



**M.A. in Counseling:
Specialization in
Clinical Mental Health Counseling**

Program Handbook 2024-25
(Online and On-ground/Campus Modalities)

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How to Use This Handbook

This handbook orients you to the steps necessary to progress through your program of study in a timely manner. At times, your unique circumstance might warrant adjustments to your program; all students should consult with their advisor and/or Program Director when the need for clarification arises.

There are five major sections of this handbook:

- Section A: Program Requirements Overview
- Section B: Program Specific Requirements and Information
- Section C: Road to Academic Success
- Section D: University Policies
- Section E: Student Responsibilities and Development

Students are expected to be familiar with this guide and understand the program, departmental, and university policies relevant to their time as a student at Adler University. Students must sign the [Student Acknowledgement Form](#) and return it to their faculty advisor after reviewing this Program Handbook.

Adler Connect: <https://connect.adler.edu/> is the most important site that you will visit often. It contains links to all Adler Offices and supportive systems through the top tabs:

1. **Student Services:**

- The Registrar (**University Catalog**)
- Student Accounts
- Financial Aids
- Student Services

2. **Academic Life**

- Academic Programs
- Library and the Writing Center
- Institutional Research Board (IRB)

3. **Campus Life**

- Information Technology (IT)

4. **Quick Links** –

Some of the important sites under this tab include:

- Self-services – access to the registration system, advisement, transcript, program planning
- Canvas – The Learning Management System for class information, online and hybrid courses

All program requirements and academic policies and procedures can be found in the Academic Catalog, which can be found in the Student Services tab:



Your Adler E-mail Account

Please note that all university and program communications will come through your Adler e-mail account. It is important for you to check your Adler e-mails frequently or direct all Adler e-mails to your preferred account.

CMHC Faculty and Contact Information

<u>On-ground Modality</u>	
<u>Modality Director</u> Dr. Tsui-yee Chow (Interim)	tchow@adler.edu
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<u>Core Faculty</u>	
Dr. Monica Boyd-Layne	mboyd-layne@adler.edu
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<u>Online Modality</u>	
<u>Modality Director</u> Dr. Jennifer Bonino Sobol	jebonino@adler.edu
<u>Training Director</u> Dr. Lauren Melamed	lmelamed@adler.edu
<u>Core Faculty</u>	
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SECTION A: CMHC PROGRAM REQUIREMENTS OVERVIEW

CLINICAL MENTAL HEALTH COUNSELING (CMHC) PROGRAM

Program Mission

The Master of Arts in Counseling - Clinical Mental Health Counseling Program is a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited program and trains skilled and socially responsible counselors who are culturally competent and socially aware to meet the needs of diverse communities. It prepares students with knowledge in theories and methods of clinical mental health counseling. As a diverse community of learners, faculty, students, and the community work collaboratively to eradicate social inequities and enhance the well-being of individuals, groups, couples, and families across the lifespan. We are dedicated to social justice advocacy through exemplary instruction, clinical work, community engagement, leadership, and scholarship. Graduates of the program are prepared to work in a wide variety of mental health positions within diverse clinical settings, including but not limited to community mental health agencies, private practice, employee assistance programs, hospitals, and government organizations.

Program Outcomes

Program outcomes 1-8 of our Master of Arts in Counseling – Clinical Mental Health Counseling are based on the Common Core Areas established by the 2016 CACREP standards. In addition, Program Outcomes 9 and 10 are institutional outcomes related to Adlerian Foundations and Principles and Social Justice/Social responsibility. Program Outcome 11 is based on the CACREP Clinical Mental Health Counseling Specialty.

Program Outcome One: Professional Orientation and Ethical Practice

Describe and apply all aspects of professional practice, including history, roles, professional organizations, ethic and legal standards, counselor credentials and advocacy processes.

Program Outcome Two: Social and Cultural Diversity

Develop self-awareness and multicultural counseling competencies. Apply theory and research on cultural factors impacting counseling relationships in a multicultural and diverse society, and the role of social justice and advocacy to the practice of counseling.

Program Outcome Three: Human Growth and Development

Apply models of individual, couples, and family development in the practice of counseling with emphasis on cultural diversity across the lifespan.

Program Outcome Four: Career Development

Demonstrate knowledge and apply career development and decision-making models and strategies with multicultural and diverse populations.

Program Outcome Five: Helping Relationships

Demonstrate knowledge of theories and skills to provide ethical counseling, consultation, crisis intervention services.

Program Outcome Six: Group Work

Participate in, facilitate, and lead experiential group and apply group work principles and theories, methods and skills to the practice of counseling.

Program Outcome Seven: Assessment

Demonstrate knowledge of principles of testing and measurement, including statistical concepts and apply them to individual and group assessment and evaluation.

Program Outcome Eight: Research and Program Evaluation

Describe and recognize the importance of research and statistical based methods, statistical, needs assessment, program evaluation to inform evidence-based practice of counseling.

Program Outcome Nine: Adlerian Foundations and Principles

Apply principles of Adlerian Theory such as purposiveness of behavior, the indivisible self, goal directed behavior, and the role of social interest in counseling and treatment planning with the goals to improve well-being of individuals, couples, groups, families, and a diverse society.

Program Outcome Ten: Social Justice/ Social responsibility

Reflect on personal values and assumptions (privileges, disadvantages, etc.) about the nature and causes of social problems (social injustices such as poverty, racism, abuse) and gain experience and skills to advocate for systemic change through engagement and leadership in multidisciplinary, diverse community-based organizations.

Program Outcome Eleven: Clinical Mental Health Counseling

Demonstrate knowledge, skills, and practices to address a variety of issues within the clinical mental health counseling context including prevention, diagnosis, assessment, intervention, research, diversity and advocacy roles.

Program Modalities

The CMHC program can be completed in one of two modalities: on-campus and online. While these formats have the same course requirements, the nature of these modalities leads to differing program experiences. Note, for example, that students enrolled in the online format are unable to take courses offered on-campus.

A. On-Campus Modality

In this modality, most classes are offered in a traditional classroom format; however, to meet the needs of students with different life demands, some classes are also available in weekend, evening, online, and hybrid formats. Face-to-face class time sessions are conducted on campus at a set time.

Students enrolled in the on-campus modality begin their program in the Fall semester. The program of study is designed with this in mind, and the practicum/internship experience is scheduled to start in fall semester and conclude by the end of the following summer semester. Students would typically complete practicum and internship at sites located in Chicago and the surrounding areas. Travel to campus is required for seminar courses.

The on-campus format is designed to meet the curricular and experiential standards for students to qualify for licensure (LPC) in the state of Illinois.

B. Online Modality

The online modality is designed for students who want to complete the program in a distance learning format. Students are not required to live near the University. All courses will be delivered online using the university's learning management system in either an eight-week or a 16-week cycle. This modality utilizes multi-media and contemporary technology to facilitate student learning. We aim to build a supportive learning community for students coming from diverse geographic regions and backgrounds.

Online courses include **both synchronous and asynchronous** learning. The asynchronous component of these courses allowing student access to assignments and materials at times that fit with the student's personal schedule. Synchronous sessions enhance students' learning through live online interaction with their peers and instructors.

A typically course includes modules for each week which can include simulations, recorded video lectures, discussion boards, or written assignments. Due dates are provided at the start of the course and it is possible for students to complete some projects ahead of time. Class discussion components (e.g, discussion boards or video "blogs") typically have a weekly due date to promote timely participation and interaction.

All online courses include at least three to four synchronous sessions which require students to attend videoconferencing classes at a predetermined time by the instructor.

In addition to online engagement, four courses require a 4-day residency week attendance with face-to-face interaction and experiential learning typically occurring in year one and year two of the program (depending on your course plan). These courses include:

- COUN-534 Counseling Skills (first residency)
- COUN-536 Counseling Multicultural Communities (first residency)
- COUN-540 Group Counseling (second residency)
- CMHC-617 Treatment Planning and Intervention (second residency)

The course schedule for the online program format differs from the on-campus format in that students can begin in either fall, spring, or summer semesters. However, students take courses in a "cohort" structure in that all students who start in fall take the same courses in the same sequence for the duration of their program. This structure also assists students in forming connections with their peers.

The online format meets curricular and experiential standards for students to qualify for licensure (LPC) in the state of Illinois. As a CACREP-accredited program, the degree also meets most curricular and experiential standards required in many other states; however, *each state has its own set of specific criteria for counselor licensure*. This could include courses or clinical requirements in addition to what is necessary to graduate from this program. Students are encouraged to consult early in their program with their advisor and their home state counselor licensure board about state requirements.

Degree Requirements

The Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling is a 62-credit hour program that includes core courses, electives, practicum and internship, and a comprehensive exam. Successful completion of this program includes the courses listed below. More information, including course descriptions and sequencing can be found in the [Adler University Catalog](#).

Core Courses (48 credits)

- COUN 518 - Adlerian Theory and Counseling
- CMHC 538 - Professional Functions of Clinical Mental Health Counselors *
- COUN 532 - Professional, Legal, and Ethical Issues *
- COUN 533 - Counseling Theories *
- COUN 534 - Counseling Skills *#
- COUN 535 - Diagnosis Maladaptive Behavior *
- COUN 536 - Multicultural and Social Justice Counseling *#
- COUN 540 - Group Counseling *#
- CMHC 617 - Treatment Planning and Intervention *#
- COUN 618 - Couples and Family Counseling
- COUN 622 - Human Growth & Development
- COUN 625 - Research & Program Evaluation
- COUN 626 - Appraisal and Assessment
- COUN 629 - Career Development Theories & Interventions
- COUN 630 - Addiction Counseling
- CMHC 615 - Crisis Intervention and Trauma Counseling

**Courses denoted with an asterisk are practicum prerequisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.*

Courses denoted with “#” require residency week attendance on campus for the online modality.

Elective (3 credits total)

Students are required to take one 3-credit hour elective. Students can take electives offered by the CMHC program as listed below, or they can choose a course from the Department Elective Menu, upon their Faculty Advisor’s approval. Please note that not all the electives are offered at the same time; it depends on the offering cycle. Canadian students are advised to take the thesis

series as the elective should they plan to pursue doctoral studies in Canada. The thesis series as the elective:

COUN-550 Preparation for Applied Thesis 1 cr.

COUN-551 M.A. Thesis I 1 cr.

COUN-552 M.A. Thesis II 1 cr.

[Link to Program Elective Menu](#)

Clinical Field Training and Seminars (9 credits)

Students must complete a non-clinical social justice practicum and the following clinical experience courses. Please consult the Clinical Training Manual for more information regarding when the clinical courses are taken and how to apply.

Clinical Training Requirements

CMHC-600 CMHC Practicum and Seminar 2 cr.

CMHC-601 CMHC Internship and Seminar I 2 cr.

CMHC-602 CMHC Internship and Seminar II 2 cr.

**** Students are to register CMHC 699 Internship Continuation if they cannot complete the required hours after two semesters of internships.**

Social Justice Practicum

Social Justice Practicum: On-ground Modality

SJP-513 Social Justice Practicum I 1 cr.

SJP-514 Social Justice Practicum II 1 cr.

Social Justice Practicum: Online Modality

SJP-515 Social Justice Practicum I 0.5 cr.

SJP-516 Social Justice Practicum II 0.5 cr.

SJP-517 Social Justice Practicum III 0.5 cr.

SJP-518 Social Justice Practicum IV 0.5 cr.

CMHC Comprehensive Examination

CMHC-995 CMHC Comprehensive Examination 0 cr.

Total Credit Hours Required: 62

Graduation Requirements

1. Satisfactory completion of all required courses, seminars and field training experiences.
2. Satisfactory completion of a minimum of 100 hours of practicum and 600 hours of internship.
3. Satisfactory completion of social justice practicum.
4. A cumulative grade point average of 3.0 or higher and no more than two grades or six credit hours of B- or lower.
5. Passing grade on the CMHC Comprehensive Examination.
6. Submission of Graduation Application and full payment of all outstanding tuition and fees.
7. Faculty approval for graduation and recommendation to the Board of Trustees for the conferral of the Master of Arts in Counseling – CMHC.

Program Duration

Master’s level students, regardless of the enrollment status, full-time, part-time, must complete all the program requirement within 5 years upon admissions, except the time taken for leave of absences.

Accreditation

The Council for Counseling and Related Educational Programs (CACREP) accredits master’s and doctoral degree programs in counseling and its specialties that are offered by colleges and universities in the United States and throughout the world.

Widely considered the “gold standard”, CACREP recognizes programs that meet or exceed the highest standards for counselor preparation. CACREP accreditation has implications for licensure, certification, and employment opportunities

The CMHC Program is fully accredited by CACREP through 10/31/2031 with requirement to submit a progress report.

Endorsement for Credentialing and Employment

Adler University will verify program completion for alumni seeking state credentialing or employment. All requests for documentation such as verification of attendance/graduation should be submitted in writing to the Adler University Registrar’s Office (e.g. Form ED for Illinois Certification of Education for LPC/LCPC application). Please note that individual faculty, program or training directors cannot process these types of requests. However, faculty may provide individual letters of recommendation and or serve as a reference based on their knowledge of a student's academic and or clinical achievements, capabilities, and or potential.

