



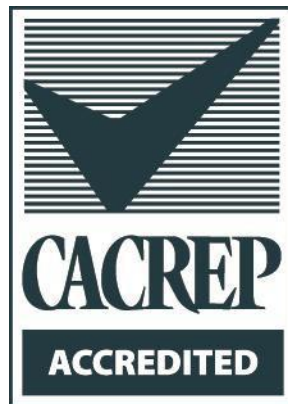
Department of Counseling
& Human Services

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

STUDENT HANDBOOK

School Counseling
Clinical Mental Health Counseling

***“Promoting the Art and Science of Change
and Development”***



PREPARE – OPTIMIZE – ADVANCE

Updated 3/23/23

University of Colorado Colorado Springs
College of Education: Student Resource Office (SRO)
Colorado Springs, CO 80918
(719) 255-4996, education@uccs.edu



Department of Counseling & Human Services

UNIVERSITY OF COLORADO COLORADO SPRINGS

Dear Students,

*Welcome to DCHS, the Department of Counseling and Human Services, in the College of Education at the University of Colorado Colorado Springs! This handbook has been prepared as a resource for students, supervisors and DCHS faculty. It identifies and describes the major rules, regulations, and policies of DCHS, the College of Education, the Graduate School, and UCCS in one comprehensive document. **

All DCHS students are required to read this document and are responsible for knowing the information contained in it prior to initiating coursework. Should questions arise, best practice is to reference this document. Knowledgeable, empowered students will understand how to meet the demands of their respective graduate program as well as advocate for themselves when appropriate. If questions arise regarding the content of this document, it is recommended students meet with their faculty advisor, in a timely and proactive manner. If the situation is not resolved, please contact the DCHS Chair.

We wish you the best of luck in your graduate school endeavors! Know that once you have graduated (and throughout the course of your career) you will be a member of our professional network that is charged with serving others and enhancing the professional identity of counseling and human services.

Sincerely,

Diane Stutey, Ph.D., LPC, RPT-S, NCC
Chair, Department of Counseling and Human Services
Columbine Hall, Room 3011
College of Education
1420 Austin Bluffs Parkway
University of Colorado Colorado Springs
Colorado Springs, CO 80918

**NOTE: DCHS faculty reserve the right to make changes to this handbook whenever necessary and without notice.*

Table of Contents

Department Faculty.....	p. 4
History and Philosophy.....	p. 4
Mission Statements.....	p. 5
Accreditations.....	p. 8
Clinical Mental Health and School Counseling Program Overviews.....	p. 8
Degree Program Specifics.....	p. 12
Clinical Mental Health Counseling.....	p. 12
School Counseling.....	p. 15
Substance Use & Recovery Emphasis Curriculum.....	p. 18
Other Student Information.....	p. 19
Ethical Agreement to Sign.....	p. 26
Informed Consent to Sign.....	p. 27
Field Experience in Professional Practice.....	p. 28
Additional Department and University Policies and Procedures.....	p. 35
General Professional Counseling Information.....	p. 39
Example Programs of Study for 2 and 3 year students.....	p. 41



Department of Counseling & Human Services

UNIVERSITY OF COLORADO COLORADO SPRINGS

Department Faculty

Diane Stutey, Ph.D., LPC, NCC, RPT-S	Associate Professor, Department Chair
Joseph Wehrman, Ph.D., LPC, NCC	Professor
Lori Notestine, Ph.D., LPC, NCC	Senior Instructor
Alfredo Palacios, Ph.D.	Assistant Professor
Jose "Joey" Tapia, Ph.D., CRC, LPC, NCC	Assistant Professor
Kim Severn, MA, LPC, NCC	Instructor
Cortny Stark, Ph.D., LPC, NCC	Assistant Professor
Darius Green, Ph.D.	Assistant Professor
Kylie Rogalla, Ph.D., LPC, LCAC, NCC, BC-TMH	Assistant Professor
David Johns, Ph.D., LAC, LPC	Instructor
Markus Moeder-Chandler, Ed.D.	Instructor
Kelley Harrow, MA, LPC, LAC, NCC	Fieldwork Experience Director/Clinical Instructor

History and Philosophy

The Department of Counseling and Human Services (DCHS) at the University of Colorado Colorado Springs (UCCS) was originally an extension of the Master of Arts program in Guidance and Counseling offered by the University of Colorado Boulder. The program at UCCS started with one full time faculty member in 1971 and added a second faculty member in 1974. A third faculty member was added in 1984. Currently the department has ten core faculty members. The School Counseling program is accredited by the Colorado Department of Education. Both the School Counseling and Clinical Mental Health programs are nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), whose purpose, policies, and procedures can be explored at www.cacrep.org. CACREP is the most prestigious accrediting body in the United States for graduate programs in counseling.

The philosophical foundation of the counselor training program is based on the major theories of behavioral change, motivation, human development, learning, wellness and prevention, and an idealistic vision of what human beings can become. Both graduate programs are designed to be developmental in nature and place considerable responsibility on students for their own learning. The department is student-centered with the intention of guiding and supporting students as they develop their therapeutic style and specific talents in the counseling domain. Both programs are considered "generalist" in orientation and all students should recognize that a master's degree in counseling is a foundation for lifelong study and pursuit of excellence in this complex career field. All students are trained to:

- Create a safe therapeutic environment for their clients that are inclusive of client's identities
- Identify client strengths, resources, and adaptive coping skills
- Support the client's ability to develop and implement new healthy coping skills, internal resources and support mechanisms to enhance wellness

- Assist the client on the journey to self-determination, personal growth and development

Students are encouraged to seek a variety of ways to learn and grow as professional counselors. Fundamental to this philosophy is Arthur Comb's articulation of the concept of "self as instrument" in which effective counselors are those *"who have learned to use themselves effectively and efficiently for carrying out their own and society's purposes."* Such a philosophy draws heavily on the humanistic notion that self-actualization is connected with human growth and the cognitive belief that personal awareness and problem-solving abilities are fundamental to human learning. The faculty believe that students' interpersonal skills, ego strength, cognitive complexity, empathy, and perspective taking skills are necessary areas of focus for graduate students in counseling. Counselors-in-training are provided numerous opportunities during their respective graduate program to gain self-awareness, identify their personal strengths, and resolve potential barriers to effective helping.

Mission Statements

DCHS programs are based on the mission statements of UCCS, the College of Education, and DCHS.

University of Colorado Colorado Springs Mission Statement

The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of masters and doctoral degree programs.

Values of Excellence

- **STUDENT FOCUS:** We value students and never forget that students are our reason for being. We consider students and student outcomes in all the decisions we make. We provide a supportive environment in order to create lasting and significant educational experiences for every student.
- **INTEGRATION:** We value integration of teaching with research and creative work. Scholarship enriches teaching and teaching enriches scholarship. We see these activities as interdependent, allowing for synergies that benefit students, faculty and all members of the university community.
- **INNOVATION:** We value innovation and an entrepreneurial spirit. We are creative problem solvers in the classroom, in our research and in our campus operations. We are catalysts for economic, social and cultural change in our communities. We provide opportunities for our community members to develop the skills of innovation and creative expression.
- **COLLABORATION:** We value collaboration and teamwork as absolutely necessary for success in today's world. We model collaboration in our research, teaching, and campus operations. We actively seek opportunities to collaborate, build partnerships and engage with external organizations.
- **INCLUSIVE DIVERSITY:** We value inclusive diversity as a foundation for teaching and scholarship that prepares students, faculty, staff and community members for both local and global multicultural realities. We provide an open, safe and supportive campus

environment based on mutual respect, engagement and learning for everyone, including those from the full spectrum of backgrounds, social identities, abilities, cultures, perspectives and university roles.

- **DYNAMIC RESPONSIBLE GROWTH:** We value dynamic growth while continuing to be financially responsible, academically sound, and environmentally sustainable. We meet the future with energy, enthusiasm, and a commitment to retaining a close, interconnected campus community.
- **INTEGRITY:** We value integrity and expect ethical behavior from each member of the campus community in all interactions. We build an environment where we treat each other with respect and appreciate each other's contributions.

College of Education Vision, Mission, Goals and Motto

Vision

We endeavor to be the foremost regional College of Education, fostering a just and inclusive global society.

Mission

We prepare teachers, leaders, and counselors who embrace equity, inquiry, and innovation.

Goals

- Embrace equity, diversity, and social justice
- Ensure high quality preparation of education and counseling professionals
- Engage in research-based inquiry and practice
- Provide continual professional growth opportunities
- Infuse and enhance the use of technology
- Collaborate with campus and community partners to effect change
- Work across college and university to optimize efficiency and effectiveness

COE Motto

- Equity
- Inquiry
- Innovation

College of Education UNIT CANDIDATE LEARNING OUTCOMES (UCLO)

1. Equity

- A. Knowledge: Candidates will demonstrate knowledge of the historical, foundational, and current contexts of the intersection of inclusiveness and diversity.
- B. Skills: Candidates will respect, value, and engage in ethical and inclusive practices for all individuals and their families and work collaboratively with colleagues in the broader community to advocate for social justice in a diverse society.
- C. Disposition: Candidates will be self-aware and mindful of their worldview and how both impact the way in which they are able to demonstrate an ethic of care.

2. Inquiry

- A. Knowledge: Candidates will demonstrate knowledge of current research and technology related to evidenced-based practices in subject matter, human development, and theories of learning, leadership, and counseling.
- B. Skills: Candidates will connect previous knowledge to new concepts; critically question, examine and construct new knowledge; and apply this knowledge to innovative designs and practices.
- C. Disposition: Candidates will demonstrate curiosity, intellectual vitality, persistence, and a commitment to an inquiry stance in all professional practices.

