which the nature of the course may require student work beyond the designated term. Students who have submitted required coursework at a satisfactory level throughout the term but who require additional time to complete all course requirements will be assigned an ‘SP’ grade by the end-of-semester final grade deadline. In general this grade is restricted to courses such as practicums, clinicals, theses, dissertations, and courses requiring research over an extended period of time. The ‘SP’ grade indicates that a student is making satisfactory progress towards completion of their course. For courses numbered 500-699 an ‘SP’ grade will remain in effect until a maximum of three semesters has elapsed. For courses numbered 700+ the ‘SP’ grade will remain in effect for a maximum of 7 semesters. The instructor will review all ‘SP’ grades each semester and will complete a grade change to the appropriate earned grade when the student completes the required coursework. After the maximum amount of time has passed without a grade change the grade will revert to an ‘F’.

**Graduate Student Minimum GPA Requirement**

Graduate 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. Graduate 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, except SP grades, will be included in the calculation of the cumulative grade point average.
Graduate Student Grade Forgiveness
Current active graduate students receiving a grade below B in a course may repeat that course once, provided the course has not been previously applied toward an awarded degree. The grade received in the repeated course will substitute for the original grade and only the latter (repeated) grade will be used in calculating the students’ grade point average. Individual graduate programs may set their allowance for the number of credits to be considered for grade forgiveness, not to exceed 25% of total credit hours required for the program.

Graduate Student Academic Renewal
Students who have previously attempted graduate studies and were not awarded a degree may apply to have their previous graduate studies grades disregarded for the purpose of grade point calculation, as part of their application to a different graduate program. Application for Academic Renewal is made in writing, to the director of the relevant graduate program, per procedures developed by the program. Graduate students at Adams State University may apply only once for Academic Renewal.

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 and any current program requirements. 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.

Skills One Online Assessment System
Students will use the Skills One online assessment system for accessing assessment tools and reports in COUN 527, COUN 528 and COUN 546. Each of these courses has a nominal fee attached to cover the cost of the assessments. Students will complete the required assessments at this site, and receive completed reports through Blackboard email. Instructors will provide deadlines for completion of assessments.

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 or to the online plus program coordinator, 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:
Mind Springs 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
Health Solutions – 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, Clinical 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.

Academic Integrity
Every student is required to practice and adhere to the principle of academic integrity while undertaking studies at Adams State 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) 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 Clinical Manual, the Student Handbook, the Graduate Catalog, and the Department of Counselor Education Website.

**LICENSURE, 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).
- sent the CDE required paperwork to
  Adams State University
  Department of Teacher Education
  208 Edgemont Blvd.
  Alamosa, CO 81101
- been awarded a degree 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. Requirements may vary by states. Students must check the requirements for specific states. 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

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. 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
Each year, 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
The ASU Department of Counselor Education evaluates program objectives through systematic student assessment throughout the program. Student assessment includes the assessment and measurement of: (1) key performance indicators in knowledge-based core areas and respective student specialty, (2) key performance indicators of student learning outcomes in primarily skill-based course assignments, (3) and key performance indicators of student professional dispositions.

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. 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.

Academic Dishonesty
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.

- The student relates to peers, professors, and others in an appropriate professional manner in all courses.
- The student complies with legal, ethical, and programmatic standards during the training program.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.
- The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.

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 are 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, and faculty and supervisor completion of the Professional and Personal Disposition form (see attached form) and the Notice of Professional Concern form (see attached form).

If a student exhibits low grades, poor skills, poor personal and professional dispositions, or other behavior that is of concern, **formal retention efforts** will take place. In certain situations, a student’s behavior may be so egregious as to warrant formal dismissal. Examples include, but are not limited to, violation of the ACA Code of Ethics, felony charges, and academic dishonesty.

**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. A Notice of Professional Concern form should be completed by faculty 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 one’s 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 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 ZOOM 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 the following:

- 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.
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.

**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. Specifically, (Standard F.6.b.) states: “Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.”

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 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. Mark Manzanares) 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 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**

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All faculty may be contacted through Blackboard. 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  asaitc@adams.edu
ADA Compliance  719-587-8226  odsd@adams.edu
Computing Services  719-587-7741  patti@adams.edu
Counseling & Career Center  719-587-7746  listomlin@adams.edu
Diplomas  719-587-7721  dmmondragon@adams.edu
Directory  800-824-6494
Financial Aid  719-587-7306  financialaid@adams.edu
Graduate School  866-407-0013  gradschool@adams.edu
Grad School Assistant, Karie Velleses  719-587-8173  kmyoung@adams.edu
Housing  719-587-7879  housing@adams.edu
Library  719-587-7187  rensley@adams.edu
One Stop  719-587-7306  onestop@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 Services  719-587-7728  studentbusiness@adams.edu
VP for Academic Affairs  719-587-7622  fjnovotn@adams.edu
   Dr. Frank Novotny
VP for Student Affairs  719-587-7221  klmarque@adams.edu
   Ken Marquez
ZOOM Support Center  888-799-9666 ext. 2  website: zoom.us
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

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

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 Clinical Manual.  Y  N
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.
**DEFINITIONS**

The following are terms used throughout the clinical manuals. This is not an exhaustive list and many of the definitions are taken directly from the CACREP 2009 Standards.