SECTION B: SPECIFIC PROGRAM REQUIREMENTS

Comprehensive Examination (CPCE)

All students must take and pass a comprehensive exam in order to graduate from the program. The CMHC program uses the **Counselor Preparation Comprehensive Examination (CPCE)** which is a nationally standardized exam developed by the Center for Credentialing & Education (CCE). This exam closely models the National Counselor Exam (NCE), the test used by most states to obtain licensure. Students can take the comprehensive exam towards after they have completed all the core coursework covered on the exam. Students must enroll in the comprehensive exam course, CMHC 995 (a non-credit course) the semester they are scheduled to take the exam.

Program Plan:	Register for:	When:
CMHC On-ground	CMHC 995-A	First semester of Internship
CMHC Online	CMHC 995-ACLA	First semester of Internship

The exam occurs within the first month of the semester and is administered in both electronic and in-person formats through Pearson Vue. You will be emailed a reminder in advance about enrolling in the course and procedures for registering for and scheduling the exam. Students who need ADA accommodations must submit the approved request to the Exam Coordinator at least 5 weeks before the exam date. If you do not already have an approved request, contact the Adler Director of Compliance as soon as possible to seek appropriate accommodation approval.

The CPCE consists of 160 multiple choice items divided across the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common-core areas. These areas and the corresponding course include:

1. Human growth and development – studies that provide an understanding of the nature and needs of individuals at all developmental levels. This corresponds with the **COUN 622- Human Growth and Development**.
2. Social and cultural foundations – studies that provide an understanding of issues and trends in a multicultural and diverse society. This corresponds with **COUN 536 Counseling Multicultural Communities**.
3. Helping relationships – studies that provide an understanding of counseling and consultation processes. This corresponds with **COUN 533- Counseling Theories and COUN 534 Counseling Skills please add treatment planning couple and family addiction course**

4. Group work – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches. This corresponds with **COUN 540 Group Counseling**.
5. Career and lifestyle development – studies that provide an understanding of career development and related life factors. This corresponds with **COUN 629- Career Development Theories & Interventions**
6. Appraisal – studies that provide an understanding of individual and group approaches to assessment and evaluation. This corresponds with **COUN 626 Appraisal & Assessment**.
7. Research and program evaluation – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. This corresponds with **COUN 625- Research & Program Evaluation**.
8. Professional orientation and ethics – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing. This corresponds with **COUN 532 Professional, Legal & Ethical Issues in Counseling**.

Results will be sent to students approximately 4-5 weeks after the test administration, following the school's receipt of notification from NBCC/CCE regarding the official test scores and the national mean composite score. Scores for each area and a total score will be reported for each student. **Adler's passing score is 1 (one) standard deviation below the mean national composite score.**

What happens if I don't pass the comprehensive exam?

Students who don't pass will be given an opportunity to re-take the exam a second time. If you do not pass after a second attempt, you may be required to complete a separate written exam addressing at least one or more of the 8 subject areas scoring the lowest.

How should I prepare for the exam?

Students should prepare **well in advance** of the test date. The exam covers any and all material you would have encountered in your core coursework. Since this is a nationally developed exam, the questions may seem different from test questions you have had in class. Along with studying concepts, you may also want to take practice exams to become more familiar with the types of questions found on the exam.

Ideally, you should begin studying a full semester in advance of the semester you will take your exam (e.g, if you test in summer, start studying in January). Many students find that studying small portions over a longer period of time works better than trying to cram all the material quickly before the exam. You can start by studying your books and notes from your coursework. Also, you may want to consider forming a study group with your peers. This can build in the habit of studying on a regular basis.

A variety of study materials are available and at several different price points. Our program offers an annual study prep workshop (information about dates will be provided via email). Also, several guides can be obtained through NBCC, Amazon, or other book sellers. Many of the textbooks chosen for your courses are considered “core” texts for both the CPCE and NCE and thus are useful study materials. The following list is an example of some of the other materials available, but of course no one guide can guarantee success.

1. The Association for Advanced Training in the Behavioral Sciences offers workshops and study guides. Their phone number is 800-472-1931 and website is www.aatbs.com.
2. NBCC offers an NCE preparation guide, order from <http://www.nbcc.org/study> .
3. [Encyclopedia of Counseling](#) (3rd Ed.) by Howard Rosenthal
4. www.testprepreview.com/nce_practice.htm
5. Erford, B & Hays, D & Crockett, S. (2019) Mastering the NCE and CPCE, (3rd ed) – includes sample tests and test taking strategies

Professional Practice and Field Experience

Social Justice Practicum (SJP)

Practicum training requirements begin with a Social Justice Practicum (SJP) that focuses on developing skills related to community-based interventions, advocacy, social justice, and systemic interventions that benefit human welfare and well-being. First year full-time students will typically spend 8-10 hours per week over the course of six months at an approved SJP site and must concurrently enroll in required course work. A minimum of 200 clock hours of SJP is required.

Part-time students may spend less hours per week at the site and may finish the SJP in a longer period of time.

Social Justice Practicum is managed by the Center for Civil Learning & Community Action. Students should direct SJP questions first to the Center, then to their advisor and program director and the Center.

Clinical Counseling Field Training

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) defines practicum as supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. The practicum is completed prior to internship. Internship is a supervised capstone clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

Professional practice is a key element of training to become a professional counselor. During field training, students are provided with opportunities to apply theory, form ethical decisions, increase counseling skills, and formulate treatment goals and strategies with actual clients under supervision both from the site and the University. Much of your coursework prior to practicum is intended to prepare you for this experience. Faculty and site supervisors are there to provide structure and guidance during practicum and internship. Students are encouraged to take full advantage of trainings or other site-based experiences along with fully utilizing site and university supervision.

Details of the requirements and application process for practicum and internship can be found in the *CMHC Practicum and Internship Training Manual*. This Manual will be given to you during the first semester of program. The Directors of Clinical Training will assist students with the application process prior to the actual field placement. Adler University has a pool of approved training sites in various clinical settings and service themes, including counseling for individuals with disabilities.

Given the nature of clinical work, students often develop their skills and abilities at differing rates. It is important to remember that the ultimate goal of practicum and internship is to develop competence and confidence with the application of foundational counseling skills

and knowledge. Thus, while there is a minimum number of required hours, acquiring sound skills and clinical judgment often occurs at its own pace. It is possible students may need to obtain more than the minimum hours or engage in other supervisory or educational experiences to successfully obtain clinical competence.

Students are also expected to adhere to professional codes of ethics and display appropriate behavioral dispositions at their sites. Students engaging in discrimination, harassment, or other illegal or unethical activity may be referred to SCEC, removed from their site, and/or not permitted to enroll in internship or other coursework.

Clinical Mental Health Counseling Practicum (CMHC) Eligibility

CMHC field training is composed of two phases that typically occur at the same site. Practicum is the first phase of clinical field training in mental health settings. In this phase, students are to complete a minimum of 100 hours of fieldwork, consisting of 40 hours of direct client service contact, which must include both individual and group counseling experiences. Internship is the second phase of field training, which consists of a minimum of 600 hours of fieldwork, consisting of 240 direct client hours of various services including, but not limited to, individual and group counseling, assessment, and intake.

To be eligible for Practicum:

- a. Practicum Students must be in good academic standing as indicated by an Overall GPA of 3.0 or above.
- b. CMHC Practicum Prerequisites:
All students who enter the practicum application process must have appropriate academic planning which will allow all practicum prerequisite courses to be completed prior to the beginning of the practicum. Students must have earned a minimum of a B in each of the practicum prerequisite courses, or they will be required to retake the course and receive a B or better by the time practicum begins.

The courses listed below are practicum prerequisite courses and must be completed prior to beginning the practicum:

• CMHC 617	Treatment Planning and Intervention	3 cr.
• CMHC 538	Professional Functions of CMHC	3 cr.
• CMHC 532	Professional, Legal, and Ethical Issues	3 cr.
• CMHC 533	Counseling Theories	3 cr.
• CMHC 534	Counseling Skills	3 cr.
• CMHC 535	Diagnosis of Maladaptive Behavior	3 cr.
• CMHC 536	Counseling Multicultural Communities	3 cr.
• CMHC 540	Group Counseling	3 cr.

- c. Complete the Social Justice Practicum. Students need to obtain special approval from the Training Director or the Program Director to start practicum if they cannot fulfill the SJP requirement by then.

- d. Have no pending referrals to Student Development Committee or the Student Comprehensive Evaluation Committee due to professional dispositions or academic issues.
- e. Obtain approval from the Training Director before the application process begins.

Professional Liability Insurance

CACREP requires students to be covered by individual professional liability insurance while enrolled in practicum and internship (2016 standards, Section 3.A).

Students are expected to purchase and provide the program with a Professional Liability Insurance Policy upon the beginning of their practicum. The Insurance policy should cover the whole duration of clinical training (practicum and internship, or until all the training requirements are fulfilled).

Students can purchase the insurance from their company of choice. However, students in CACREP programs usually purchase their insurance in one of the two following ways:

1. A professional liability insurance policy can be purchased for about \$40 through the Healthcare Providers Service Organization (HPSO) with a rather affordable student rate.
2. Alternatively, you can become a member of the American Counseling Association (ACA), and through your membership as a student you will automatically receive liability coverage.

Licensure, Certification, and Employment

In order to obtain employment as a Professional Counselor students will need to seek the appropriate licensures or certifications post-degree. These credentials reflect state or national-level expectations regarding academic preparation and clinical training. Each state has its own criteria for meeting licensure; students will want to consult with the American Counseling Association, the Licensure Requirement Webpage:

<https://www.counseling.org/resources/licensure-requirements> to identify that state's specific requirements.

CMHC students, Illinois Licensure:

Illinois has two levels of counseling licensure. [The Illinois Department of Financial and Professional Regulation](#) defines the requirements for state licensure. In all states, applicants must demonstrate that they have met standards in two areas: 1) academic and 2) examination. Illinois has a two-tiered licensure system for Professional Counselors. The first tier is for entry-level practitioners and is the Licensed Professional Counselor (LPC), and the second tier is for advanced practitioners and is the Licensed Clinical Professional Counselor (LCPC). Each tier has a different set of requirements.

Licensure	Academic Requirements	Examination
1) LPC	Master's Degree which includes courses in the 8 core areas, 100 hour practicum, and 600 hour internship.	National Counselor Exam (NCE)
2) LCPC	Master's Degree AND Two years equivalent full time <i>post degree</i> supervised experience (approximately 3500 hours).	National Clinical Mental Health Counselor Exam (NCMHCE)

The CMHC program is designed to meet the academic requirements for licensure in Illinois. As students in a CACREP-accredited program, you can also take NCE before you graduate. Note that the NCE is administered by the state and also includes a fee for registration. Obtaining licensure also includes a fee; maintaining licensure requires paying an annual fee and acquiring continuing education credits. (The [Illinois Mental Health Counseling Association](#) is a good resource for more information.)

CMHC Student, Non-Illinois Licensure:

Students in the online modality do not need to obtain licensure in Illinois unless they intend to practice in the state. Students should speak with their advisor, the Online Clinical Training Director, and also consult their [home state licensure board](#) for specific requirements. The CMHC program meets academic and training requirements for many states; however, you may also need to complete specific courses for your electives, complete additional practicum and

internship hours, or take additional exams. *You should seek information about licensure early in your program so you can plan accordingly. The CMHC program will assist you to complete the educational requirements for your resided state's licensure.*

CMHC students may also be interested in obtaining the [National Certified Counselor](#) (NCC) credential. This credential is available through the National Board for Certified Counselors (NBCC) and indicates to the public that you have achieved certain educational and training criteria. The exam for this certification is also the NCE. Additional information about registering for the National Counselor Exam and the benefits of certification can be found at the NBCC website.

SECTION C: ROAD TO ACADEMIC SUCCESS

ADVISEMENT & REGISTRATION

Advising

Each student is assigned to a faculty advisor. Students are expected to meet with their faculty advisor at least once a semester before they enroll in classes for the following semester. The roles of the faculty advisors are to assist your success at Adler and guide you through the program. Your advisors will work collaboratively with you to establish the Program of Study during the first semester of your program. In doing so, you will have a blueprint of how you may proceed on with your study. Should you have questions about the programs, concerns in certain classes, issues with your training sites, difficulties in terms of your academic performance, and unexpected obstacles which may hinder your professional endeavors and studies, consult with your advisor. Your advisors will support you throughout your matriculation in the program. Please note that only in extenuating circumstances should a student request a change in advisors. Additionally, requests can only be accommodated at the end of the academic year. Students cannot switch advisors mid- semester. Should you have concerns with your faculty advisor, contact the Program Director or the Department Chair.

Student Planner System

The Adler Student Planner self-service system allows for students and their advisors to view and manage their academic progress, view course information, and, based on their campus affiliation, view other program and course information, pre-requisites, and section scheduling. Students can access this system through Adler Connect. Direct your browser to the Adler Connect portal (<https://connect.adler.edu>) and login using your Adler login credentials. Once you are on the home page, hover your mouse cursor over “Quick Links” then select “Self-Service”. A resource guide is also available through Adler Connect.