3. Innovation

- A. Knowledge: Candidates will demonstrate knowledge of the dynamics and theories of change at the individual and systems levels and the relationship to innovative designs and effective practices.
- B. Skills: Candidates will demonstrate the skills to systematically determine needs, plan, develop and implement change and evaluate the impact.
- C. Disposition: Candidates will demonstrate resilience; personal, professional, and social responsibility; and openness to change.

Department of Counseling and Human Services Mission Statement

The mission of the Department of Counseling and Human Services at UCCS is to provide excellence in professional preparation of undergraduate, masters and advanced degree seeking students. Experienced faculty delivers high quality professional education that leads to transformational change. Using a reflective, ethical, developmental, and systemic lens, students develop counseling knowledge and skills and personal characteristics to become facilitators of change and social justice among diverse clientele.

Department of Counseling and Human Services Motto

"Promoting the art and science of change and development!"

Department of Counseling and Human Services Program Objectives

DCHS has established three overarching goals for graduates of its Clinical Mental Health and School Counseling programs. Stated as candidate learning outcomes (CLO), these are:

CLO 1. DCHS Graduates will have a mastery of the foundational body of **professional knowledge** that comprises the profession of counseling and that is necessary to ethically and effectively serve those seeking counseling services.

CLO 2. DCHS Graduates will have a mastery of the specific **counseling skills and techniques** necessary to serve as ethical and effective professional counselors.

CLO 3. DCHS Graduates will have examined their personal traits and motives for becoming counselors, ***gained self-awareness*** of their personality style, interpersonal strengths and limitations, and developed the interpersonal flexibility and adaptability necessary to maximize their strengths and overcome their challenges in their work with clients.

Accreditations

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was incorporated in 1981. This independent accrediting body was created by the American Counseling Association (ACA) and its divisions "*to promote excellence in professional preparation through the accreditation of counseling and related educational programs*"; it is the accrediting agency for the world's largest association for counseling. The mission of CACREP is to promote the professional competence of counseling practitioners through:

- the development of preparation standards;
- the encouragement of excellence in program development; and
- the accreditation of professional preparation programs.

The DCHS School and Clinical Mental Health Counseling programs achieved CACREP accreditation in 2001, 2009, and again in 2015. Curriculum decisions are made to be compliant under our current 2009 CACREP Standards and maintain excellence in counselor training. Relevant CACREP Standards are outlined in this handbook.

The Colorado Department of Education (CDE) also accredits the School Counseling program. Results of the CACREP and Colorado Department of Education program reviews are available for review in the Office of the Dean of the College of Education.

Clinical Mental Health and School Counseling Program Overviews

The primary purpose of the DCHS graduate program is to prepare professional counselors to serve as competent school and clinical mental health counselors who are capable of leadership in various counseling-related organizations. DCHS offers students two major programs of study: School and Clinical Mental Health Counseling. The School Counseling Program is designed to prepare professionals for work as licensed school counselors in grades pre-kindergarten through twelve (P-12). Students are trained according to the American School Counselor Association (ASCA) National Model for school counseling programs. The Clinical Mental Health Counseling program is designed to prepare professional counselors for work in community behavioral health settings such as outpatient clinics, university counseling centers, managed care agencies, business and industry, and private practice. Students receive preparation in working with individuals, groups, couples, families and organizations.

In addition to the two programs listed above, DCHS offers coursework and support surrounding Substance Use and Recovery Counseling with an emphasis area outlined in the Program of Study documents. This emphasis area is designed to meet the *educational* requirements set by the Office of Behavioral Health in Colorado for the Colorado Licensed Addictions Counselor credential.

DCHS recognizes the importance of the growth and development of students throughout the life span and includes coursework that emphasizes personal growth, in addition to the traditional graduate courses in counseling theories and techniques.

The Course Sequence

The Course Sequence consists of 60 credits. All students are admitted during the summer and must commit to completing the courses listed below during the first four semesters of their program. This includes students who complete the program in two or three years. Summer classes typically begin during the second or third week of June each year. Students must earn a B or better in each of the courses listed below; and must maintain at least a B (3.0) graduate program grade point average. Students planning to complete their program in two years must complete a 100-clock hour practicum as part of their first year in the spring semester. Students planning to complete their program in three years will take practicum in the spring semester of their second year in the program. After the completion of practicum, all students are required to complete a 600-clock hour internship. The 700 total clock hour practicum and internship experience is necessary to complete the requirements for graduation from the program and are completed in addition to required academic coursework and on-campus supervision groups. Applicants who anticipate problems in completing the 700-clock hour clinical experience portion of the counselor training program (practicum and internship) should speak with a faculty member immediately and consider other options for their graduate study if the concern cannot be resolved. For additional information about course sequencing, please see the 2-year/3-year Table of Courses found in the DCHS Bulletin and at the end of this document. Below you will see the courses you will complete with your cohort regardless of 2-year/3-year program.

Cohort Sequence*:

SUMMER I:

COUN 5010 Theories and Techniques of Individual Counseling
COUN 5040 Human Growth and Development

FALL:

COUN 5020 Laboratory in Individual Counseling
COUN 5330 Issues, Ethics, and Trends in Professional Counseling

SPRING:

COUN 5100 Theories and Techniques of Group Counseling
COUN 5860 Social & Cultural Foundations of Professional Counseling

SUMMER II:

COUN 5130 Theories and Techniques of Marriage, Couple, and Family Counseling

***Students admitted to the program must commit to completing these seven courses in sequence and as part of a cohort group during the first four semesters of their program. This applies to both two-year track and three-year track students. THESE ARE NOT THE ONLY SUGGESTED/REQUIRED COURSES FOR THESE SEMESTERS. Please review the example Program of Study at the end of this document.**

Timeline to Complete the Program

Students admitted to DCHS Master's degree programs should plan to complete their degrees within a two-year time period. If this is not feasible, every effort should be made to complete the

program within three years. Students who will need three years to complete the program will postpone their fieldwork courses: practicum, internship, and perhaps other courses until the third year. Students must contact their advisor immediately if extenuating circumstances or situations arise. If students need to step out of the program due to personal or life situations, it is important to follow the **Leave Policy** found in this handbook. DCHS requires that students with these circumstances submit a formal letter to the DCHS Chair and identify a tentative plan for completing the program in the future. Failure to follow this step will result in having to reapply to the program.

Personal Development of Counselors-in-Training

DCHS faculty recognize the importance of human growth and personal development for all people throughout the life span, but especially for counselors-in-training. Therefore, the curriculum includes significant experiential coursework designed to enhance the self-awareness, adaptability and continuing personal growth of each student. Applicants to the program must be committed to their personal growth as well as their professional and academic development. Applicants are encouraged to ask questions, during their initial meetings with faculty, about the personal growth component of the programs.

Professional Development of Counselors-in-Training

The DCHS master's degree programs provide quality training for individuals desiring to become clinical mental health or school counselors. This training includes didactic/classroom activities, small group personal growth activities, skill building laboratory experiences, and supervised field experiences. These training components are designed to provide each student with meaningful professional and personal growth opportunities.

Students entering the counseling program should realize that professional development as a skilled helper is not possible without a commitment to personal growth. Students should expect to participate in a variety of activities in conjunction with coursework. These activities will require openness to appropriate/healthy self-disclosure, self-assessment, setting personal goals, intrapersonal and interpersonal growth. The laboratory components are especially oriented toward self-awareness, personal growth, and experiential learning. Students will be asked to identify specific professional development goals to address within each of the lab courses.

DCHS faculty are committed to providing a learning environment that facilitates students' acquisition of the knowledge and skills necessary to become effective professional counselors. Further, DCHS faculty believe that the personal growth component is a significant program strength and a necessary element of students' preparation in becoming successful professional counselors. DCHS faculty trust that each accepted applicant will begin their academic journey fully informed of the personal growth component of the curriculum. If a student is not interested in integrating the self-exploration aspects of the curriculum into their development, other programs should be considered.

CACREP Core Standards

In addition to the DCHS Core Sequence, students in both the Clinical Mental Health and School Counseling programs will engage in coursework which satisfies the CACREP Core Standards. CACREP Core Standards exist in the following counseling training areas:

1. Professional Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

DCHS course syllabi outline the specific CACREP core curricular standards which are addressed in each specific course. Additionally, the Clinical Mental Health and School programs align with the CACREP programs standards for each program.

The Cohort Model

DCHS recognizes the needs of adult learners as well as the utility of flexible scheduling. A cohort model is utilized to permit both an orderly, developmental sequencing of courses as well as foster cohesiveness and camaraderie among classmates. See above for the “Course Sequence” outline which courses are required to take WITH your admission cohort.