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biweekly Consultation</td>
<td>Communication regarding the student’s progress between the Site Supervisor and the Clinical Coordinator that occurs at least every other week throughout the student’s Practicum experience</td>
</tr>
<tr>
<td>Candidacy Interview</td>
<td>Interview occurring at the end of the Pre-Practicum experience in which the student and faculty discuss the student’s progress in skill, professional, and personal development</td>
</tr>
<tr>
<td>Clinical Coordinator</td>
<td>Administrative staff member at ASU who coordinates the professional practice experiences of students and serves as the point of contact between faculty and Site Supervisors</td>
</tr>
<tr>
<td>Clinical Manuals</td>
<td>Series of manuals that review the expectations and guidelines for Pre-Practicum, Practicum, and Internship</td>
</tr>
<tr>
<td>Colorado Campus On-Campus</td>
<td>Students enrolled full or part time on the Alamosa campus</td>
</tr>
<tr>
<td>Direct Service</td>
<td>Interaction with clients/ students that includes the application of counseling, consultation, or human development skills; generally, the term refers to time spent by Practicum or Internship students working directly with clients/ students</td>
</tr>
<tr>
<td>Internship</td>
<td>Capstone professional practice course intended to reflect the comprehensive work experience of a clinical mental health or professional school counselor and to further develop students’ skills and knowledge of counseling settings</td>
</tr>
<tr>
<td>Licensure</td>
<td>The process by which a state agency grants permission to a person to engage in a given profession and to use the designated title of that profession, after the applicant has attained the minimal degree of competency necessary to ensure that public health, safety, and welfare are reasonably well protected</td>
</tr>
<tr>
<td>Live Supervision</td>
<td>A type of supervision in which the supervisor is directly observing the supervisee in action (e.g. in the same room or behind a one way mirror, etc.)</td>
</tr>
<tr>
<td>MediaSpace</td>
<td>Secure server that stores recorded counseling sessions completed by Pre-Practicum and Practicum students or students enrolled in other Counselor Education courses</td>
</tr>
<tr>
<td>Online Plus</td>
<td>Students enrolled in the Online Plus program who attend two week-long summer intensives on the Alamosa campus</td>
</tr>
<tr>
<td>Other Professional Activities</td>
<td>For Practicum and Internship, these are the professional activities completed in addition to the direct service hours (e.g. record keeping, supervision)</td>
</tr>
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<tr>
<td>Practicum</td>
<td>Second professional practice course that allows students to continue practicing foundational counseling skills and behaviors learned in Pre-Practicum, while integrating more advanced skills through coursework, supervised recorded sessions, and 100 hours of direct service at a Practicum site of choice</td>
</tr>
<tr>
<td>Pre-Practicum</td>
<td>First professional practice course that acquaints students with the counseling experience, focusing on the personal qualities needed to develop an authentic and effective counseling relationship</td>
</tr>
<tr>
<td>Recording Supervision</td>
<td>A type of supervision in which the focus of the session is on a recorded counseling session</td>
</tr>
<tr>
<td>Site Supervision</td>
<td>A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in Practicum and Internship, facilitates the associated learning and skill development experiences, and monitors and evaluates the work of the student while monitoring the quality of services offered to clients/students</td>
</tr>
<tr>
<td>Student Handbook</td>
<td>Department handbook to guide students in understanding the program, the degrees offered, policies and procedures, and student rights and responsibilities</td>
</tr>
<tr>
<td>Student Liability Insurance</td>
<td>Malpractice insurance provides liability coverage, legal defense, and investigative costs to students who are currently providing counseling services as a component of Practicum and Internship; this is a benefit of membership to selected professional counseling organizations</td>
</tr>
<tr>
<td>Supervisor Handbook</td>
<td>Resource and guide for Site Supervisors, reviewing guidelines for Practicum, Internship, and site supervision</td>
</tr>
<tr>
<td>Supervisor Training</td>
<td>Training in counseling supervision for Site Supervisors, including an understanding of models and theories of counseling supervision, ethical issues relevant to counseling supervision, and multicultural issues relevant to counseling supervision</td>
</tr>
<tr>
<td>Triadic Supervision</td>
<td>A tutorial and mentoring relationship between a supervisor and two supervisees</td>
</tr>
<tr>
<td>ZOOM</td>
<td>Live-classroom platform through Blackboard; used for group supervision in Practicum and Internship</td>
</tr>
</tbody>
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