Course Registration Policies

Students are notified by the Registrar Office when they may begin enrolling in courses and do so through the Student Planner System. However, students may only register for courses that are required within their program of study unless otherwise approved. Please contact your faculty advisor for additional scheduling questions.

Program Course Structures and Formats

There are four main types of classes offered by the CMHC Program on the schedule:

Types of classes	Section Numbers ending with a Single Letter - A, B, C , etc.	Section Numbers ending with OLC - AONL, BONL , etc.	Section Numbers Ending with ---CLA ACLA, BCLA
<i>Example:</i>	Counseling Theories COUN 533 -A	Couple and Family, COUN 618 BONL	Treatment Planning and Intervention, CMHC 617 ACLA
<i>Offered by</i>	CMHC On-ground	CMHC On-ground	CMHC Online Only
<i>Restrictions</i>	CMHC On-ground students only	CMHC On-ground students only	CMHC Online students only
<i>Duration</i>	15 Weeks	7.5 Weeks	7.5 weeks or 15 weeks
<i>Location</i>	On-campus	Online with synchronous meetings	Online with synchronous meetings

Refer to [the catalog](#) for other registration related policies:

- [Registration](#)
- [Course Add/Drop](#)
- [Course withdrawal, and program withdrawal](#)
- [Leave of Absence](#)
- [Medical leave](#)
- [Administrative withdrawal](#)

Registrar's Webpage

You can find the [Registrar's Webpage](#) in Adler Connect, Student Services tab.

Here you can find all the registration related announcements, academic calendars, catalog, and forms.

[Academic Calendar](#)

The academic calendar is another important document that you need to refer back from time to time. It contains **deadlines for all the registration related procedures**, including add/drop, withdrawal deadlines, term/semester durations, etc.

Registration Related Forms

You can find all these forms on the Registrar's Webpage, including Leave of Absence, Add/drop, Course exception forms, etc.

[Registration Exception Form](#)

The Registrar requires the student to use the Registration Exception Form for a variety situation outside the regular registration process through Self-Services including:

- Add/drop
- Take classes outside the program,
- Switch sections after add/drop ends
- Substitute a course
- Override a prerequisite
- Register for more than 15 credits in a semester

Registration Issues and Difficulties

Students should first contact their advisors for guidance when they encounter difficulties or need clarification such as follows:

1. Conflicting schedules:
If you cannot find a class that fits into the schedule because of other classes, and clinical training, students should work with the advisors to see alternatives to the class.
2. Consideration of waitlisting for a class when a class is full:
Please note that there is no guarantee that you will be added to a class. You should first consider finding another section of the same course, or work with your advisor to find another course. In general, students will not be added to a class that is at full capacity. Students must register for the course within 48 hours after being given permission from the Registrar.
3. Online classes ending with suffix -CLA, vs. Online Classes ending with Suffix -ONL:
Online classes from the Department are denoted with suffix either -CLA or ONL.

Classes ending with CLA – These classes are only available for CMHC online students. Students who are from CMHC on-ground modality and other programs are prohibited from these classes.

Classes ending with ONL – These classes are offered by the on-ground CMHC modality. On-ground students may be able to register for these courses based on availability.

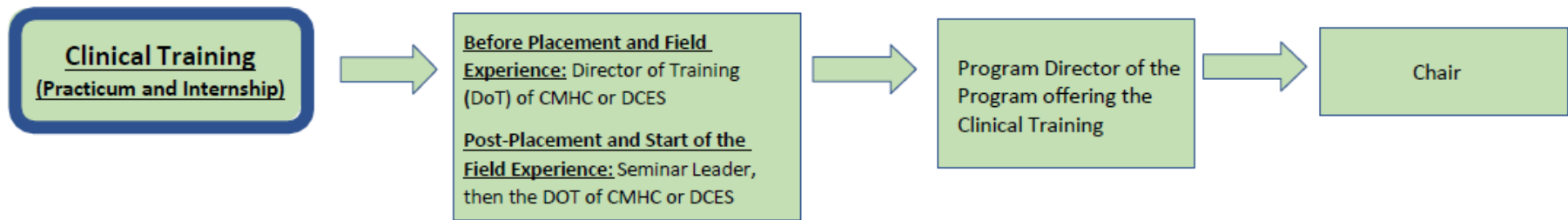
4. Courses from other programs and departments:

To register for a course outside the program, students will need to discuss with their advisor and the Program Director/Department Chair who offers the course. With their approval, the student needs to initiate the [Registration Exception Form](#) and obtain appropriate signatures before they can register for the course. The Registrar will then place the student in the class.

5. Restricted Courses and Timeline for Removal of Programmatic Restrictions

At the end of the first two weeks of registration, program restrictions will be lifted on most courses. However, this does not include Clinical Seminars and CMHC Online modality classes (CLA). Remember, your Advisor must be consulted to approve another/different course.

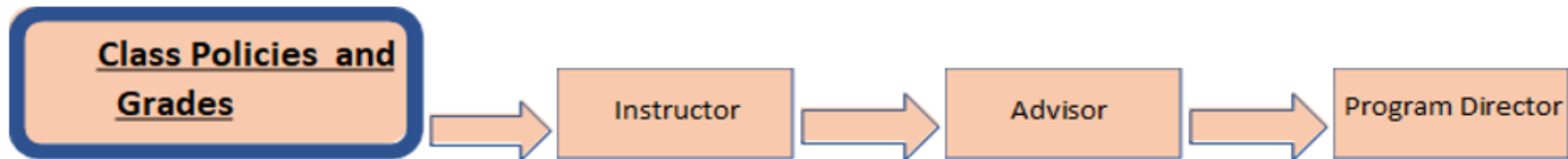
Lines of Contacts for Clinical Practicum and Internship



The Director of Training (DoT) prepares students for their field training experiences, starting with the application process and field placements. The DoT will be students' primary contact for any field training matters before starting the practicum and internships. Students can consult with their advisors for guidance on clinical training interests, selection of sites, and application decisions, etc. Students contact the Program Director, or the supervisor of the DoT, if they have issues and concerns which they cannot resolve with the DoT.

Seminar instructors manage all aspects of students' field experience during practicum and internship and maintain regular communication with sites (student evaluations, and hours). When there are site noncompliance issues and/or general students' welfare and progress are compromised, Seminar instructors/leaders consult and work closely with the DoT to develop further communication and remediation plans. The DoT provides continuous support for the students and the seminar instructors when needed. The Chair will be available for unresolved issues after the Program Director.

Communications Related to Grades and Classes

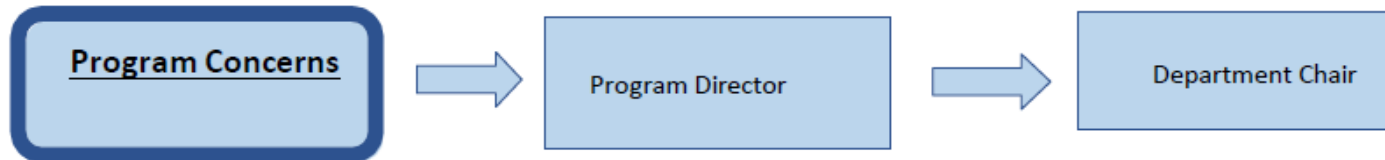


Whenever there are concerns and questions regarding a class, students should discuss the matter with the instructor first. If the matter is not resolved, students should contact their advisor. If the matter is not resolved, the student should contact their respective program director. If the instructor is the Program Director, the student can reach out to the Department Chair. If a student needs support to go through the process, please consult with the Advisor. However, if a student wants to appeal a grade for an assignment or a course grade, please refer to the Grade Appeal Policy detailed in the Course Catalog.

Communications Regarding Registration

Students must plan an actual course section in Self-Service (i.e. COUN 535-A. Course sections end in letters such as A, B, C, ACLA, and BONL). Once the student selects their course sections, they need to select "Request Review" under the Advising option in Student Planning. The student's advisor must approve their planned courses before the student can register. Once the student's advisor approves their planned courses, they are not registered until the student selects the register button.

Communication Regarding the Program

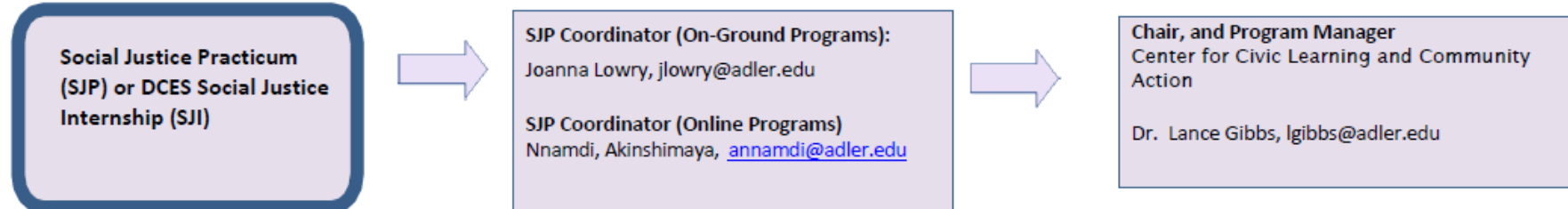


Contact the Program Director if you have concerns about the program or modality, including but not limited to the following aspects of the program:

- Program curriculum- courses, additional elements to the curriculum, etc.
- Program events - orientation, townhall meetings, etc.
- Connection with student body and faculty

If the issue has not been resolved with the Program Director, the Department Chair is the next person to contact.

Communication Regarding Social Justice Practicum and Internship



The Center for Civic Learning and Community Action (CCCLCA) coordinates Social Justice Practicum and Internship. **The Program has no jurisdiction over the operations of the CCCLCA including scheduling related workshops and other issues.** Thus, your primary contact is the SJP/SJI Coordinators. If you cannot resolve the issue, the next person to contact is the Chair and Program Manager of the Center. Please contact your program director if you need support working and communicating with the CCLCA.

Adler Student Assistance Program

[\(Extracted from Adler Connect\)](#)

Wellness Resources

As an institution of higher education which is committed to social responsibility and the development of healthy communities, Adler University has both a desire and an ethical mandate to help its students practice self-care, both inside and outside of the academic context. Though many individuals and organizations can assist in this quest for health, the Office of Student Affairs has assembled the following list of well-respected resources that may be useful to you.

If you find yourself in crisis, please contact one of the emergency resources listed below:

- National Suicide Prevention Lifeline: 1-800-273-8255
- Postpartum Depression Hotline: 1-800-773-6667
- Chicago Rape Crisis Center: 1-888-293-2080
- **Dial 911 for any other crisis or transportation to a local emergency room.**

ComPsych

Adler University also contracts with ComPsych to offer a Student Assistance Program at no cost to students. Students may call 844-230-9697 (US), 866-641-3847 (Canada), or 800-697-0353 (TDD), or go online at www.guidanceresources.com using the Web ID: Adler. The Adler Student Assistance Program offers the following resources:

Confidential Mental Health Counseling

- Highly trained master's and doctoral level clinicians will listen to your concerns and quickly refer you to a local, in-person counselor.
- Six free sessions with the in-person counselor are included with the Adler Student Assistance Program per issue, per year.

Financial Information and Resources

- Speak to CPAs and Certified Financial Planners free of charge.
- Topics may include getting out of debt, credit card/loan issues, tax questions, or retirement planning.

Legal Support and Resources

- Free legal advice is available on topics such as family law, debt/bankruptcy, landlord/tenant issues, civil/criminal actions, or contract questions.
- If you required legal representation, you will be referred to a qualified local attorney for a free 30-minute consultation and a 25% reduction in legal fees.

Work/Life Assistance

- Work-Life specialists can do research for you to provide qualified referrals and customized resources.
- Topics might include child/elder care, moving and relocation services, pet care, vacation planning, or home repair needs.

Professional Development and Involvement

To strengthen professional identity and develop affiliations, students are expected to be involved in university, state, regional, and national level professional organizations. Through these organizations, you can learn about trends and developments within the field, client issues and up-to-date treatment strategies, and legislative issues that affect the practice of counselors.

There are many ways to be involved: becoming a member, participating and/or presenting at conferences, volunteering for different initiatives, holding committee membership and leadership positions, etc. Adler University has several student organizations open to all students regardless of program. A list of these organizations can be found through the Office of Student Affairs. Adler also offers the following student organizations:

Adler Counseling Student Association (ACSA)

Faculty Advisor(s): Dr. Lauren Melamed

The Adler Counseling Student Association aims to adhere to and expand on the mission of Adler University. Students are challenged to be a part of and engage in, not only Adler University campus among other students and faculty, but also their social communities as well. ACSA encourages bright and willing students to become responsible practitioners in and outside the classroom, and to strengthen their skills in the realm of social justice and social and professional development.