DCHS programs are specifically designed to meet the needs of traditional and nontraditional learners. All students must begin the program in June of the summer semester. Students are admitted to one of two cohort groups: a **day cohort** or an **evening cohort**. Each cohort admits **approximately 24 students**. Students may select their respective cohort if space remains in the desired cohort. Students must commit to taking all their classes in the specific cohort group to which they are admitted. Students will also be admitted in a specific area of study Clinical Mental Health Counseling or School Counseling. Students wishing to do both should apply as a School Counseling Student – see requirements for licensure. Students who participate in the day cohort can expect that their classes will primarily be held from 8:00 am to 10:50 am and 10:50 am to 1:30 pm. Students who participate in the evening cohort can expect that their classes will primarily be held from 4:45 pm to 7:20 pm and 7:30 pm to 10:05 pm. **Please note the exception below.**

DAY COHORT STUDENTS need to be aware that the 4:45 to 7:20pm time slot is commonly used for classes that combine students from the day and evening cohorts (COUN 5800, 5810, 5950, 5440 and others). **Group Supervision Classes for Practicum (COUN 5120) and Internship (COUN 5700 & 5720) for both the day and evening cohorts are always scheduled in the evening in the 4:45 – 7:20pm or the 7:30- 10:05pm time slot to permit students to accrue hours for their field work experience during the day.**

Following the course sequences, students will take electives in their second or third year of the program. If you choose to take an elective in your first year of the program, please note that priority for elective courses will be given to 2nd and 3rd year students who are graduating. If you are a first-year student and there is a waitlist for a COUN elective course, you will be asked to drop the course and move to the end of the waitlist. For elective and some foundation courses, a weekend format is often used to provide greater flexibility for students doing work at their internship sites. When possible, this is paired with a weekday offering to balance student needs. Weekend courses are first come/first served for registration. It is recommended that students register as early as possible to secure a slot in the desired section of a course. While uncommon,

DCHS reserves the right to cancel low enrolled elective courses. Advisors will assist in finding alternative options should this occur.

Program of Study:

The DCHS program is designed to be completed in two or three years (two years assumed unless you declare a three-year track upon admission). Students should inform their advisor if they plan to complete their program of study in two or three years. Please note that you cannot switch from a three-year program to a two-year program as courses are only offered during specific semesters. However, students can change from a two-year program to a three-year program after seeking formal approval from the faculty, as a whole. Any changes of status must also be reported to the Student Resource Office to ensure your file is updated, at education@uccs.edu or 719-255-4996 after receiving approval from the faculty.

Degree Program Specifics

Clinical Mental Health Counseling Program

The Clinical Mental Health Counseling (CMHC) track within the Department of Counseling and Human Services is designed to prepare graduate students to assume positions in the provision of professional counseling and consultation services involving the principles of psychotherapy. Students will be prepared in the areas of human development, learning theory, group dynamics, and the etiology and diagnosis of mental illness and dysfunctional behavior. They will be prepared to provide professional services to individuals and groups for the purposes of treating psychopathology and promoting optimal mental health. Students will get exposure to content in serving couples/relationships and families. Promotion and enhancement of healthy, self-actualizing, and satisfying lifestyles is the goal of clinical mental health counseling, whether the services are rendered in an educational, military, business or industrial, health or medical, private practice or human services setting.

The CMHC track is based on CACREP training standards and is designed to meet the academic requirements for licensure as a professional counselor (LPC) in Colorado to practice psychotherapy. In addition to completing the master's degree, applicants for the Professional Counselor License must complete appropriate post-master's degree supervised experiences and pass a written examination.

Students must complete a rigorous 60 semester-hour training program that has been developed by DCHS faculty to prepare Clinical Mental Health Counselors for the responsibility of professional practice.

Students graduating from the CMHC track will be eligible to take the National Counselor Exam (NCE) during their last semester in the program. The student may submit the score from this examination as partial fulfillment of the requirements for licensure, LPC, in Colorado. Other requirements, including appropriate post-master's supervised clinical experience, must be met prior to being eligible to become licensed. Additionally, graduates who pass the NCE will be eligible and are encouraged to apply for National Certified Counselor (NCC) recognition.

Application for Initial Colorado LPC Licensure

In order to be eligible for a counseling license in Colorado, the Licensed Professional Counselor (LPC) credential, students must:

1. Graduate with a counseling related master's degree
2. Pass the National Counselor Exam, NCE
3. Register as an Licensed Professional Counselor Candidate prior to accumulating post-degree clinical experience and supervision for licensure.
<http://www.dora.state.co.us/mental-health/nlc/licensing.htm>
4. Complete 2000 supervised clinical hours over a minimum of 24 months
5. Please go to the following website for an application:
<http://www.dora.state.co.us/mental-health/lpc/LPCoriginal.pdf>
6. Contact Information: Colorado Division of Registrations Office of Licensing—
Licensed Professional Counselor
1560 Broadway, Suite 1350, Denver, CO 80202
Phone: (303) 894-7800 / FAX: (303) 894-7693, www.dora.state.co.us/registrations

Clinical Mental Health Counseling Program CACREP Requirements

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in the 2009 CACREP Standards, Section II.G, programs must provide evidence that student learning has occurred in the following domains:

Foundations: Knowledge, Skills and Practices

Counseling Prevention and Intervention: Knowledge, Skills and Practices

Diversity and Advocacy: Knowledge, Skills and Practices

Assessment: Knowledge, Skills and Practices

Research and Evaluation: Knowledge, Skills and Practices

Diagnosis: Knowledge, Skills and Practices

For a complete listing of all CACREP standards that apply to Clinical Mental Health Counseling, please go to: <http://cacrep.org/template/index.cfm>

CACREP STANDARDS

Page: 30

CLINICAL MENTAL HEALTH COUNSELING (CMHC) CURRICULUM

I. Cohort Courses

COUN 5010	Theories and Techniques of Individual Counseling	3
COUN 5020	Laboratory in Individual Counseling	3
COUN 5040	Human Growth and Development	3
COUN 5100	Theories and Techniques of Group Counseling	3
COUN 5130	Theories and Techniques of Marriage, Couple and Family Counseling	3
COUN 5330	Issues, Ethics, and Trends in Professional Counseling	3
COUN 5860	Social and Cultural Foundations of Professional Counseling	3

II. Foundation Courses

COUN 5550	Practice of Crisis Counseling, Trauma and Disaster Work	3
COUN 5410	Measurement and Appraisal	3
COUN 5430	Career Development	3
COUN 5510	Principles of Addiction Treatment	3
LEAD 5700	Introduction to Research and Statistics	3
Elective	See list of elective courses below	9

III. Specialty Courses – Clinical Mental Health Counseling

COUN 5950	Roles and Functions of the CMHC	3
COUN 5440	Advanced Psychopathology and Diagnosis	3

III. Fieldwork Courses

COUN 5120	Practicum in Professional Counseling *	3
COUN 5720	Internship in Clinical Mental Health Counseling	6

Total Semester Hours 60

ELECTIVE COURSES FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS:

- COUN 5070 Adventure Education and Experiential Learning
- COUN 5800 Roles and Functions of the School Counselor
- COUN 5810 Organization & Administration of School Counseling Programs
- COUN 5570 Play Therapy and Child Counseling
- COUN 5580 Sexuality in Counseling
- COUN 5530 Motivational Interviewing I & II
- COUN 5960 Psychopharmacology (1 credit) **
- COUN 5520 Infectious Diseases in Addictions (1 credit) **
- COUN 5970 Advanced Pharmacology (1 credit) **
- COUN 5090 Spiritual Dimensions of Counseling
- COUN 5590 Clinical Supervision I & II
- COUN 5900 Science of Process and Behavioral Addictions
- COUN 5300 Marriage and Family Practicum (2nd or 3rd year students only)

Other electives may be offered based on the shared desires of students and faculty members.

*Taken during the second year of the program for students on the two-year plan of study and for the three-year plan of study, electives may vary when taken.

**Courses are designed to be taken concurrently. Failure to do so may affect graduation.

School Counseling Program

The School Counseling track within the Department of Counseling and Human Services meets the licensure requirements of the Colorado Department of Education (CDE) and is accredited by CACREP based on national standards for the preparation of school counselors. In accordance with these standards, the School Counseling track requires the completion of 60 semester hours. Students in the School Counseling track will take the same foundational coursework as students in the Clinical Mental Health Counseling track in order to be eligible for licensure as a Colorado Licensed Professional Counselor (LPC). Students in the School Counseling track, who plan to seek the LPC credential, are strongly encouraged to take additional course work which should include: advanced psychopathology and diagnosis, psychopharmacology, and roles and functions of the clinical mental health counselor. While licensure laws are generally based on CACREP standards, each state reserves the right to determine licensure eligibility guidelines and expectations. Therefore, in planning, students are strongly encouraged to consult with their specific state licensure board for details. Students graduating from the School Counselor track, and having passed the NCE, will be eligible and are encouraged to apply for National Certified Counselor (NCC) recognition.

School Counselors in Colorado are licensed Professional Special Services Providers who work in school settings with students, parents, educators, and others within the community. After completing all program requirements, they are eligible to be licensed as K-12 School Counselors in Colorado. In order to be eligible for K-12 licensure, students must complete fieldwork at multiple grade sites. DCHS uses the American School Counselor Association (ASCA) National Model as a guide when preparing future school counselors. In their designated role, school counselors design and manage comprehensive developmental school counseling programs to help diverse students acquire skills in social-emotional, academic, and career domains. School counselors accomplish this by employing such interventions as individual and group counseling, implementation of counselor core curriculum, school wide interventions, prevention programming and consultation services. Additionally, School Counselors are required to provide educational leadership. School Counselors contribute to the development of effective learning environments through student advocacy, facilitating systemic change, and through consultation and collaboration with others. ***Teaching experience and a teaching license are not requirements for the Colorado School Counselor license.*** However, other states may have different requirements so students should consult with their specific state's Department of Education for details.