Chi Sigma Iota – Alpha Iota Delta Chapter

Faculty Advisor(s): Dr. Tiffany Stoner-Harris, Primary;
Dr. Tsui-Yee Chow, Secondary

The Honors Society's mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. A chapter of Chi Sigma Iota: Alpha Iota Delta, has been established, with the first students inducted in 2015. For further information, see https://www.csi-net.org/group/alpha_iota_delta

Students are also encouraged to join and get involved in professional associations at the state, regional, or national level. Membership and involvement in these organizations offers excellent opportunities for networking, expanded learning, and professional advocacy. Along with being able to attend conferences, organization membership can include free access to publications, professional liability insurance discounts, perks like store or travel discounts, and consultation for ethical or legal concerns. Many professors in the CIP department are active members of these organizations. Some examples include:

- American Counseling Association (ACA); <http://www.counseling.org>
- American Mental Health Counselors Association (AMHCA); www.amhca.org
- American Rehabilitation Counseling Association (ARCA); <http://www.arcaweb.org/>

- Association for Multicultural Counseling & Development (AMCD); <http://www.multiculturalcounseling.org>
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE) <https://saigecounseling.org/>
- Counselors for Social Justice; <http://www.counselorsforsocialjustice.net>
- National Board for Certified Counselors (NBCC), <http://nbcc.org>
- Illinois Counseling Association (ICA), <http://www.ilcounseling.org>
- Illinois Mental Health Counseling Association (MHCA), <http://www.imhca.org>

SECTION D: UNIVERSITY POLICIES

Students should refer to the Academic Catalog for All university policies and procedures: <https://catalog.adler.edu/>

The catalog can be found in Adler Connect

- Student Services
- the Registrar's Webpage.

In the catalog, you can also find:

Institutional Information

Adler Community Health Services

Adler University Library Services

The Center for Adlerian Practice and Scholarship

The Center for Civic Learning and Community Action

Department of Educational Design and Innovation

The Institute on Public Safety and Social Justice

The Writing Center

University Policies

Active Duty Military	Pregnancy at Adler (Chicago/Online Campuses)
Animals on Campus	Religious Holiday/Attendance Policy
Canadian Financial Aid	State Contact Information
Continuous Enrollment	Student Complaints and Appeal Policy and Procedure
Credit Hour Policy	Students with Disabilities
Disability Services Recording	Teach-Out and Transfer for Students from Closed or Closing Institutions Policy
Dual Degree Policy	U.S. Financial Aid
Enrollment Status	
False Information	
Family Educational Rights and Privacy Act (FERPA)	
Missing Persons Reporting	
Nondiscrimination and Anti-Harassment Policy and Procedures (Chicago/Online Campuses)	
Nondiscrimination and Anti-Harassment Policy and Procedures (Vancouver Campus)	

Academic Policies and Procedures

- Attendance
 - Application of the Attendance Policy
 - Statement of Student Responsibilities
 - Academic Status
 - Satisfactory Progress
 - Continuous Enrollment
 - Student Referral Policy
 - Student Development Committee (SDC)
 - Student Comprehensive Evaluation Committee (SCEC)
 - Referral Process
 - SDC and SCEC Appeals
 - Qualifying Examinations
 - Registration
 - Course Add / Drop
 - Course Withdrawal and Withdrawal Fail
 - Leave of Absence
 - Medical Leave of Absence
 - Administrative Withdrawal
 - Withdrawal in Good Standing
 - Grading System
 - Grade Corrections and Grade Appeals
 - Degree Conferral
-

Some policies are also replicated in every course syllabus:

Attendance – On Ground

This policy establishes the obligations of students to adhere to class attendance standards. Students are responsible for maintaining regular and punctual attendance for each class session. Students who expect to miss or arrive late for class should notify the instructor in advance. Students who miss more than two unexcused class sessions, or an accumulation of five hours of class time, due to late arrival or tardiness, may receive a failure (F) grade and may be required to repeat the course. Students whose absence or tardiness affects the quality of their work, or the work of the class, may be given a lower grade at the discretion of the faculty instructor.

Due to the unique structure of the practicum seminar courses, students who miss more than one class session in a semester may receive a grade of no credit (NC) and be referred to the appropriate Student Development Committee (SDC) for review.

Application of the Attendance Policy

This policy establishes the obligations of students to adhere to class attendance standards and the rights of instructors to give students lower or failing grades for breaches of the policy.

Instructors consider extenuating circumstances and/or student accommodation needs when applying the class attendance policy and, therefore, have some discretion in providing accommodations to students whose attendance breaches the standard. Thus, instructors may develop an alternative plan for students who cannot comply with the attendance policy, but only if the plan enables the student to meet the course exit competencies.

Per Title IX of the Education Amendments Act of 1972, the University does treat pregnancy (including, but not limited to, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom) and related conditions as a justification for which no penalty may be imposed for absences deemed medically necessary by the student's physician. Requests for excused absences related to pregnancy or related conditions should be directed to the student's instructor(s), and questions about Title IX should be directed to the University's Title IX coordinator. Appropriate documentation from the student's physician specifying the length of absence needed for pregnancy or related conditions may be required to consider absences excused. At the conclusion of such excused absences, the student shall resume the status held at the time the absences began.

Accommodations due to pregnancy or related issues may need to be made when an extended leave is medically necessary.

Attendance – Online

Presence in Canvas and Activity Completion

Students are expected to be present in the Canvas classroom throughout each module/week and to submit assigned work on time. Faculty are required to report attendance on Sundays each week; absence in an online course will be reported when a student does not submit any of the required work by the weekly due dates.

Absences

At the graduate level students are expected to complete all modules for the class by the designated timelines. Missing a module in an 8-week class or two modules in a 16-week course will result in a failing grade for the course. In the event of extenuating circumstances, advance notice and if applicable, documentation of an emergency must be provided to the instructor; an excused absence and/or an opportunity to make up missed work will be at the discretion of the instructor.

- **For Practicum/Internship Seminar courses only:** Due to the unique structure and focus of the internship seminar courses, students who miss more than 1 seminar (group supervision) class meeting in a semester may receive a grade of NC (no credit) and may be referred to the appropriate Student Development Committee for review.
- **For Residency Week courses only:** Attendance at residency week is mandatory for successful completion of these experiential courses (COUN 534, COUN 536, COUN 540, and CMHC 617). If the student is unable to attend residency week, the course will have to be retaken at a later time after consultation with your Faculty Advisor.

Online Synchronous Sessions

Students are also responsible for punctual attendance at required Zoom sessions via their Adler Zoom account and are expected to plan on being present on-camera and audio for full session unless otherwise approved by the instructor. Students who appear disengaged or distracted during class (e.g., driving, walking, attending to things outside the classroom) may be asked to excuse themselves from the session and may be counted as absent per the instructor's discretion.

Professionalism Guidelines

Professional comportment during online synchronous sessions is an essential contribution to the learning community formed in each class. It will be a consideration in the evaluation of each student's demonstration of professional dispositions (refer to last section of syllabus). Take time now to review the [Virtual Meeting and Professional Guidelines](#) to which you are expected to adhere, for example ensuring you are logging in from a private, distraction-free environment.

Students with Disabilities : ADA Compliance

Adler University seeks to facilitate an environment where all students thrive academically and professionally. Disability Services within the Office of Student Affairs serves and supports students with disabilities by creating an accessible learning environment, removing barriers that may impede full participation, and fostering full inclusion across the Adler community.

It is the policy of Adler University to offer reasonable accommodations to students with disabilities, in accordance with applicable legislation, e.g. the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973; the B.C. Human Rights Code. If a student with a disability wishes to receive accommodations to participate in the courses, programs, or activities offered by the University, the student may request accommodations by contacting the appropriate department listed below. The use of these services is voluntary and confidential. Students must request accommodation prior to the implementation of needed accommodation, as accommodations cannot be applied retroactively. **As it may take some time to complete the accommodation request process, it is suggested that students begin the accommodations process at the start of a new term**

The request process for reasonable accommodations for students with disabilities begins with contact with Disability Services Office (DisabilityOffice@adler.edu). Any student with disabilities, including psychological, medical, physical, visual, hearing, and learning disabilities that affect their academic experience may be eligible for reasonable accommodations. Disability Services will work directly with the student to develop a reasonable accommodation plan.

Grading System and Appeal Policy and Procedures

(Extracted from Catalog)

Grading System

The faculty is responsible for providing careful, detailed, timely, and thoughtful feedback and evaluation of students' work. The policies pertinent to grading, as outlined in the Adler University Catalog, are as follows:

Chicago Campus

Grade	Description	Grade Point
A	Excellent	4.0
A-		3.75
B+		3.5
B	Satisfactory	3.0
B-	Marginal	2.75
C	At Risk	2.0
D	Unsatisfactory	1.0
F	Failure	0.0
AU	Audit	0.0
CR	Credit	0.0
NC	No Credit	0.0
I	Incomplete	N/A
IP	In Progress	N/A
TR	Transfer	N/A
W	Withdrawal	N/A
WF	Withdrawal Fail	N/A
WNC	Withdrawal No Credit	N/A

Traditional letter grades are given for most of the courses offered. A limited number of courses are evaluated on a credit/no credit basis. The grading system for the Chicago Campus is as follows:

Grade Scale

95 - 100%	A
90 - 94%	A-
85 - 89%	B+
80 - 84%	B
77 - 79%	B-
70 - 76%	C
60 - 69%	D
Below 59%	F

Each academic program has minimum grade requirements. Please review your program's requirements in the catalog or consult with your Department Chair or Program Director. Grades of D, F, NC, or AU may not be counted toward completing degree requirements for any academic program.

A maximum of six credit hours may be repeated to remediate deficient grades and qualify for graduation. The original course grade and the repeated course grade will be calculated in the overall GPA, and both will appear on the transcript.

Audit

Upon successful completion, students registered to audit a course will receive an “AU” on their transcripts, which signifies neither credit nor a grade. Students cannot change an audited course to the credit option after the add/drop period ends. Please see the academic calendar for dates. Audited courses do not count toward graduation requirements and are not eligible for financial aid. Once an audited course is completed, it cannot be changed to credit at a later time.

Credit/No Credit

A credit (CR) grade is assigned upon satisfactory completion of undergraduate prerequisite classes, professional development seminars, practicum seminars, practicum/internship requirements, qualifying examinations, the master’s thesis, and the doctoral dissertation. CR grades are not used in calculating the GPA.

A no-credit (NC) grade is assigned upon unsatisfactory performance in a practicum or a course offered on a credit/no-credit basis. While not used in calculating the GPA, an NC grade is considered a failing grade for the purposes of Satisfactory Academic Progress.

Incomplete

An incomplete (I) grade will be granted only in exceptional situations when requirements for a course cannot be completed in the time allowed. An incomplete is permitted only with the written consent of the instructor and indicates that the student has presented a satisfactory reason for receiving an incomplete grade. Students must request an incomplete before the due date of the final requirement of the class in question.

For an incomplete to be granted, students must complete an Incomplete Grade Agreement Form with the instructor. The form is available to faculty only on Adler Connect. The Incomplete Grade Agreement should state specifically what the student must do to satisfy the course requirements, including the instructor’s grading criteria and the agreed-upon completion date. The agreed-upon completion date cannot exceed the final date of the subsequent term in which the course was taken. The instructor must submit a grade change form no later than two weeks from the agreed-upon completion date indicated on the incomplete grade agreement. An incomplete grade automatically converts to a failing grade if a Grade Change Form is not submitted two weeks after the agreed-upon completion date. The student and instructor must sign the Incomplete Grade Agreement. The instructor must submit the form to the Office of the Registrar via the instructor’s Adler email account. The Office of the Registrar will not accept the Incomplete Grade Agreement from the student. Please see the Incomplete Grade Agreement for complete details.

Receipt of one or more incomplete grades may preclude a student from enrolling in subsequent terms, render the student ineligible for federal student aid, and result in the student being referred to the SDC.

If the coursework is not successfully completed within the time limit established by the instructor, the incomplete grade will be changed to a failing (F) grade or no credit (NC).

In Progress

A temporary grade of in progress (IP) can be given to students engaged in applied field experiences (e.g., practicum, internship) or pending completion of a comprehensive exam. The IP will be removed from the transcript after the final grade is posted. The maximum time frame to complete course requirements for an IP grade is the final date of the subsequent term.

Transfer

A grade of TR is awarded for transfer credit from external institutions. Please see the Transfer Credit Policy for details regarding course transferability. Transfer credit grades are not used to calculate a student’s cumulative GPA. The TR grade is not utilized to calculate a student’s academic standing or credit attempted.

Withdraw

A withdraw (W) grade indicates the student officially withdrew from a course with the written permission of the student’s department chair or program director through the allowed withdrawal period. Please see the academic calendar for dates. The W is not counted in a student’s earned credit hours nor calculated in the student’s GPA.

A W grade impacts a student's time to complete their degree program.

Withdraw Fail

A WF grade indicates withdrawal from a class or exam without proper authorization and is also assigned for withdrawal after the "W" grade deadline - see the academic calendar for dates - when a student ceases to attend a course or exam or never attends a course or exam. A course with WF is counted as attempted credit hours in the computation of academic standing, is calculated as an F in the student's GPA, and impacts a student's time to complete their degree program.

Withdraw No Credit

A grade of Withdraw No Credit (WNC) indicates withdrawal from a credit (CR) or no credit (NC) class or exam without proper authorization. It is also assigned for withdrawal after the "W" grade deadline - see the academic calendar for dates - when a student ceases to attend a course or exam or never attends a course or exam. WNC grades are not used in calculating GPA and are considered failing grades for the purpose of satisfactory academic progress and impact a student's time to complete their degree program.

Grade Corrections and Grade Appeals

A student may appeal a final course grade for one or more of the following criteria:

- The faculty member violated a specific Adler University rule or policy pertaining to grading, including refusal to discuss a grade with the student.
- The faculty member did not provide stated grading criteria and a grading scale, did not follow the stated criteria or grading scale, or applied either of them inconsistently.
- A clerical or administrative error was made in the process of recording or reporting the grade, and the faculty member has not corrected it.
- The faculty member did not report any grade for the individual student.
- The grade reflects discriminatory, biased, abusive, exploitive, or otherwise improper conduct toward the individual student. These allegations will be referred to the appropriate office, as determined by legal counsel, for investigation. The scope of the investigation will be limited to the allegation(s) and will not address the grade appeal. Hence, the following appeal process may be placed on hold during the investigation of the alleged discrimination but will not circumvent the grade appeal process. The program director and department chair (second level) will be informed of the determination of the investigation. Should the appeal involve the program director or the chair as the instructor, their immediate supervisor will be informed. Due to the confidential nature of harassment, discrimination, and Title IX investigations, the substance of the investigation will not be shared, only the outcome. In cases where a violation has been found, the second-level reviewer will assess whether the violation impacted the appellant's grade. The final grade will be determined through the formal grade appeal process.

Appeal Process

For the purpose of this procedure, "days" means academic/business days, not calendar days. Dates, when classes are not in session will not count toward the timeline. "Term" means Fall, Spring, or Summer academic terms.

First Level: Appeal to the Faculty Member

- A student who wishes to appeal a grade for any criteria (A through D above) must first notify the instructor of record by email that they want to appeal and discuss the reason(s) for questioning the final grade. If the grade appeal uses criterion E, students may appeal directly to the program director or department chair (Second Level) unless the PD or DC is a teaching faculty of the course. In such case, the level two appeal goes to the Campus Dean.
- The deadline for a student to take the complaint to the faculty member is 5 p.m. CT on the 10th business day of the semester following the final grade being appealed.

- A student having a verbal discussion of an appeal related to criteria A through D above must follow up with an email or written statement to the instructor summarizing the basis of the appeal.
- In most cases, the student and instructor discussion should suffice to resolve the issue. The instructor must respond in writing to the student, copying the department chair or program director, within five business days of the student's email concerning the disputed grade.

Second Level: Appeal to the Department Chair/Program Director

If the student's concerns remain unresolved after discussion with the instructor or the instructor does not respond within five business days, the student may submit a written Grade Appeal form according to the following process. The grade appeal form must be submitted within 10 business days of the response from the instructor.

In the case of receiving no response from the instructor after five business days, students can submit the written grade appeal form to the program director or chair directly unless the PD or DC is a teaching faculty of the course. In such case, the level two appeal goes to the Campus Dean.

This timeline may not apply when criterion E was designated as the basis of the appeal.

Completion of the grade appeal form should include:

- The criterion for the appeal (see A through E of the grade appeal criteria above).
- The grounds for challenging the original grade.
- A description of the remedy sought.
- Full documentation of the efforts taken to date to resolve the appeal of the grade.

Submit the completed grade appeal form to:

- Chair or program director responsible for the degree program.
- Instructor of record.

Departmental Review (within 15 business days of grade appeal form submission). Upon receiving a Grade Appeal Form, the department chair or program director will review the appeal documents, including the instructor's response to the student within the department or program.

The chair or program director will determine the outcome of the appeal and communicate it to the student and the instructor. The departmental review process, terminating with notification from the chair or program director, must be completed within 15 business days of the grade appeal form submission.

Departmental review may be governed to an extent by accreditation requirements applicable to the program.

Third Level: Appeal to Academic Affairs Grade Appeal Committee

(Within 10 business days of departmental determination)

If the departmental review process does not result in the resolution of the student's concerns, the student has 10 business days after receiving the determination to notify the department chair or program director they wish to appeal the decision. The department chair or program director shall then direct the grade appeal form and all associated communications to the chair of the Faculty Council, who will refer this appeal to the Grade Appeal Committee. This ad-hoc faculty committee provides a higher level of appeal beyond the department. The ad-hoc faculty committee is to be established by the Executive Committee of the Faculty Council, as needed, and is to consist of no fewer than three faculty members.

The Grade Appeal Committee shall convene a meeting, choose a chair, and review all relevant and supporting documents. The committee shall consult with the vice president of Academic Affairs (VPAA) and make a final decision within 20 business days of receiving the grade appeal form and supporting documentation. After the Grade Appeal Committee makes a final decision, the Grade Appeal Committee Chair will respond directly to the student to communicate the decision as well as the basis for the outcome. This written response consists of an email and a paper copy sent to the student's address on file in the Registrar's Office.

The instructor, program director/department chair, and the VPAA shall also be included in the communication. The decision of the Grade Appeal Committee is final.

COMMONLY CITED EXCEPTION: If the instructor of record is also serving as chair or program director, the student, after an unsuccessful attempt at resolution with the faculty member, may direct the grade appeal form to the immediate supervisor, who will serve as the second-level reviewer. Should the student not be satisfied with the second-level reviewer's decision, the student will request an appeal to the Grade Appeal Committee by notifying the second-level reviewer that they wish to appeal.

SECTION E: STUDENT RESPONSIBILITIES AND DEVELOPMENT

Statement of Student Responsibilities

(Extracted from [Catalog](#), Academic Policies and Procedures)

Adler University expects students to:

1. Adhere to all applicable University policies and procedures.
2. Uphold University rules applicable to conduct both in on-campus and off-campus settings, including clinical, field, internship, in-service, and other activities.
3. Abide by local, state, and federal laws.
4. Maintain academic honesty and integrity.
5. Comply with ethical and professional standards applicable to their program of study.
6. Contribute actively to the learning process, including complying with attendance or participation requirements, completing assignments, and preparing for class.
7. Conduct themselves in an ethical, professional, and civil manner.
8. Demonstrate respect for the rights of others.
9. Regularly monitor their student accounts.

Academic Status

Students in the Doctor of Psychology in Clinical Psychology (Psy.D.) program, please see the Psy.D. Program Policies Handbook for additional details on Academic statuses, SDC referrals, and Student Comprehensive Evaluation Committee (SCEC) referrals.

Academic Good Standing

To remain in good academic standing, a student must:

- Maintain consistent enrollment.
- Take a course load that ensures steady movement toward degree completion within the maximum time limits outlined in the catalog.
- Meet all academic, comportment, and professional standards and applicable program requirements.
- Maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

Note: The Department of Education requires students keep their accounts current and successfully complete (B grade or better) 70% of attempted coursework in each term to be eligible to receive federal student financial aid.

Academic Alert

Students with a minimum cumulative GPA of 3.0 and who earn a B- grade for the first time will be placed on Academic Alert status for the following semester.

Academic Warning

Students will be placed on Academic Warning when they meet any of the following conditions:

1. Earn a first grade of C with a minimum cumulative GPA of 3.0.
2. Earn a second B- with a minimum cumulative GPA of 3.0.

This status will be in effect for one semester after receiving the second low grade.

Academic Probation

Students will be placed on academic probation the first time they meet any of the following conditions:

1. Earn a second grade of C.
2. Earn a single D, F, WF, NC, or WNC grade without a prior history of low grades (B- or C).
3. Earn three or more grades of B-.
4. Fall below a minimum cumulative GPA of 3.0 on a 4.0 scale.

Students on academic probation shall have a maximum of two consecutive semesters following the status change to address the issue that generated probationary status.

Academic Dismissal

Students may be subject to academic dismissal when they meet any of the following conditions:

1. Earn two or more grades of D, F, WF, NC, or WNC.
2. Earn a third grade of C.
3. Fail to maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for two semesters.
4. Fail to comply with any prior academic remediation plan.

The transcript of a student who has been dismissed will carry the notation “Academic Dismissal.” Students who have been dismissed are ineligible to reapply to the University.

Also refer to the polices on:

- [*Satisfactory Progress*](#)
- [*Continuous Enrollment*](#)

The Professional Performance & Disposition Review Process

The Clinical Mental Health Counseling (CMHC) Program requires students to comply with university policies and procedures. In addition, students are expected to abide by the Code of Ethics and professional best practice standards set forth by the professional counseling associations, including the American Counseling Association, the American Mental Health Counselors Association, and the Association for Specialists in Group Work. Students are required to uphold the confidentiality requirement in relation to the Health Insurance Portability and Accountability Act (HIPAA) when working with clients, students, and supervisees.

As future practitioners, faculty expect students to be multi-culturally competent, to address issues of equity and injustice, be aware of one's impact on others, be capable of effective interpersonal relationships, be able to receive feedback willingly, and to give feedback constructively. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask clients to do in theirs.

The faculty will regularly and continuously monitor not only students' academic progress but also selected **professional dispositions** as listed below. The purpose of this monitoring process is to ensure that all graduates in the Department of CIP possess those characteristics sufficiently that they do *not* impede their professionalism or helping capacity.

Students enrolled in the CMHC Program must maintain high scholastic standards and develop skills necessary to work with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their professional fields and to conform to the [ACA code of ethics](#) and any other relevant codes of ethics (e.g. CRCC's code of ethics for rehabilitation counseling students). A student's acceptance in the program does not guarantee professional fitness, which is required to remain in the program. If a student does not seem professionally fit, they may be referred at any time to their advisor, the Program Director, the SDC or SCEC to identify and discuss the student's needs.

Students are expected to observe the policies and procedures dictated by the University as well as by the Program and its respective Department. It is also the responsibility of the student to be familiar with the Academic Catalog and the University Student Handbook. Both documents can be found at <http://www.adler.edu/page/campuses/chicago/student-services/catalog-handbook>.

Professional Dispositions

Self- Awareness	The ability to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care.
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Openness	The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice.
Interpersonal Effectiveness	The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.
Professional Integrity	The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude.
Respect & Commitment to Diversity & Social Justice	The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one's own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.
Ethical Practice	The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.
Clinical and Professional Readiness	This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.

Review Process

To assess students' professional performance and readiness, faculty will initiate the Professional Performance & Disposition Review protocol at specific points throughout the program:

1. **End of First Semester Review:** This is to assess the dispositions and performance of all first semester students in the department, both MA & doctoral student levels.
2. **Pre-practicum Application Review:** This assessment process is to review students' readiness to apply for practicum site in order to gain approval to apply for practicum site. For full-time MA students, this coincides with the End of First Semester review.
3. **Pre-practicum review:** For first year MA students, this process will serve as a review for students' readiness to begin practicum/field training. For full time MA students, this coincides with End of First Year Review.
4. **End of Practicum/Pre-Internship review:** This typically occurs near the end of the semester when students are completing practicum and planning to proceed on to internship.

5. **Annual Reviews:** Before the end of each academic year, program faculty are to conduct a comprehensive review for all students who are in the program to assess students' progress, performance, and professional dispositions.
6. **Ongoing assessment:** At any point if students knowingly engage in illegal or unethical activities, and/or display deficiency in professional performance and in any of the above dispositions, students may be referred to the Student Development Committee for remediation (SDC), or to the Student Comprehensive Evaluation Committee (SCEC) for review. Depending on the severity of the deficiency, program faculty may refer students to the SCEC with recommendation of dismissal from the program. For detailed functions of both SDC & SCEC, please refer to the University catalog.

Steps to Review:

1. Instructors will fill out the [Professional Performance and Dispositions Review Form](#) for each of their students in the class along with the course rubrics at **the end of each semester**.
2. If there are ratings below 3 in any of the criteria, the faculty member needs to specify the concerns, and notify the program director, and possibly recommend actions to follow;
3. Program Director and the instructor will discuss the student's situation and formulate the course of action.
4. Instructors can also fill out this form individually at any time during the semester if students display a deficiency in any of the evaluative criteria, and then submit it to students' respective program directors.

Outcomes of the Review:

1. If students have ratings with 3 or above in all areas, no action needs to be taken.
2. If students have ratings below 3 in any of the areas, one or more of the following may take place:
 - a. Instructor works with the student to establish a remediation plan for the student to address area (s) of concerns.
 - b. Instructor, advisor, and/or program director may formulate a plan of action, including establishing a remediation plan, referral to SDC or SCEC, depending on the severity of the deficiency, or other actions.
3. If a student fails to satisfactorily complete the remediation plan, then he or she will be referred to SDC or SCEC as appropriate.
4. All students are encouraged to refer to the Adler Student Referral Policy in the catalog.

University Referral Policies and Procedures

Student Referral Policy

Adler University requires all students to uphold the highest standards of academic, personal, and professional conduct. The Student Referral Policy applies to all academic and professional training-related conduct, including online, on-campus, and at the training sites. The University reserves the right to exercise jurisdiction over events or actions occurring off campus or in virtual communities, where Adler University's community interest is affected. This policy is designed to contribute to the personal as well as professional growth of the students and to ensure the welfare of the University and its related communities.

Student Development Committee (SDC)

The SDC is a standing committee within each academic department that monitors students' Academic Status and compliance with Student Responsibilities found in this Handbook. The primary function of the Committee is to provide early and structured assistance to students in successfully completing their program.

The Registrar forwards to the appropriate departmental Student Development Committee at the beginning of each term a list of students who have fallen below Academic Good Standing. When students breach one or more of the Student Responsibilities, any employee of the Adler community may alert the appropriate Student Development Committee by submitting a Student SDC Referral Form (available online).