Students graduating from the School Counseling track will be eligible to take the National Counselor Exam (NCE) during their last semester in the program. The student may submit the score from this examination as partial fulfillment of the requirements for licensure, LPC, in Colorado. Other requirements, including appropriate post-master's supervised clinical experience, must be met prior to being eligible to become licensed. Additionally, graduates who pass the NCE will be eligible and are encouraged to apply for National Certified Counselor (NCC) recognition.

Application for Initial Colorado School Counseling Licensure

Students desiring licensure as a School Counselor must complete the following process in its entirety even if they hold a teaching license in the State of Colorado.

Licensure Paperwork Steps

1. Go the Colorado Department of Education (CDE) website: <http://www.cde.state.co.us/>
Click on the For Educators Tab
Click on the Educator Licensing/Services link
Click on the Initial Educator License link (scroll down)
Click on the Initial License Application-Special Service Provider-Submit Application Link
2. Create a user account. Once the process is started, 14 days are allowed to complete the on-line application process. If the process is not completed in 14 days, it must be started over.
3. What students need from the Student Resource Office (SRO):
 - a. Print a copy of the "Verification of Program Completion Form" from the CDE application porta and then email (education@uccs.edu), mail or deliver the form to the SRO.
 - b. The SRO will contact the student when the form has been signed by the proper authority. The student will then be able to upload the form and continue to follow the instructions for submission of application for licensure within the CDE Portal.

School Counseling Program CACREP Requirements

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career and personal/social development of all K-12 students. In addition to the common core curricular experiences outlined in the 2009 CACREP Standards, Section II.G, programs must provide evidence that student learning has occurred in the following domains:

Foundations: Knowledge, Skills and Practices

Counseling Prevention and Intervention: Knowledge, Skills and Practices

Diversity and Advocacy: Knowledge, Skills and Practices

Assessment: Knowledge, Skills and Practices

Research and Evaluation: Knowledge, Skills and Practices

Academic Development: Knowledge, Skills and Practices

Collaboration and Consultation: Knowledge, Skills and Practices

Leadership: Knowledge, Skills and Practices

For a complete listing of all CACREP standards that apply to Clinical Mental Health Counseling, please go to: <http://cacrep.org/template/index.cfm>

CACREP STANDARDS

Page: 40

SCHOOL COUNSELING (SC) CURRICULUM

I. Cohort Courses

COUN 5010	Theories and Techniques of Individual Counseling	3
COUN 5020	Laboratory in Individual Counseling	3
COUN 5040	Human Growth and Development	3

COUN 5100	Theories and Techniques of Group Counseling	3
COUN 5130	Theories and Techniques of Marriage, Couple and Family Counseling	3
COUN 5330	Issues, Ethics, and Trends in Professional Counseling	3
COUN 5860	Social and Cultural Foundations of Professional Counseling	3

II. Foundation Courses

COUN 5550	Practice of Crisis Counseling, Trauma and Disaster Work	3
COUN 5410	Measurement and Appraisal	3
COUN 5430	Career Development	3
COUN 5510	Principles of Addiction Treatment	3
LEAD 5700	Introduction to Research and Statistics	3
Elective	See list of elective courses below	9

III. Specialty Courses – School Counseling

COUN 5800	Roles & Functions of the School Counselor	3
COUN 5810	Organization & Admin of the School Counseling Program	3

III. Fieldwork Courses

COUN 5120	Practicum in Professional Counseling *	3
COUN 5700	Internship in Elementary/Middle/High School Counseling	6

Total Semester Hours 60

IV. Recommended for School Counseling Students Seeking CMHC Licensure (LPC)*

COUN 5440	Advanced Psychopathology and Diagnosis	3
COUN 5950	Roles and Functions of the CMHC	3

ELECTIVE COURSES FOR SCHOOL COUNSELING STUDENTS:

- COUN 5070 Adventure Education and Experiential Learning
- COUN 5440 Advanced Psychopathology and Diagnosis
- COUN 5950 Roles and Functions of the CMHC
- COUN 5960 Psychopharmacology (1 credit) **
- COUN 5570 Play Therapy and Child Counseling
- COUN 5580 Sexuality in Counseling
- COUN 5530 Motivational Interviewing I & II
- COUN 5520 Infectious Diseases in Addictions (1 credit) **
- COUN 5970 Advanced Pharmacology (1 credit) **
- COUN 5090 Spiritual Dimensions of Counseling
- COUN 5590 Clinical Supervision I & II
- COUN 5900 Science of Process and Behavioral Addictions
- COUN 5300 Marriage and Family Practicum (2nd or 3rd year students only)

Other electives may be offered based on the shared desires of students and faculty members.

* Taken during the second year of the program for students on the two-year plan of study and for the three-year plan of study, electives may vary when taken.

**Courses are designed to be taken concurrently. Failure to do so may affect graduation.

Substance Use & Recovery Counseling Emphasis

The Department of Counseling and Human Services (DCHS) within the College of Education at UCCS has established a 18 credit hour emphasis that offers students who have been accepted into the Master of Arts in Counseling and Human Services program the opportunity to seek credentials in Colorado as a Licensed Addictions Counselor (LAC). The university curriculum is designed to meet the standards set forth by the Colorado Office of Behavioral Health (OBH) including hours of in-class study, materials reviewed, and skills-based activities. Students may complete the Master of Arts in Counseling and Human Services (i.e. Clinical Mental Health or School Counseling) and the addictions emphasis simultaneously. UCCS offers one of the few Master of Arts degree programs in the state of Colorado that embeds the competencies to meet LAC educational requirements.

Once admitted to the Master of Arts in Counseling and Human Services program at UCCS, students can declare an emphasis in addictions which requires specific coursework. The addictions emphasis provides students with the opportunity to complete the educational requirements necessary for the Colorado LAC credential. Students who graduate with a Master of Arts degree in Counseling and Human Services and complete their practicum and internship experience under the supervision of a Licensed Addictions Counselor (LAC) or “other qualified supervisor” (please see the Office of Behavioral Health CAC/LAC Handbook for definition, and additional information), can count their fieldwork hours toward the LAC credential. Additional requirements for the LAC credential, to include required exam(s) and work verification form, can be found on the OBH website. Students may schedule an appointment with the Substance Use and Recovery Counseling program coordinator for additional information about the emphasis, and general questions regarding substance use credentials.

COURSES THAT ARE A PART OF THE ADDICTIONS EMPHASIS INCLUDE:

- COUN 5100 (3 credits) Theories and Techniques of Group Counseling
- COUN 5330 (3 credits) Issues/Ethics/Trends in Professional Counseling
- COUN 5510 (3 credits) Principles of Addiction
- COUN 5530 (3 credits) Motivational Interviewing I & II
- COUN 5520 (1 credit) Infectious Diseases in Addictions Treatment
- COUN 5960 (1 credit) Psychopharmacology
- COUN 5970 (1 credit) Advanced Pharmacology
- COUN 5590 (3 credits) Clinical Supervision I & II

Other Student Information

Registration Instructions

- 1) Log on to the UCCS Student Portal, <http://www.uccs.edu/~portal/> (use the same username and password used to access UCCS campus webmail). If needed, students can claim their email account to obtain the username and password to access UCCS email. *A student cannot access registration information without a UCCS email account.
- 2) Select courses and place them into the registration "shopping cart."
- 3) Move the courses from the "shopping cart" into the upcoming semester schedule.
- 4) Finish registration and review the schedule. Once the registration process is completed, classes can be dropped or added until the close of registration. Please direct questions regarding registering for classes to the Office of the Registrar at 719.255.336. Information about registration and a demo of the system are available at www.uccs.edu/sis2isis.

PLEASE NOTE: It is important that students double check that they are registered for the appropriate number of credits. **For example, please ensure that if it is a three, two or one credit class, that it is properly reflected in the total credit allocation for the semester.** Failure to appropriately allot credits could result in not meeting the requirements for graduation.

For additional assistance, go to <http://www.uccs.edu/futurestudents/admissions.html>. Click on "APPLY NOW" and follow the steps outlined. If there are problems logging into the portal, contact the UCCS IT HELP DESK at 719.255.3536 or: <http://www.uccs.edu/~helpdesk/>.

Academic Advising

Upon DCHS acceptance, students are assigned an academic advisor who is a DCHS faculty member. The advisor is responsible for assisting the student in completing a Program of Study and in outlining the requirements of the Department and the Graduate School. The student is responsible for knowing the University and Departmental Policies and Procedures, and deadlines and other information found in this *Student Handbook* and the latest *DCHS Bulletin*, <http://catalog.uccs.edu/>.

It is recommended that students contact their advisor each semester to evaluate progress in the program and to answer any questions that may emerge. Developmental Assessment Matrix Scores (a.k.a. DAM Scores) will be disseminated to first year students through their advisor at the end of the summer and fall semesters. Meetings with advisors are mandatory for all students. Meetings with advisors are coordinated using Starfish or the College of Education Student Resource Office, SRO. Please call 719.255.4996 or email education@uccs.edu.

New Student Orientation

A **mandatory** New Student Orientation will be held prior to the beginning of the classes in early June. This orientation meeting will assist students in transitioning into the department and graduate school, developing their academic plan of study and understanding the requirements of their academic program. Students are responsible for knowing the information provided in the

orientation. During the meeting, students will sign ethics agreements and informed consent documents. Failure to attend orientation does not absolve students of the obligations found in these documents. Students will be informed of the date of this mandatory meeting in their admission letter and must receive permission from their faculty advisor to miss this mandatory event.

Ethics Agreement

All DCHS students are required to review, sign and return the department's Ethics Agreement form within 2 weeks following the DCHS New Student Orientation. This form outlines the ethical expectations for students within the department. Specific details regarding expectations for audio and video recordings are discussed. Failure to sign the Ethics Agreement form or violation of this agreement could result in dismissal from the program.

Informed Consent

All DCHS students are required to review, sign and return the department's Informed Consent form within 2 weeks following the DCHS New Student Orientation. This form outlines the benefits and risks involved in participating in the department which places a great deal of emphasis on personal growth and development. Please note that the contents of this form will not be negotiated as it is a required document.

The CARE (Campus Assessment Response and Evaluation)Team

UCCS cares about our student's holistic development and wellness. We believe that if a student is to be successful academically, support must also be given on an emotional, social, physical, and intellectual basis. The CARE Team addresses concerns related to students' safety and wellbeing, and support students in times of challenge and crisis. The CARE Team assesses and responds to reported concerns or disruptions, create access to resources for students to maintain their safety, health, and well-being, and evaluate whether individuals pose a risk to themselves or others.

<https://dos.uccs.edu/care>

If faculty or staff believe a student may be struggling in any of these areas or may present a health or safety risk, a referral will be made to the CARE team. A referral made to the CARE team is meant to be supportive and not punitive. Along with a referral to the CARE team students might be asked to meet with faculty and develop an Individual Success Plan (see pg. 44-45).

Responsible Reporting of Discrimination and Harassment, including Title IX

The University prohibits unlawful discrimination and harassment based on protected class, and related misconduct. The University defines "protected classes" to include the following: race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy.

If you experience sexual harassment, sexual assault, or any form of discrimination, or harassment based on one or more of your traits or identities ("protected classes," as above), contact the Office of Institutional Equity (OIE). Please note: all UCCS employees who are considered "responsible

employees”¹ are *required* to report all suspected and known incidents of sexual misconduct, protected class discrimination, and/or harassment, directly to the OIE. The OIE is committed to maintaining a positive learning, working, and living environment on campus. OIE administers the University of Colorado (CU) Sexual Misconduct policy, the UCCS Discrimination and Harassment Policy, and the CU Conflict of Interest in Cases of Amorous Relationships Policy. The OIE provides case resolutions, education, supportive and safety measures, and other accommodations. You can also contact OIE for information and assistance if you have any questions or concerns about reporting and next steps.

OIE’s Resolution Procedures and the Applicable Policies are posted here: <https://equity.uccs.edu/>.

OIE has a list of campus and local resources, including confidential resources, here: <https://equity.uccs.edu/resources>”

Students found responsible for violating one or more policies, whether a university policy or policy of another entity, may be in violation of their student ethical agreement (signed upon admission to the program) and may be dismissed from the program.

Technology Requirement

All students are assigned a University e-mail address. Please check this account daily as the Department and University sends important announcements via e-mail. Students may establish their e-mail account by contacting Computing Services, El Polmar Center, 719-255-3536. This must be completed before the first day of classes in the summer semester for which you are initially enrolled.

CSI Fieldwork Site Networking and Professional Development Day

Each year, DCHS holds a Fieldwork Site Networking and Professional Development Day for students, alumni, and site supervisors. This event typically takes place during the start of the fall semester. **All new students are required to attend.** If a conflict with the event times exists, students must meet with their advisor to request permission to be absent. This absence will require that the student turn in a project with a specific deadline to be determined by the DCHS faculty. Specific times and details will be outlined in the summer semester. Please note this is a mandatory event.

Program Change Request Policy

If a student desires to change their program (e.g. switch from School Counseling to Clinical Mental Health Counseling or visa versa), the following procedure should be followed.

The student should:

- Consult with their current advisor about the change.
- Consult with the Program Coordinator of the program that they would like to change to.
- Submit a written, request to change programs, to the Chair of the Department, including the rationale for the proposed change.

¹ A “responsible employee” as defined in OIE Resolution Procedures, means any employee who: 1) has the authority to hire, promote, discipline, evaluate, grade, formally advise or direct faculty, staff, or students; 2) has the authority to take action to redress the prohibited conduct; or 3) has been given the duty of reporting incidents of sexual violence or other misconduct to the OIE. See <https://equity.uccs.edu/oie-reporting-options>

- Depending on availability and minimum admissions requirements student's may be asked to reapply to the program for admission into the track they desire.

This proposal may be reviewed by the faculty and a decision will be made about the request. Please be advised that any change in program obligates the student to satisfy all the requirements for that program. This may cause additional course work for completion.

Assessing Student Progress through the Degree Program

All students in the Department of Counseling and Human Services will be formally evaluated on each of the three, program candidate learning outcomes (CLOs) at the completion of each semester on a standardized program rubric. The rubric is called the Developmental Assessment Matrix, informally referred to as "DAM Scores". During the first year of graduate study, faculty will discuss individual student performance every semester in each course and will assign scores in three specific areas: Counseling Knowledge, Skills, and Self Awareness. Student Developmental Assessment Matrix scores will be used to determine if the student is ready to be released for practicum and internship.

Student Retention, Remediation and Dismissal

The Department of Counseling and Human Services faculty meet regularly to discuss the progress of students in the department. The following elements are reviewed for each student and recorded on a standardized rubric:

1. Academic progress (CLO 1)
2. Acquisition of counseling skills (CLO 2)
3. Self-awareness and adaptability (CLO 3)

CLO 1: Counselor Knowledge: Academic Progress and Promise

In keeping with Graduate School and DCHS Departmental rules, a student must maintain at least a 3.0 overall grade point average (GPA). If a student's GPA falls below 3.0, the advisor contacts the student to discuss possible causes of the problem and potential solutions. A written retention/remediation plan is developed that specifies the academic steps the student must take to remain in the program and is placed in the student's official file. If a student does not have a 3.0 overall GPA, he/she may be permitted, based on faculty recommendations, to retake courses with grades below a B to raise the overall GPA to 3.0. When a student retakes a course, the most recent grade is computed in the GPA. The previous grades remain on the transcript even though they are not computed in the GPA. Students who are unable to make satisfactory academic progress will be dismissed from the program.

CLO 2: Counselor Skills: Acquisition and Development

At numerous points throughout each semester, DCHS faculty members discuss counseling skill acquisition of each student. Skill development will be closely monitored in each of the laboratory and fieldwork courses. If the faculty concludes that a student is deficient in skill development, the advisor contacts the student to discuss the nature of the problem(s). A written improvement/remediation plan is developed to remedy the problem(s) and is placed in the student's file. If, on subsequent review, the faculty members agree the student has made the

progress expected, no further action is taken. If the student does not make acceptable progress, he/she may be required to repeat one, two or three of the core skills development courses. If, at this point, the student does not meet expectations, he/she may be dismissed from the program.

CLO 3: Self-Awareness and Adaptability (Personal and Professional Dispositions)

At numerous points throughout each semester, DCHS faculty members discuss each student's interpersonal skills as well as student's awareness of and behaviors related to self-awareness and personal growth. Students who have personal characteristics, maladaptive coping skills and life circumstances that may be interfering with their progress in their respective program will be notified and asked to meet with their advisor or program faculty. Students who engage in unethical practices may be required to develop a remediation plan or may be dismissed from the Department and the Graduate School. When a student is identified due to interpersonal or ethical concerns, the faculty advisor contacts the student and provides feedback about the concerns. A written improvement/remediation plan may be developed and will include recommended steps to resolve these issues. Meeting with the entire department faculty, individual supervision and individual counseling are common recommendations. The student will typically have one semester to implement the plan and if successful the student will be allowed to continue in the program. If the issues are not resolved to the satisfaction of the faculty, the student may be asked to interrupt their program for up to a year to work on resolving the problem. Students may also be asked to withdraw from their respective graduate program. To request reinstatement, the student must wait at least one year and must schedule an interview with their advisor or the department chairperson to review the personal changes that have been made. The advisor then recommends disposition of the student's case to the faculty. Based on the review by the entire DCHS faculty, the student may or may not be allowed to return to the program. Students may not be eligible for reinstatement due to faculty concerns regarding the student's readiness to make satisfactory progress through the program. These students will be notified that they must reapply to their respective graduate program and complete the entire admissions process.

Developmental Assessment Matrix Feedback

Results of the Development Assessment will be made available to students through their advisor and all first-year students will receive their score and specific feedback at the end of the summer and fall. Students who are not meeting expectations in any the above discussed three areas may be asked to do one or more of the following: meet with their advisor, meet with the whole faculty, develop a remediation plan, seek individual counseling, postpone fieldwork, sit out for a semester or withdraw from graduate school. Please note that faculty will make every attempt to work with students in a proactive, preventive manner in hopes of helping them move successfully through their respective graduate program without interruption. Faculty are committed to providing support and specific mentoring to improve student achievement and assist students in developing the attitudes and behaviors that will lead to academic, personal and professional success.

Continuing Learning/Counseling Opportunities

Students in the DCHS program are encouraged to participate in those experiences that promote personal growth, self-awareness and adaptability. The Department encourages but does not require that students experience the role of a client to gain this perspective. Opportunities may include being a client for a practicum student, private counseling, activities on and off campus and the use of the University Counseling Center.

Students are made aware of available extracurricular professional development activities in a variety of ways. For example, via email, Canvas announcements, and in faculty member's classes.

The department also plans and co-sponsors workshops for students and graduates. Students are encouraged to take advantage of these opportunities.