The Student Development Committee reviews the grade reports and referral forms, determines the level of severity of the concern (outlined below), and may direct the student to take remedial action. Depending upon the seriousness of the concern, the student will be referred to the Faculty Advisor, to meet with the Student Development Committee, or to the Student Comprehensive Evaluation Committee. A description of the "Referral Process" is below.

Student Comprehensive Evaluation Committee (SCEC)

Serious or repeated breaches of Academic Good Standing or of the Student Responsibilities policy will be addressed through the Student Comprehensive Evaluation Committee (SCEC). The Committee will evaluate the referral, provide a plan for remediation if appropriate, and deliver a decision on the outcome. This decision may include dismissal or administrative withdrawal.

Referral Process ([Reference Academic Catalog for Referral Process Information](#))

Other Noted Academic policies:

Nondiscrimination and Anti-Harassment Policy

https://www.adler.edu/wp-content/uploads/2020/06/Adler-NDAH-Policy- Chicago_Online-July-2018.pdf

Title IX

<https://www.adler.edu/wp-content/uploads/2020/09/Adler-University-Title-IX-Sexual- Harassment-Policy-August-2020.pdf>

Student Complaint and Appeal Procedure

<https://www.adler.edu/disclosures/#student-complaint-resolution>

Complaint Policy

<https://www.adler.edu/disclosures/#student-complaint-resolution>

Appendix A – Student Acknowledgement Form

Student Acknowledgement Form
Clinical Mental Health Counseling Program

I, _____, the undersigned, am a student in the

Please check one: _____ CMHC on-ground modality.
 _____ CMHC online modality.

I have read and agree to comply with the policies and evaluation process contained in this Program Handbook. I understand it is my responsibility to be familiar with and abide by the policies and regulations stated the University Catalog and the University Student Handbook. I have read the Professional Performance and Dispositions Review Policy and the Review Process issued by the CMHC Program. I understand that I am being reviewed continuously and periodically during my tenure at Adler until graduation. It is my responsibility to perform satisfactorily both academically and professionally and to understand the referral policy and possible related outcomes for below expectation performance.

Student Signature Date

Please submit your signed Acknowledgement Form to your Faculty Advisor.

Appendix B

24-25 Program of Study – CMHC On-ground (Two Years, Full-time)

The following is an example of a typical course sequence. Every student should complete a Program of Study with their advisor **before the end of their first semester** in the program. Note that the semester when a specific course will be taken can change based on which semester you enter the program. However, the order of classes will remain the same.

Academic Advisement Sheet CMHC Program (full-time) Beginning Fall 2024 2-Year Sequence

Advisor Name:	Student Name:
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The following list of courses is the required sequence in which you should take your courses for degree completion. This sequence ensures students take all prerequisite courses when they are needed, and that the University is able to plan course offerings each term. Students should be aware that deviating from this sequence will make it difficult to get into courses in future terms.

**Courses denoted with an asterisk are practicum pre-requisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.*

***Courses denoted with a double asterisk are practicum pre-requisites, but are graded as Credit/No Credit.
Courses denoted with “#” are offered only on campus, in a 15-week format. Other courses without “#” are offered in various formats including 15 week on-campus, 7.5 weeks or 15 weeks completely online or blended (a combination of online and weekend class meetings) classes.*

Courses

Grade Received

Year 1 – Fall Term (13 credits)

**SJP-513: Social Justice Practicum I (1 credit)

*COUN-536: Counseling Multicultural Communities (3 credits)

*COUN-532: Professional, Legal and Ethical Issues (3 credits)

*COUN-533: Counseling Theories (3 credits)

*#COUN-534: Counseling Skills (3 credits)

Year 1 – Spring Term (13 credits)

**SJP-514: Social Justice Practicum II (1 credit)

*#COUN-535: Diagnosis of Maladaptive Behavior (3 credits)

COUN-622: Human Growth Development (3 credits)

*#COUN-540: Group Counseling (3 credits)

*#CMHC-617: Treatment Planning and Intervention (3 credits)

Year 1 - Summer (9 credits)

*CMHC-538: Professional Functions of Clinical Mental Health Counselors (3 credits)

*CMHC-615: Crisis Intervention and Trauma Counseling (3 credits)

COUN 518: Adlerian Theory and Counseling (3 credits)

Year 2 – Fall Term (12 credits)

#CMHC-600: CMHC Practicum and Seminar (3 credits)

COUN-625: Research and Program Evaluation (3 credits)

COUN-629: Career Development Theories and Interventions (3 credits)

COUN 626 - Appraisal and Assessment (3 credits)

Year 2 – Spring Term (9 credits)

COUN-630: Addictions Counseling (3 credits)

COUN-618: Couples and Family Counseling (3 credits)

#CMHC-601: CMHC Internship and Seminar I (3 credits)

CMHC-995: CMHC Comprehensive Exam

Year 2 – Summer Term (6 credits)

#CMHC-602: CMHC Internship and Seminar II (3 credits)

CMHC Elective (3 credits)

Appendix C

24-25 Program of Study – CMHC On-ground (Three Years, Part-time)

The following is an example of a typical course sequence. Every student should complete a Program of Study with their advisor **before the end of their first semester** in the program. Note that the semester when a specific course will be taken can change based on which semester you enter the program. However, the order of classes will remain the same.

Academic Advisement Sheet
 CMHC Program (part-time), Beginning Fall 2024
3-Year Sequence

Advisor Name:	Student Name:
----------------------	----------------------

The following list of courses is the required sequence in which you should take your courses for degree completion. This sequence ensures students take all prerequisite courses when they are needed, and that the University is able to plan course offerings each term. Students should be aware that deviating from this sequence will make it difficult to get into courses in future terms.

**Courses denoted with an asterisk are practicum pre-requisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.*

***Courses denoted with a double asterisk are practicum pre-requisites, but are graded as Credit/No Credit.*

Courses denoted with “#” are offered only on campus, in a 15-week format. Other courses without “#” are offered in various formats including 15 week on-campus, 7.5 weeks or 15 weeks completely online or blended (a combination of online and weekend class meetings) classes.

<u>Courses</u>	<u>Grade Received</u>
Year 1 – Fall Term (9 credits)	
*COUN-536: Counseling Multicultural Communities (3 credits)	_____
*COUN-533: Counseling Theories (3 credits)	_____
*COUN-532: Professional, Legal and Ethical Issues (3 credits)	_____
Year 1 – Spring Term (9 credits)	
*#COUN-535: Diagnosis of Maladaptive Behavior (3 credits)	_____
*#COUN-534: Counseling Skills (3 credits)	_____
COUN-622: Human Growth Development (3 credits)	_____
Year 1 – Summer Term (6 credits)	
*CMHC-538: Professional Functions of Clinical Mental Health Counselors (3 credits)	_____
CMHC-615: Crisis Intervention and Trauma Counseling (3 credits)	_____

Year 2 – Fall Term (7 credits)

- **SJP-513: Social Justice Practicum I (1 credit)
- COUN-626: Appraisal and Assessment (3 credits)
- COUN-618: Couples and Family Counseling (3 credits)

Year 2 – Spring Term (7 credits)

- **SJP-514: Social Justice Practicum II (1 credit)
- *#CMHC-617: Treatment Planning and Intervention (3 credits)
- *#COUN-540: Group Counseling (3 credits)

Year 2 – Summer Term (9 credits)

- COUN-630: Addictions Counseling (3 credits)
- COUN-625: Research and Program Evaluation (3 credits)
- Elective (3 credits, see Elective Menu at the end) *or can be taken summer year 3*

Year 3 – Fall Term (6 credits)

- #CMHC-600: CMHC Practicum and Seminar (3 credits)
- COUN-629: Career Development Theories and Interventions (3 credits)

Year 3 – Spring Term (6 credits)

- #CMHC-601: CMHC Internship and Seminar I (3 credits)
- COUN 518: Adlerian Theory and Counseling (3 credits)
- CMHC-995: CMHC Comprehensive Exam

Year 3 – Summer Term (6 credits)

- #CMHC-602: CMHC Internship and Seminar II (3 credits)

Elective (3 credits, if not taken previous summer)

Elective Menu

CMHC-620	Child & Adolescent Counseling	3 cr
CMHC 640	Counseling and Human Sexuality	3 cr
CMHC 721	Technology Applications in Counseling	3 cr
CMHC 722	Counseling Older Adults and Families	3 cr
CMHC 688	Mind, Body, and Meditative Practices in Counseling	3 cr

OR

COUN-550 – 552: Thesis Series (begins Year 2 fall)

OR

Any masters-level course from another program with approval of the student’s Faculty Advisor and the Program Director overseeing the desired course.

Appendix D

24-25 Program of Study – CMHC Online (Two Years Full-time)

Academic Advisement Sheet

CMHC Online Modality

2-Year Sequence

Fall Start

Effective Starting Fall 2024

Year of Entry:	
Advisor Name:	Student Name:

The CMHC Online Modality requires residency week attendance. Inability to attend residency can result in failing grades for the associated courses. Information about residency dates and location is provided via email one semester in advance.

This advisement sheet provides you the sequences of classes that you should take in each semester for you to complete the program in time. This sequence also ensures students take all prerequisite courses before they start their clinical practicum and internship. Students should be aware that deviating from this sequence may result in prolonging the program duration or possible difficulties in getting classes that they need in time for program completion or deferral in starting their clinical experience.

- *Courses denoted with an asterisk are practicum pre-requisites, which students need to complete prior to their counseling practicum. Students are required to attain a grade of B or higher in these courses. Students will need to retake the courses with a B- or lower grade prior to or concurrently with their practicum and attain the required grade.**
- **Courses denoted with a double asterisk are practicum pre-requisites but are graded as Credit/No Credit.**
- # Courses denoted with “#” requires the on-campus residency week attendance.**
- All courses require online synchronous meeting component.**

Courses	Grade Received
Year 1 – Term: Fall (12.5 credits)	
Full Term Courses (16 Weeks)	
*#COUN-534: Counseling Skills (3 credits)	
Residency 1 on-campus – **begin clinical Practicum application process**	
Term I (First 8 Weeks)	
*COUN-532: Professional, Legal and Ethical Issues (3 credits)	
*COUN-533: Counseling Theories (3 credits)	
**SJP-515: Social Justice Practicum I (.5 credit)	
Term II (Second 8 Weeks)	

*#COUN-536: Multicultural and Social Justice Counseling (3 credits)	
Year 1 – Term: Spring (12.5 credits)	
Full Term Courses (16 Weeks)	
*#COUN-540: Group Counseling (3 credits)	
*#CMHC-617: Treatment Planning and Intervention (3 credits)	
*COUN-535: Diagnosis of Maladaptive Behavior (3 credits)	
Residency 2 on-campus	
Term I (First 8 Weeks)	
**SJP-516: Social Justice Practicum I (.5 credit)	
*CMHC-538: Professional Functions of Clinical Mental Health Counselors (3 credits)	
Year 1 – Term: Summer (10 credits)	
Full Term Courses (16 Weeks)	
COUN-622: Human Growth Development (3 credits)	
Term I (First 8 Weeks)	
COUN-630: Addictions Counseling (3 credits)	
**SJP-517: Social Justice Practicum I (.5 credit)	
Term II (Second 8 Weeks)	
CMHC-615: Crisis Intervention and Trauma Counseling (3 credits)	
**SJP-518: Social Justice Practicum I (.5 credit)	
Year 2 – Term: Fall (9 credits)	
Full Term Courses (16 Weeks)	
CMHC-600: CMHC Practicum and Seminar (3 credits)	
Term I (8 Weeks)	
COUN-618: Couples and Family Counseling (3 credits)	
Term II (Second 8 Weeks)	
COUN 518: Adlerian Theory and Counseling (3 credits)	
Year 2 – Term: Spring (9 credits)	
Full Term Courses (16 Weeks)	
CMHC-601: CMHC Internship and Seminar 1 (3 credits)	
CMHC-995: CMHC Comprehensive Examination (0 credit)	
Term I (First 8 Weeks)	
COUN-629: Career Development Theories and Interventions (3 credits)	
Term II (Second 8 Weeks)	
COUN-626: Appraisal and Assessment (3 credits)	
Year 2 – Term: Summer (9 credits)	
Full Term Courses (16 Weeks)	
CMHC-602: CMHC Internship and Seminar II (3 credits)	
Term I (First 8 Weeks)	
Elective - <i>or in year 3: See Elective Menu</i> (3 credits)	
Term II (Second 8 Weeks)	
COUN-625: Research and Program Evaluation (3 credits)	

Appendix E

Professional Disposition Rating Form

Professional Disposition Rating Form

Ratings should be based on **students' development level** in the academic program. Each standard is rated on a scale of 5, where:

- 1 = Criterion Unmet
- 2 = Criterion partially met (Need Remediation and Further Development)
- 3 = Meet Criterion According to the Developmental Level
- 4 = Perform above the Developmental Level
- 5 = Perform at a Professional and Proficient Level

Students receiving a rating of below 3 on one or more of these standards will be considered deficient in professional performance and will be referred for remediation.

Please circle or highlight your ratings.

Criteria		Rating				
1.	<p><i>Self-Awareness</i></p> <p>The ability to engage in ongoing self-reflection and recognize the impact of one's own actions; to identify and manage emotions, particularly under stress; to understand how actions and words are perceived by others; to monitor one's own wellness and demonstrate a commitment to self-care.</p>	1	2	3	4	5
2.	<p><i>Openness</i></p> <p>The openness to receive and incorporate feedback in order to make positive changes and accept and integrate different perspectives in examining values and beliefs in practice.</p>	1	2	3	4	5
3.	<p><i>Interpersonal Effectiveness</i></p> <p>The ability to show empathy and unconditional acceptance towards others and to dialogue with compassion and take responsibility and accountability for impact of actions toward others.</p>	1	2	3	4	5
4.	<p><i>Professional Integrity</i></p> <p>The ability to maintain professionalism appropriate for class, clinical experiences and when representing the counseling profession; to tolerate ambiguity and discomfort while initiating discussion and caring confrontation (<i>courage</i>); to adjust to challenges with a positive attitude.</p>	1	2	3	4	5
5.	<p><i>Respect & Commitment to Diversity & Social Justice</i></p>	1	2	3	4	5

	The ability to demonstrate Multicultural Social Justice Counseling Competencies (MSJCC) and commitment to social responsibility with respect for differences in thought, opinion, and experiences; to initiate and take action to increase self-awareness of one's own social identities, social group statuses, power, privilege, oppression, strengths, and limitations.					
6.	<i>Ethical Practice</i> The ability to identify ethical dilemmas and seek consultation. The ability to monitor one's ethical behavior and seek to uphold professional ethical practices.	1	2	3	4	5
7	<i>Clinical and Professional Readiness</i> This is about the student's readiness to work with clients of diverse backgrounds and clinical issues. This includes the ability to manage personal issues which may manifest and interfere with the effectiveness of the counseling relationship and overall wellness of the clients.	1	2	3	4	5

Overall Comments (Please also comment on any item (s) with a score of "0")

Referral (if applicable)

- Advisor
- Departmental Student Development Committee (SDC)
- Student Comprehensive Evaluation Committee (SCEC)
- Center for Learning & Teaching (CLT)
- Others (Please specify) _____

Appendix F

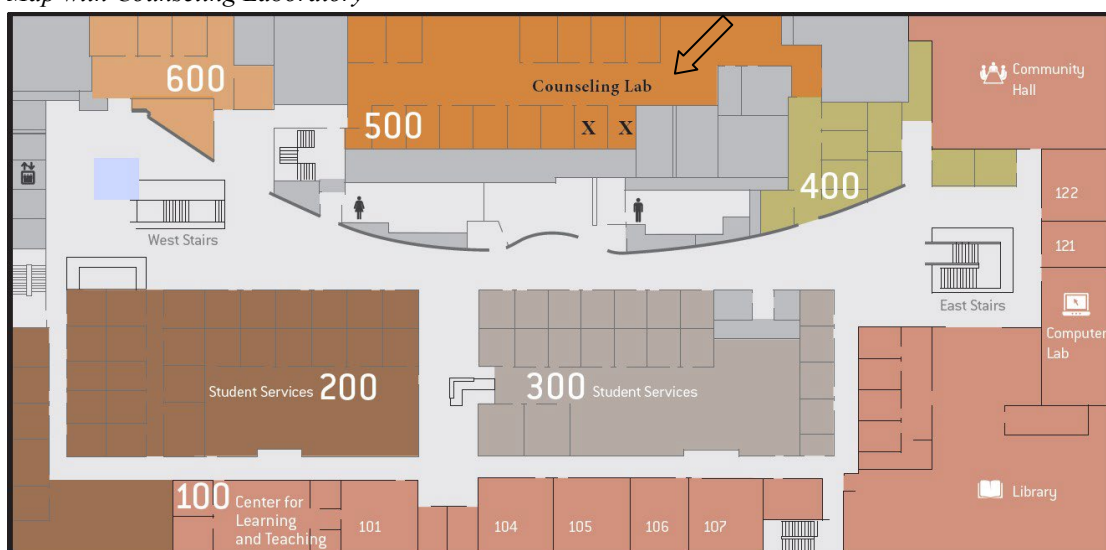
Counseling Laboratory

Adler University has implemented a Counseling Lab room system comprised of four private rooms (15-513A; 15-513B; 15-515A; 15-515B) allowing for monitored interactions from any on-campus, network-connected computer (appropriate authentication required to access the system). Students may be required to use the counseling lab as part of any course. This web-based system allows for many capabilities:

- Secure monitoring/recording of in-room interactions
- Audio intervention into rooms – faculty can have a real-time conversation with in-room participants
- Define/index specific recorded events with markers
- Download video content for external sharing
- Upload video content into system

A student reference guide is located on the landing page, which can be found at the following link: <http://counselinglab.adler.edu/>. *Please note that you can only access this webpage and the recording system when on campus.*

Map with Counseling Laboratory



Appendix G – Elective Menu

Clinical Mental Health Counseling Program Elective Menu 2024-25

The CMHC and its affiliated programs (Forensic Mental Health Leadership, Sport and Human Performance, and the Doctoral Counselor Education and Supervision) offer a variety of elective courses to their students. Note the following:

1. Online students, or students who intend to be licensed outside of Illinois, are responsible for referring to their respective Professional Counselor licensure curricular requirements. Some states, provinces or countries may require courses listed as “required” for licensure. To prevent licensure delays, you may want to consider taking these other courses as your electives while completing your degree. If you cannot find the courses that you need for your state licensure, please consult with your advisor or program director.
1. Not all of these courses are offered at the same time. Please consult the semester schedule and faculty advisors during registration time for their availability.
2. Master-level students can take any of the 500 or 600 level courses in this menu. For 700 or 800 level courses, consult with your faculty advisor and respective Program Director offering the course.
3. Should Master-level students want to take doctoral-level electives (i.e., courses with the DCES prefix), they need to obtain approval from their faculty advisor and the Program Director of the Ph.D. CES program.
5. Not all of these courses are offered in an online format; however, students in the online program can be approved to take courses that are offered on campus. On-campus courses do require in-class, on-campus attendance. Students in the on-ground program can be approved to take courses that are offered online.
6. Priority is usually given to students in their respective or other specified programs. Priority registration will be lifted two weeks into the registration cycle. This means courses will be open to all students in the CIP department at that time. Students should also put themselves on the waitlist if the courses are full, so that the department can add sections or advise students to take another class accordingly.
7. Students who want to take courses from other programs within the department that are not listed on this menu (see below), or courses from other departments or campuses, should consult with faculty advisors and the respective program directors who are offering the class. Students also need to complete the Course Exemption Form.
8. Courses are subject to cancellation if there is not sufficient enrollment.
9. Definition and format of the courses:
According to the requirements of the Higher Education Commission, all courses require 45 hours of instruction (3 credit hours):
 - a. On-ground courses require in-person and on-campus attendance, spread out over 15 weeks in fall and spring semesters, and 7.5 weeks in Summer Term I or Summer Term II;
 - b. All online courses consist of a minimum of three synchronous sessions for 7.5 week courses, and 4-5 synchronous sessions in 15-week courses;
 - c. Blended courses consist of both on-ground (30 hours) and online instruction (15 hours). They are either 7.5 - week term or 15-week semester long. On-ground instructions usually take place over two weekends, Saturday and Sunday, or 4 Saturdays from 9 a.m. to 5 p.m.
10. Modality and Online courses
 - a. The CMHC on-ground modality occasionally offers online courses; ground students can only register for courses with the suffix –ONL.
 - b. CMHC Online modality students register for courses with the suffix – CLA.

Course Number	Course Name	Credit Hours	Offering Terms & Delivery Format
COUN-620	Child & Adolescent Counseling	3	Online (Fall, Summer) On Campus (Summer I)

COUN-640	Counseling and Human Sexuality	3	Online (Fall, Spring, Summer) On Campus (Summer I)
COUN-660	Introduction to Play Therapy	3	On Campus (Fall and Spring)
COUN-661	Animal Assisted Therapy	3	External site (5 days in Summer I)
COUN-688	Mind, Body, and Meditative Practices in Counseling	3	On Campus (Summer I)
COUN-722	Counseling Older Adults and Families	3	Online (Summer)
COUN-750	Psychopharmacology in Counseling	3	Online (Fall, Spring, Summer)
COUN-752	Advanced Adlerian Theory and Practice	3	Online (Summer I)
COUN-760	Advanced Play Therapy	3	On Campus (Spring & Summer I)
CSUC-889	Bio-Psycho-Social-Spiritual Aspects of Addictions	3	Online (Fall & Summer I)
CSUC-890	Advanced Addictions Treatment	3	Online (Spring & Summer II)
DCES-899	Special Topics: Counseling	3	On Campus
DCES-886	Existential and Gestalt Therapy	3	On Campus Spring Even year
DCES-887	Asian Meditation Therapies	3	On Campus (Spring, odd year)
DCES-891	Advanced Couple and Family Counseling	3	On Campus (Fall)
DCES-896	Leadership in Mental Health Practice	3	On Campus (Fall)
DCES-897	Counseling Difficult, Defiant Adolescents	3	On campus (Summer I)
MSHP-539	Introduction to Sport & Human Performance***A <i>required core course for MSHP, and a required elective for MSHP-CMHC dual degree students.</i>	3	On ground (Fall)
MSHP-645	Contemporary Issues in Cultural Sport Psychology***A <i>required core course for MSHP, and a required elective for MSHP-CMHC dual degree students.</i>	3	On ground (Summer)

The Thesis Series Option for Elective

The M.A. thesis is a student-directed study conducted in consultation with an approved faculty member in any theoretical, methodological, or applied psychological area relevant to the curriculum. The research culminates in the completion of a scholarly paper of publishable quality in accordance with Adler University guidelines rules and guidelines outlined in the *Publication Manual of the American Psychological Association*. Students planning on pursuing a doctorate may benefit from completing a master's thesis.

Note that the completion of a thesis is a requirement for credentialing in Canada for graduate studies. Students who plan to pursue doctoral studies in Canada will need to choose this option.

COUN-550 Preparation for Applied Thesis 1 cr.

COUN-551 M.A. Thesis I 1 cr.

COUN-552 M.A. Thesis II 1 cr.

As the process to complete a thesis takes at least 2-3 semesters, students must inform their faculty advisor about their selection of the thesis option **at least 4 semesters before their intended graduation time**. Should students not be able to complete the thesis by COUN-552, they will be required to take the M.A. thesis continuation courses until the thesis is completed.

Appendix H
Assessment and Evaluation

The CMHC program has a comprehensive plan to assess students' progress and performance. Students are evaluated academically, professionally, interpersonally, and personally at different junctures during their tenure in their programs. In doing so, the program director and faculty can plan for remedial actions and assist their development and success in the program. The following is the evaluation map for each of the students:

Assessment and Evaluation Map

Assessment Point	Assessment Tools	Process and Input
During and Upon Completion of Each Course	<ul style="list-style-type: none"> • Continuous feedback during the course Assignments and in class activities • End of course grade Course rubric completion 	Students are provided feedback on their course assignments during the course. At conclusion of the course, instructors complete the grade and fill out student learning outcome rubrics which are specifically designed for assessing students' performance of each of the course learning objectives. Instructors choose assignment(s) that best measure the student's mastery of learning objectives. Students automatically receive end of course rubric assessment from instructors electronically.
First Semester Review on Relational Competence: Students' Performance in the Counseling Skills Course	<ul style="list-style-type: none"> • Counseling Skills Rating Form • Grade in the course 	The Department uses students' performance of the COUN-534 Counseling Skills course as the first capstone assessment of students' ability to be an effective counselor. All counseling skills instructors are required to complete this form at the end of the course. This course, as compared to the others, is smaller in size and the instructors have more opportunities to see students in action and employ their interpersonal and basically counseling skills. Students' performance in this course is deemed as a good indicator for their ability to perform during their practicum and internship. Students display deficiency in this course may result in repeating the course, or other remedial efforts initiated by the course instructor and the faculty advisor.