Outstanding Student Awards

Each spring the faculty selects outstanding graduating students to receive the Outstanding Graduate Student award in the following areas: School Counseling, Clinical Mental Health Counseling and an Overall Outstanding Graduate for the Department who is recognized campus wide as well as within the College of Education. Students who receive the awards are recognized at the department graduation ceremony.

Criteria include the following:

- i. Grade point average
- ii. Demonstrated academic and counseling skill excellence
- iii. Excellence throughout the fieldwork experience
- iv. Score on comprehensive exams
- v. Service to the program through Chi Sigma Iota
- vi. Interaction and relationships with peer group

Department of Counseling and Human Services Comprehensive Examination Policy

The Department of Counseling and Human Services requires that students pass the national NBCC standardized ***Counselor Preparation Comprehensive Examination (CPCE)*** covering the eight CACREP Core areas of: Human Growth and Development; Social and Cultural Foundations; Helping Relationships; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation and Professional Orientation and Ethics.

Students will take the exam in the last semester of their academic program. Results of the examination will be returned to the Department along with a statistical analysis of the data. The results of the graded examinations will be returned to the Department approximately three to six weeks after the test date (timeframes may vary due to NBCC score release dates). A scoring formula will be used to calculate a passing cut-off score based on the NATIONAL mean and standard deviation for the examination. To pass the CPCE, the student must score at or above the 16th percentile based on the national mean and standard deviation. If the student fails the examination, the student must meet with their academic advisor to develop a remediation plan. The student may retake the exam with the advisor's consent after a minimum of 90 days of remedial preparation. The student must continue retaking the CPCE until a passing score is achieved. The exam can be taken no more than once per semester. The Department of Counseling and Human Services pays for the first administration of the CPCE.

Scoring Based on CPCE National Mean and Standard Deviation

Pass with Recognition.....	90 th national percentile and above
Pass.....	16 th to 89 th national percentile
Fail	below 16 th national percentile

STUDENTS WILL HAVE FOUR HOURS TO COMPLETE THE COMPREHENSIVE EXAMINATION. IF YOU HAVE PAPERWORK DOCUMENTING ACCOMMODATIONS THROUGH THE OFFICE OF DISABILITIES YOU ARE RESPONSIBLE FOR PROVIDING THESE TO CPCE.

PASSING COMPS AND GRADUATION

Students must pass the Comprehensive Examination to qualify for graduation from the Department of Counseling and Human Services. There are **no exceptions** to this policy.

Application for Graduation

During the semester prior to graduation, all students must file an Application for Graduate Degree. Deadlines for filing occur early each semester and are very important. If you miss a deadline you may not be able to graduate in your intended term. See the UCCS "GRADUATE SCHOOL" webpage at: <http://www.uccs.edu/graduateschool/current-students/graduating-this-semester.html> for instructions, dates and deadlines.

Steps to Graduate

1. Students must contact their program to determine which requirements remain for graduation, as well as complete any paperwork required by their school/college.
2. Students must complete and submit an application for admission to candidacy by the specified deadline.
3. Students must apply for graduation using the online diploma card in the student portal
4. If students would like to participate in the commencement ceremony (optional), please register at the commencement website. Additional information about the ceremony can be found at <http://www.uccs.edu/commencement/>.

The following procedure is in effect for declaring intent to graduate DCHS Graduation Requirements

Graduation requirements include:

1. Completion of the minimum of 60 semester hours of credit in Clinical Mental Health Counseling and School Counseling as well as the fulfillment of all other program requirements. Credits toward graduation are awarded only for approved graduate level courses.
2. The program is designed to be completed in two years (full time status) or three years (part time status). If a student requires more than three years to complete the program, he or she must request, in writing, a program extension from the Department Chair. The request will be reviewed by the full faculty for approval.
3. A 3.0 grade point average in the program is required for graduation.
4. Practicum and Internship must be completed with a minimum grade of B and all hours completed.
5. Comprehensive Examination must be passed.

Department Endorsement of Counseling & Human Services Students

Students who successfully complete all requirements for the Master of Arts in Counseling and Human Services with a focus in Clinical Mental Health Counseling or School Counseling will

receive formal endorsement in their area of specialization by the faculty in the Department of Counseling and Human Services. Students will receive formal program endorsement only in that program for which they have met training requirements.

Endorsement includes the following:

- A. recommendation for certification and/or licensure as applicable
- B. recommendation for employment in the field for which the student completed their training

Successful completion of a program means completion of all didactic and experiential coursework, including practicum and internship, and marked by performance proficient to ensure the candidate possesses the minimum skills and competencies necessary for ethical provision of services to clients in the setting for which the endorsement is made. Completion of all requirements means that the individual has completed the 60-semester hour school or clinical mental health counseling master's degree program.

*Please note that if a student is under review or has been found responsible for a student conduct violation during their time in the program the faculty may be obligated to disclose these conduct violations to the appropriate licensing board(s). In select cases, this may result in the inability to become licensed.

Ethical Agreement Form

Student Name: (Please print clearly) _____

The American Counseling Association (ACA), American Mental Health Counselor Association (AMHCA), American School Counselor Association (ASCA) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) require that graduate students in counseling programs or counselors in training be aware of appropriate ethical codes and behave accordingly to ensure the safety, protection and dignity of the clients who receive counseling services (e.g. ACA Ethical Standards: C.1. Knowledge of Standards, Counselors have a responsibility to read, understand, and follow the ACA Code of Ethics and adhere to applicable laws and regulations).

Accordingly, the Department of Counseling and Human Services requires that all students abide by the appropriate ethical codes throughout the duration of their respective graduate program. Therefore, the following are requirements that you must abide by to ensure your ethical training and conduct.

1. Take COUN 5330 Issues, Ethics and Trends in Professional Counseling
2. Read the American Counseling Association Code of Ethics (www.counseling.org). If you are School Counseling student, you must also read the American School Counselor Association Ethical Standards (www.schoolcounselor.org). If you are a Clinical Mental Health Counseling student, you must also read the American Mental Health Counselors Association Code of Ethics (www.amhca.org). Prior to beginning your field work experience (i.e. Practicum), you must write and sign a statement indicating that you have read and understand the above-mentioned codes.
3. Agree to abide by the respective codes during the duration of your field work experience (i.e. Practicum and Internship). Failure to abide by these codes could result in you being removed from graduate school. Faculty is available to process ethical dilemmas with you during your coursework and it is expected that students will bring any ethical dilemmas to their university and onsite supervisors, in a timely manner, while enrolled in fieldwork.
4. Students agree that they will not keep recordings made during labs, practicum, internship or any other educational activity on any personal use devices. Images and video should not be shared on any form of social media. All recordings require prior authorized consent.
5. Graduate students are responsible for maintaining a high degree of professional behavior at all times. This includes presence in academic settings, social settings, field placement sites, as well as electronic and social media. Students agree that they will not discuss in a public or disparaging way; the competency of clients, other professionals, students, or agencies, or the quality of the Counseling and Human Services Graduate Program and agree to give feedback in a constructive and timely manner with Department of Counseling and Human Services program faculty/administrator(s).
6. All lab meeting should be treated as confidential interactions. Content should not be discussed outside of lab unless the communication is directed to the instructor, assigned lab leader or respective program coordinators. This helps practice professional expectations regarding general confidentiality.

By signing this form, I understand and agree to abide by the requirements listed above. I understand that I will revisit this information in additional courses; however, I am responsible for being aware of these requirements as of this date. Failure to abide by these guidelines could result in program dismissal.

Student Signature

Date

****The student and the Department of Counseling and Human Services will retain a copy of this form.***

****Updated Apr 16, 2020***

Graduate Student Informed Consent Form

Student Name: *(Please print clearly)* _____

In compliance with the American Counseling Association (ACA) Code of Ethics regarding counselor training and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirements that graduate training programs systematically assess students' progress in the areas of academic performance, professional development and personal development, the Department of Counseling and Human Services wants to confirm that students are aware that they will be assessed in multiple areas throughout their respective graduate programs. Please read through this list and sign at the bottom to confirm that you have been informed of the following training components.

I understand that:

1. Graduate students in the Department of Counseling and Human Services must make adequate progress, as assessed by the faculty, in academic, professional and personal development to be eligible for practicum and internship and to graduate from a specific degree program. Eligibility is gained through endorsement by faculty and not solely based on course grades.
2. Graduate students are encouraged to have ongoing individual meetings with faculty advisors.
3. Graduate students are expected to appropriately manage self-disclosure of personal information in papers, journals, discussions and lab courses for purposes of self-awareness, self-reflection and improvement of interpersonal skills.
4. Graduate students entering the counseling program should realize that professional development as a skilled helper is not possible without a commitment to personal growth. The two-semester sequence of small group laboratories (COUN 5020 and 5100) are especially oriented toward self-awareness, personal growth, and experiential learning. Students will be asked to identify specific professional goals to address within the lab groups.
5. Throughout their academic program, graduate students will receive ongoing feedback that will be comprehensive in nature, relating to (1) counseling knowledge, (2) counseling skills and (3) personal awareness. Students are expected to incorporate and implement the feedback throughout the program.
6. Graduate students recognize that emotional fit (i.e., managing personal bias, triggers, and overall emotional regulation) for the counseling profession is required to become effective, ethical practitioners.
7. Graduate students will be reviewed by the faculty at the end of their second semester (end of fall semester unless other arrangements are made in advance) to determine eligibility for practicum placement. Students who are deemed ineligible due to academic, professional or personal issues may be required to meet with the full faculty to develop an improvement plan. The improvement plan may include, but is not limited to: personal counseling recommendations, tutoring, stress management techniques and/or special projects.
8. Successful completion of a remediation plan may include meeting with the entire faculty to reflect upon student progress and future goals. In some cases, it may be necessary to reduce or suspend graduate work while remediation is attempted. In some cases, it may be determined that a student is not an appropriate candidate for the counseling profession. This may be due to factors other than academic functioning and the faculty reserves the right to make suspension decisions based on concerns related to a student's professional and personal development. In such cases, career and appropriate referral assistance will be provided to identify an alternative placement.
9. Graduate students are responsible for discussing any criminal and/or legal history with their advisors. It is recommended that graduate students receive advising from licensing boards (e.g. Colorado Department of Education, Colorado Department of Regulatory Agencies, DORA), and/or National Board for Certified Counselors, (NBCC) to determine if criminal charges or convictions will prohibit them from obtaining a license or certification to practice in Colorado or any state in which they desire licensure.
10. Graduate students are responsible for maintaining a high degree of professional behavior at all times. This includes presence in academic settings, social settings, as well as electronic and social media.
11. Graduate Students are required to maintain a high degree of professional and engaged behavior during fieldwork. Failure to complete a fieldwork experience or a removal from a fieldwork site may result in removal from the program.
12. Students are expected to complete the program in a reasonable timeframe. If a student needs a leave of absence it must be in writing to the department chair indicating the reason and projected time of return. Students may be expected to complete additional requirement to gain readmission. For example, meeting with faculty, developing an improvement plan or completing a new application.
13. Students are expected to register for courses in their assigned cohort. Switching without approval is not allowed and requires preapproval from the department chair.