<p>Pre-Practicum Reviews & End of First year review</p>	<ul style="list-style-type: none"> Grades of pre-requisites Overall Academic standing Referral history Overall compartment and adherence to professional dispositions 	<p>A review meeting is conducted on students who have submitted their practicum proposal with an intent to participate in clinical practicum. Two reviews are conducted before students' actual participation of practicum:</p> <ol style="list-style-type: none"> In late fall, faculty's review and approval of students to apply for practicum and internship; and Late spring or early summer, faculty's review and approval students to accept sites; <p>Together with the Director of Training, together with the program faculty, review and determine students' suitability and readiness for field training academically, professionally, and clinically.</p> <p>When a student's readiness is in question, program faculty may take the following action:</p> <ul style="list-style-type: none"> Referral of student to advisor for remedial effort and plan; Deferral of practicum application, or the participation of practicum and internship until completion of remediation; and <p>Referral to Department Student Development Committee for further hearing and initiation of remediation plan; and/or be counseled out of the program.</p>
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Assessment Point	Assessment Tools	Process and Input
<p>Practicum and Internship site and seminar leader assessments</p>	<p>Practicum and Internship faculty and field supervisor and seminar leader ratings and narrative evaluations</p>	<p>Site supervisors and seminar leaders complete evaluations on students while they are in practicum and internship. The evaluation is a summative evaluation which is done at the end of practicum and at the end of each internship experience. Site supervisor basically evaluate students every semester. Site supervisor will first complete the form, then the seminar leader will provide feedback to students accordingly.</p> <ul style="list-style-type: none"> Site supervisors and seminar leaders are encouraged to communicate with each other on a regular basis regarding students' progress and issues. The Director of Training and Program Directors are also available for consultations with students, faculty, and site supervisors.
<p>Completion of the core courses</p>	<p>CMHC Comprehensive Examination</p>	<p>Students can take the CMHC comprehensive examination during the second-to-last semester of their final year when they are finishing all core courses. This comprehensive examination (CMHC-995) are exit exams and consists of the Counselor Preparation Comprehensive Examination (CPCE; National Board of Certified Counselors)</p>

Appendix I

Certificate in Substance Abuse Counseling (CSAC)

CERTIFICATE IN SUBSTANCE ABUSE COUNSELING (CSAC)

This certificate program can be taken as part of the student's graduate studies at either the master's or doctoral level. The 500-hour practicum in substance abuse counseling is taken as an advanced clinical practicum.

This certification program is accredited as an Advanced Alcohol and Other Drug Abuse Counselor Training Program by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA). The certification process is based on the Illinois Model for Certification of Alcohol and Other Drug Abuse Counselors. Further information can be found at <https://www.adler.edu/program/substance-abuse-counseling-chicago/>

Course and Training Requirements for CMHC students:

The Certificate in Substance Abuse Counseling requires the following 12 credits of coursework. CMHC students can benefit from using some existing program courses to complete this Certification program.

Two of them are already included in the CMHC program of study:

- COUN-630 Addictions Counseling 3 cr.
- COUN-532 Professional, Legal, and Ethics Issues in Counseling 3 cr.

With two more advanced addiction counseling courses:

- CSAC-889 Bio-Psycho-Social-Spiritual Aspects of Addictions 3 cr.
- CSAC-890 Advanced Addictions Treatment 3 cr.

Suppose students can use the same practicum/internship sites, which are recognized by both the Certification Program and the primary program of study (CMHC). In that case, they can earn the clinical training hours simultaneously. If students cannot find qualified sites recognized by the Certification program and their CMHC training sites, they will need to do a separate CSAC practicum.

Appendix J

Websites

Adler University Library Main Page

<https://library.adler.edu>

Adler University Library- CMHC Guide

<http://library.adler.edu/CMHC>

Academic Calendar

<https://connect.adler.edu/student-services/registrars/Documents/Academic%20Calendar%20Chicago%20on%20Campus%20and%20Online%20CMHC%20and%20PhDAT%20Programs%202024-2025.pdf>

The Writing Center

<https://library.adler.edu/CLT/>

Adler Global Login Page (Adler Connect, Student Email, APT, Online Bookstore)

<http://www.adler.edu/page/home/global/global-login/login>

Adler Canvas Learning Management System Login Page

<https://adler.instructure.com/>

Clinical Mental Health Counseling Program Webpage

<https://www.adler.edu/program/clinical-mental-health-counseling-chicago/>

<https://www.adler.edu/program/clinical-mental-health-counseling-chicago/#online-modality>

Student Affairs <https://connect.adler.edu/student-services/student-affairs/Pages/default.aspx>

Student Affairs-Professional Development Scholarships

<https://connect.adler.edu/student-services/student-affairs/Pages/Scholarships.aspx>

Registrar <https://connect.adler.edu/student-services/registrars/Pages/default.aspx>

Financial Aid

<https://connect.adler.edu/student-services/financial-aid/Pages/default.aspx>

Adler Federal Work Study Positions

<https://connect.adler.edu/student-services/financial-aid/Pages/Federal-Work-Study.aspx>

Adler University Student Complaint Form (continued)
3. BASIS OF YOUR COMPLAINT: Please indicate which policies you think apply to this complaint? (Please check all applicable items.)

- General Non-Discrimination and Anti-Harassment Policy Grade Appeal
 Title IX Sexual Harassment Policy (Chicago and Online) General Student Complaint
 Sexual Misconduct Policy (Vancouver) Student Appeal

Have efforts been made to resolve this complaint?

- Yes No

If yes, please indicate the individual(s), date of complaint, and the status of the complaint.

4. SIGNATURE AND VERIFICATION: I affirm to the best of my knowledge or belief, the information contain herein is true and factual. Additionally, I understand that the effective date of filing this complaint is the date this form is physically received by the Office of People & Culture, I further understand that any person who knowingly provides frivolous, false or fraudulent information in a Fair Practices complaint may be subject to discipline. If applicable, I hereby authorize the release of any medical information needed for the investigation.

Student Signature: _____

Date: _____

Office Use Only:

Received by: _____

Signature: _____

Received date: _____

Respondent(s) notification date:

_____ Investigative

Report/Decision date: _____ Steps Taken to Resolve

Complaint: _____

List all attachments received with form:

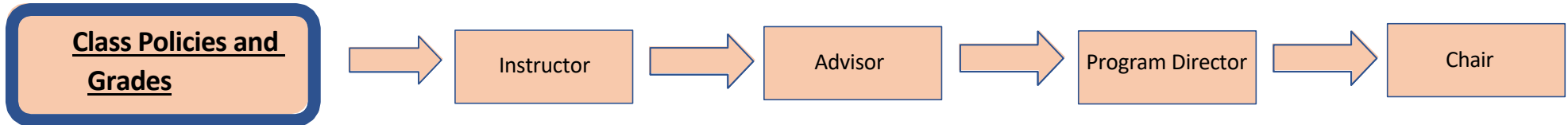
Was Report/Decision Appealed? Yes No

Appeal Date: _____

Final Decision Date: _____

CMHC Student Communication Flow Chart

Communications Related to Grades and Classes



Whenever there are concerns and questions regarding a class, students should discuss the matter with the instructor first. If the matter is not resolved, students should contact their advisor. If the matter is not resolved, the student should contact their respective program director. If the instructor is the Program Director, the student can reach out to the Department Chair. If a student needs support to go through the process, please consult with the Advisor. However, if a student wants to appeal a grade for an assignment or a course grade, please refer to the [Grade Appeal Policy](#) detailed in the Course Catalog.

Communications Regarding Registration



Students must plan an **actual course section** in Self-Service (i.e. COUN 535-A. Course sections end in letters such as A, B, C, ACLA, and BONL). Once the student selects their course sections, they need to select “**Request Review**” under the Advising option in Student Planning. The student’s **advisor must approve their planned courses before the student can register**. Once the student’s advisor approves their planned courses, they are not registered until the student selects the register button.

Students should first contact their advisors for guidance when they encounter difficulties or need clarification such as follows:

1. Conflicting schedules:

If you cannot find a class that fits into the schedule because of other classes, and clinical training, students should work with the advisors to see alternatives to the class.

2. Consideration of waitlisting for a class when a class is full:

Please note that there is no guarantee that you will be added to a class. You should first consider finding another section of the same course, or work with your advisor to find another course. In general, students will not be added to a class that is at full capacity. Students must register for the course within 48 hours after being given permission from the Registrar.

3. Online classes ending with suffix -CLA, vs. Online Classes ending with Suffix -ONL

Online classes from the Department are denoted with suffix either -CLA or ONL.

Classes ending with CLA – These classes are only available for CMHC online students. Students who are from CMHC on-ground modality and other programs are prohibited from these classes.

Classes ending with ONL – These classes are offered by the on-ground CMHC modality. On-ground students may be able to register for these courses based on availability.

4. Courses from other programs and departments

To register for a course outside the program, students will need to discuss with their advisor and the Program Director/Department Chair who offers the course. With their approval, the student needs to initiate the [Registration Exception Form](#) and obtain appropriate signatures before they can register for the course. The Registrar will then place the student in the class.

5. Restricted Courses and Timeline for Removal of Programmatic Restrictions

At the end of the first two weeks of registration, program restrictions will be lifted on most courses. However, this does not include Clinical Seminars and CMHC Online modality classes (CLA). Remember, your Advisor must be consulted to approve another/different course.

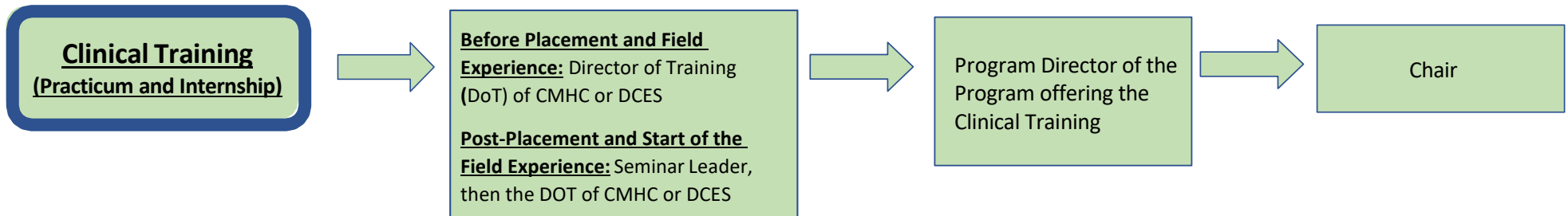
The Registration Exception Form

The Registrar requires the student to use the Registration Exception Form for a variety situation outside the regular registration process through Self-Services including:

- add/drop
- take classes outside the program,
- switch sections after add/drop ends
- Substitute a course
- Override a prerequisite
- Register for more than 15 credits in a semester

Students can find the form from the Registrar's Webpage in Adler Connect: [Registration Exception Form](#).

Lines of Contacts for Clinical Practicum and Internship



The Director of Training (DoT) prepares students for their field training experiences, starting with the application process and field placements. The DoT will be students' primary contact for any field training matters before starting the practicum and internships. Students can consult with their advisors for guidance on clinical training interests, selection of sites, and application decisions, etc. Students contact the Program Director, or the supervisor of the DoT, if they have issues and concerns which they cannot resolve with the DoT.

Seminar instructors manage all aspects of students' field experience during practicum and internship and maintain regular communication with sites (student evaluations, and hours). When there are site non-compliance issues and/or general students' welfare and progress are compromised, Seminar instructors/leaders consult and work closely with the DoT to develop further communication and remediation plans. The DoT provides continuous support for the students and the seminar instructors when needed. The Chair will be available for unresolved issues after the Program Director.

Communication Regarding the Program



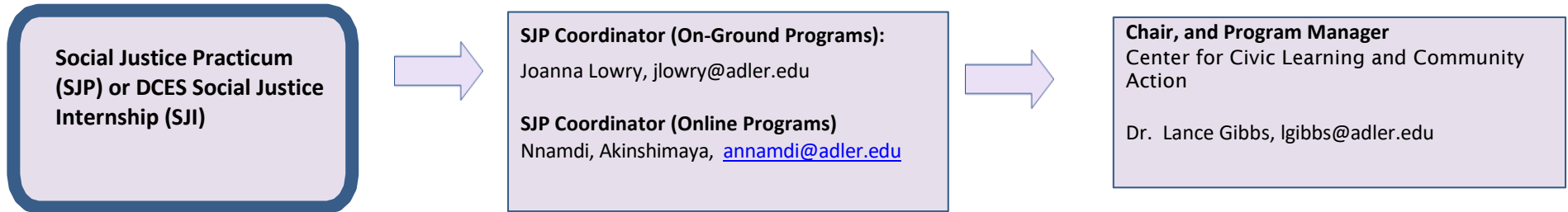
Contact the Program Director if you have concerns about the program or modality, including but not limited to the following aspects of the program:

- Program curriculum- courses, additional elements to the curriculum, etc.

- Program events - orientation, townhall meetings, etc.
- Connection with student body and faculty

If the issue has not been resolved with the Program Director, the Department Chair is the next person to contact.

Communication Regarding Social Justice Practicum and Internship



The Center for Civic Learning and Community Action (CCCLCA) coordinates Social Justice Practicum and Internship. **The CIP Department has no jurisdiction over the operations of the CCCLCA including scheduling related workshops and other issues.** Thus, your primary contact is the SJP/SJI Coordinators. If you cannot resolve the issue, the next person to contact is the Chair and Program Manager of the Center. Please contact your program director if you need support working and communicating with the CCLCA.

Other Policies and Procedures Related to Student Concerns:

Student Complaint Policy

All students are responsible for reading and understanding the policies and procedures contained in the University Catalog [here](#). Select policies regarding the student referral process, students' rights to make formal complaints, or appeal decisions that they feel are unfair have been reposted below. Please refer below for the Student Referral Process, Grade Appeal Policy, General Grievance and Appeal Policy, and Student Complaint Policy. Please see Table below for types of concerns and related policies and procedures. [Click here to view to the Full Version of the Student Complaint Policy in the Catalog.](#)

Additional Resources for students

- Disability Services: disabilityoffice@adler.edu
- [ACA Code of Ethics](#)
- The Office of Diversity, Equity and Inclusion (DEI): LaShawna Anderson, Diversity, Equity and Inclusion Program Manager (landerson@adler.edu)