Student Signature

Date

***The student and the Department of Counseling and Human Services will retain a copy of this form.**

***Updated Apr 16, 2020**

Field Experience in Professional Practice

Practicum and Internship Policies

Please also refer to the Fieldwork Manual Provided at the time of New Student Orientation

All students must successfully complete a 100-clock hour practicum and a 600-clock hour internship in clinical mental health or school counseling in order to be recommended for graduation from the Department of Counseling and Human Services.

Typical Due Dates for Practicum and Internship Agreements:

Practicum – December 15

Internship – April 15 (summer), May 15 (fall), December 15 (spring)

Practicum is completed in the third semester (spring) of the first (or second year for three-year students) year in the program after or concurrently with course work in individual, group, social and cultural competencies, and crisis and trauma. Practicum is only available in the spring semester and is the first opportunity students will have to apply new counseling skills with the public. Therefore, students must have a successful faculty review on the Developmental Assessment Matrix competencies to be released for practicum. Practicum students must earn a B or above in course and have satisfactory reviews from their onsite and university supervisors to transition into internship. Internship is a minimum two semester requirement typically completed in the second (or third) year in the program. Internship is typically commenced in the fall semester.

Practicum and Internship requirements are based on CACREP standards. These courses are considered the most critical experiential elements in both counselor training programs. According to CACREP, the practicum and internship provide "*for the application of theory and the development of counseling skills under supervision... [as students] counsel clients who represent the ethnic and demographic diversity of their community.*"

All faculty members and site supervisors are committed to preparing ethical, effective, culturally competent professional counselors and promoting the development of the student's professional counselor identity. All prospective practicum students will attend a mandatory fieldwork orientation meeting prior to initiating practicum. Finally, students who fail to turn in fieldwork agreements, proof of liability insurance, AND the Risk Management Form **prior** to the first day of the fieldwork will NOT be able to accrue fieldwork hours until the agreement signed and submitted. Also, failure to have a signed agreement by the university census date will result in automatic dismissal from the course.

Please note that the following language will be in both your practicum and internship agreements signed by you, site supervisor(s), university supervisor(s), and a university authorized representative:

Equal Opportunity: It is mutually agreed that neither party shall discriminate on the basis on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy.

Financial Agreements: Financial stipulations may vary from one SITE to another. If a financial reimbursement or employment is offered, it is stated in a separate agreement provided by the SITE.

Student Conduct: It is understood and agreed upon by the parties that the DEPARTMENT may provide information to the SITE regarding any conduct or policy issues involving STUDENT. The STUDENT hereby consents to release of any and all information to the SITE related to conduct or policy issues.

Termination: It is understood and agreed upon by the parties hereto that the SITE has the right to terminate the internship if the site supervisor determines that the counseling student's behavior is detrimental to the operation of the SITE and/or client care. Such action should not be taken by the SITE until the issues involved have been discussed with the student and university supervisor.

The STUDENT and SITE SUPERVISOR will immediately contact the University Supervisor in the event that an internship agreement is terminated. Site Supervisors are encouraged to document all concerns related to student performance and will be asked to provide this documentation in the event of termination. Students refer to the Fieldwork Manual for further steps and instructions. Supervisors refer to the Supervisor Training offered each year outlining steps for student discipline.

Practicum Requirements:

Identify a Field Placement Site. All students will identify a school or mental health counseling practicum field site during the fall semester of the first year in the program. A *Practicum Agreement* with the practicum site must be completed and submitted to the appropriate Program Coordinator (through CANVAS) by December 1. The Practicum Agreement can be located on the Department of Counseling and Human Services website under downloads and forms.

Ensure the site is approved by the Fieldwork Experience Director. If the site is not yet approved contact the Fieldwork Experience Coordinator in order to get the site approved prior to completing any fieldwork hours. If not addressed early, this could delay the start of your practicum or internship hours collection.

Ensure that Appropriate On-Site Supervision is Available. The site supervisor must have: (1) a minimum of a master's degree in counseling or related profession with equivalent qualifications, including appropriate certifications and licenses; (2) a minimum of two years pertinent professional experience in the program area (school or clinical mental health counseling) in which the student is completing their counselor training; and 3) knowledge of the Department's expectations, requirements and evaluation procedures for trainees. It is strongly recommended that all internship site supervisors and prospective fieldwork supervisors (i.e. practicum or internship) attend the annual Supervisor's Workshop in the fall of each academic year and complete the online training modules. If a student is interested in using a supervisor or site not currently listed on the DCHS list of approved sites, please contact the Program Coordinator to discuss the options.

Ensure that the site and those designated as supervisors are approved The site and the supervisor practice and permit only those empirically based interventions that follow the current practice guidelines of the American Counseling Association (ACA), American School Counseling Association (ASCA) and/or the American Mental Health Counselors Association (AMHCA) ethical guidelines.

Required Experiences

A. Completion of 100 Clock Hours and Individual Supervision:

Practicum students must complete **100 clock hours of experience during the practicum semester**. At least forty (40) hours must be in individual counseling and group work, in which

there is direct contact with client(s)/student(s) and the student is using their counseling skills. Students must document 60 indirect hours for practicum. Please note: “shadowing” a counselor should be documented as indirect hours only. The counselor-in-training must receive an average of one hour per week of individual or triadic (one site-supervisor with two practicum students) supervision over the duration of the practicum semester. The one-hundred-hour requirement is a *MINIMUM* for the practicum experience. Most students complete more than 100 hours over the course of the semester. Students are *NOT* permitted to “front load” their 100 hours at the beginning of the semester as the practicum experience **begins and ends with the semester**, including attending at the site and class throughout.

The University Supervisor or another department faculty member typically makes at least one visit to the practicum site to meet with the site supervisor and practicum student to assess the student’s counseling knowledge, counseling skills, and personal and professional development over the course of the practicum experience.

B. Group Supervision and Skills Development:

In addition to the on-site individual and triadic supervision, practicum students will meet weekly with their university supervisor for group supervision. Group supervision sessions will provide opportunities for the practicum students to discuss, in a small group setting, issues that emerge from their practicum experiences and present audio/video recordings of their work with students/clients. Please note: If a site is unwilling to allow for audio and video recordings, it is not eligible for use and the student should contact their program coordinator immediately. These expectations are clearly stated in the contract signed by both the student and site supervisor. Additionally, a portion of the group supervision class will be used to further develop counseling skills, practice counseling sessions using the on-campus counseling laboratory, and to explore topics relevant to the needs of their current clients as well as to the professional practice of school or clinical mental health counseling.

C. Evaluations:

The site supervisor will provide periodic performance evaluations (verbal and/or written) and a final written evaluation of the practicum student. In turn, practicum students will complete an evaluation of the practicum site and the practicum experience at the completion of the field work experience.

D. Log All Practicum Hours and Activities:

All students will complete weekly/monthly practicum logs as designated by the University Supervisor.

Internship Requirements:

Internship is discussed in the 2009 *CACREP Standards* as “*The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.*”

Identify a Field Placement Site. All students will identify a school or mental health counseling internship field site during the spring semester of the first year in the program. An Agreement for School Counselors and an Agreement for Clinical Mental Health Counselors, with the internship site, must be completed and submitted to the appropriate Program Coordinator by May 1. The Agreement for School Counselors and Agreement for Clinical Mental Health Counselors can be located on the Department of Counseling and Human Services website under downloads.

Ensure that Appropriate On-Site Supervision is Available. The site supervisor must have: (1) a minimum of a master's degree in counseling or related profession with equivalent qualifications, including appropriate certifications and licenses; (2) a minimum of two years pertinent professional experience in the program area (school or clinical mental health counseling) in which the student is completing their counselor training; and 3) knowledge of the Department's expectations, requirements and evaluation procedures for trainees. It is strongly recommended that all internship site supervisors and prospective fieldwork supervisors (i.e. practicum or internship) attend the annual Supervisor's Workshop in the fall of each academic year and complete the online training modules. If a student is interested in using a supervisor or site not currently listed on the DCHS list of approved sites, please contact the Program Coordinator to discuss the options.

Ensure that the site and those designated as supervisors are in compliance with professional ethics standards and practice guidelines published by the ACA (CMHC Students) or ASCA (School Counseling Students). The site and the supervisor practice and permit only those empirically based interventions that follow the current practice guidelines of the American Counseling Association (ACA), American School Counseling Association (ASCA) and/or the American Mental Health Counselors Association (AMHCA) ethical guidelines.

Required Experiences

A. Completion of 600 Clock Hours and Individual Supervision:

Practicum students must complete **300 clock hours of experience during each of the two semesters of internship.** Overall, 240 hours must be spent in direct services to clients or students and 360 hours are spent in indirect service or engaging in those activities that support the work of a counselor.

Hour Requirements for Each Semester:

120 Direct Hours + 180 Indirect Hours = 300 Logged Internship Hours (300 fall and 300 spring)
16 hours of Individual Supervision (Onsite Supervisor) (per semester)

Weekly participation in Internship course throughout the semester (i.e. Group Supervision) (fall and spring semesters)

The counselor-in-training must receive an average of one hour per week of individual or triadic (one site-supervisor with two internship students) over the duration of each internship semester. The University Supervisor or another department faculty member typically makes at least one visit to the internship site (per semester) to meet with the site supervisor and internship student to assess the student's counseling knowledge, counseling skills, and personal and professional development over the course of the internship experience.

B. Group Supervision and Skills Development:

In addition to the on-site individual and triadic supervision, internship students will meet weekly with their university supervisor for group supervision. Group supervision sessions will provide opportunities for the internship students to discuss, in a small group setting, issues that emerge from their internship experiences and present audio/video recordings of their work with students/clients. Please note: If a site is unwilling to allow for audio and video recordings, it is not eligible for use and the student should contact their program coordinator immediately. These expectations are clearly stated in the contract signed by both the student and site supervisor.

Additionally, a portion of group supervision will be used to further develop counseling knowledge and skills, case conceptualization skills, as well as explore students' self and other awareness (considering transference and countertransference, cross-cultural biases and understanding, among others), as students engage in case presentations and case consultations.

C. Evaluations:

The site supervisor will provide periodic performance evaluations (verbal and/or written) and a written evaluation of the internship student at the close of each semester of internship (i.e. end of fall and spring semesters). In turn, internship students will complete an evaluation of the internship site and the internship experience at the completion of the field work experience.

D. Log All Internship Hours and Activities:

All students will complete weekly/monthly internship logs as designated by the University Supervisor.

Working in the Mental Health or Human Service Field while a Student

DCHS is aware that many graduate students, while enrolled in the program, will concurrently obtain employment or be employed at organizations that provide mental health and/or human service-related services. It is important to note that these are separate activities from one's role of being a student. These activities should be viewed and managed as separate from the program with regards to professional, ethical, and legal obligations. To avoid confusion of roles, students may not use the formal title of practicum or internship student as a function of their employment outside of the program. The title practicum and internship student are reserved for university approved field work experiences. Please make sure that you notify your Program Coordinator if you are employed in a mental health or human service setting while enrolled as a DCHS graduate student.

Students who are interested in completing their practicum and internship experiences at their current work site should talk with their CMHC or SC Program Coordinator early in their academic program to determine if this will be possible or is advisable. Completing a fieldwork experience at your current place of employment requires you to engage in graduate fieldwork experiences that expand your counseling knowledge and skills beyond the current duties of your employment. The Program Coordinator with the Fieldwork Experience Director will approve your site for practicum and internship.

Under no circumstances should students see clients to provide a direct therapy service while not under the University's supervision and liability insurance.

Obtaining Licensed Addiction Counselor (LAC) Hours while a Student

In accordance with the policies of the Colorado Addictions Board of Examiners students can accrue hours towards their LAC during their practicum and internship experience.

When documenting LAC hours for the Office of Behavioral Health (OBH) students will complete work verification forms which must be signed by the students' onsite LAC supervisor, university LAC supervisor, or their onsite or university supervisor IF they meet OBH requirements for "other qualified supervisor" as defined in the CAC/LAC Handbook, available on the OBH website. It is the student's responsibility to ensure that the site meets all OBH required site standards and to

collect hours verification forms. If LAC supervision is not available at the fieldwork site, and the student's university supervisor is not a LAC, students may contact the Fieldwork Experience Director to request supervision. This is not guaranteed and will be based on need, availability, and credentials.

Students are responsible for researching and understanding the requirements for obtaining hours toward their LAC.

Obtaining Certified Addictions Counselor (CAC) Hours while a Student (outside of a Practicum/Internship course)

If students are collecting hours for DORA outside of being registered for practicum or internship (e.g. during the summer without being enrolled in an internship course or over the initial 1000 hours) they must follow these requirements:

1. Must be registered with DORA as a Certified Addictions Technician OR an Addictions Counselor Candidate. Consult DORA directly for information about which credential applies to each individual student.
2. Must obtain separate professional liability insurance (not a student policy, e.g. ACA).

Obtaining Fieldwork Hours while a Student (between semesters)

Activities that occur outside of the start and end dates of a practicum or internship course are not covered by student liability insurance and these hours cannot be used to meet the practicum and internship requirements for CMHC or SC.

The following are exceptions to this rule:

1. If a site requires continuity of student or client care in between semesters and a student has secured a DCHS university supervisor who is available for ongoing supervision needs until the next fieldwork course begins, a student is permitted to complete internship hours. Situations that meet this exception must be pre-approved by the Program Coordinator.
2. If a student has earned an incomplete in practicum or internship, has a site that requires continuity of care, and has ongoing supervision from a DCHS university supervisor, the student must have this exception approved by the Program Coordinator and must register and complete a fieldwork course.
3. If a site requires school or agency related training/orientation prior to the beginning of an internship course, the student may begin collecting only indirect internship hours if they receive ongoing supervision from a DCHS university supervisor and have this exception pre-approved by the Program Coordinator. Students may not collect direct hours until the start of the designated semester time frame and initiation of an internship course.

Lab Leading

Students may lab lead in an undergraduate or graduate course. In order to count these hours toward their fieldwork (1) students must be enrolled in practicum or internship, (2) approved by the instructor and/or (3) required to participate due to a remediation/improvement plan. Current students must have liability insurance to lab lead. Graduates of the program who engage in lab

leading are expected to purchase their own individual liability insurance. Students who wish to complete practicum or internship hours while lab leading must have a signed fieldwork contract.

Volunteer Work Related to Counseling

If students choose to volunteer services outside of the start and end dates of a practicum or internship course, they are considered separate from the University and students assume their own liability, responsibility, and supervision requirements through their site and/or employer. Volunteer hours may not count toward the practicum and internship hour requirements. Students should not volunteer to provide direct counseling or therapeutic services until they have graduated with their master's degree.

Professional Affiliation and Identity Development

All students are strongly encouraged to join at least one professional counseling organization while enrolled in the program. DCHS faculty recommend students join a state or national counseling organization (typically while enrolled in an introductory roles and functions course). Early membership permits students to be privy to counseling initiatives and trends at the state and national levels. Further, professional identity is an essential feature of being a knowledgeable, ethical and effective practitioner. Students are encouraged to attend state and annual conferences for professional enrichment and networking opportunities. Finally, liability insurance, which is a required component to embark on fieldwork (i.e. only practicum and internship), is available through the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), and American School Counselor Association (ASCA). Student Liability insurance is only designed to provide registered practicum and internship students with professional liability protection while performing counseling services (i.e. practicum and internship) related to their master's degree counseling curriculum. This policy will pay for defense against covered claims and provide professional liability. See your specific policy for amounts and further details.

Ethical Behavior

If a report is made to the DCHS faculty that a student has violated the ethical principles of the American Counseling Association, or its divisions, or a fieldwork site, the faculty will contact the student with the nature of the ethical complaint and convene a review. Based on the nature of the violation, the student may be asked to speak with the individual faculty member of the fieldwork course, meet with the Department Chairperson and/or meet with the entire DCHS Faculty. If the report of an ethical violation is substantiated, the student will be required to complete remedial ethical studies and may be dismissed from the program. In all cases, students have the right of appeal based on College of Education and Graduate School rules.

Prior to initiating fieldwork, all students must state in writing that they are familiar with and will follow the American Counseling Association (ACA), American School Counseling Association (ASCA) and/or the American Mental Health Counselors Association (AMHCA) ethical guidelines.

ACA Code of Ethics: www.counselor.org

ASCA Code of Ethics: www.schoolcounselor.org

AMHCA Code of Ethics: www.amhca.org

School Counseling Endorsement Program

Recent graduates of CACREP accredited master's degree programs in Professional Counseling with a current LPC credential may be permitted to enroll in the Post-Master's School Counselor Endorsement program provided space is available. Upon successful completion of this program students will be endorsed to the Colorado Department of Education for the School Counselor licensure.

To qualify and apply for this *highly selective* program:

1. There must be available openings in the School Counselor training program.
2. Students should have a master's degree in Professional Counseling from a CACREP accredited graduate program with a current LPC license. Students who have not graduated from a CACREP accredited program will have difficulty being admitted for the Endorsement option.
3. Students must successfully interview with the School Counseling Program Coordinator.
4. Upon successful completion of both interviews, students must complete the full application process, provide three letters of recommendation and meet all deadlines.
5. An endorsement contract will be developed which outlines all required coursework as well as required steps to gain School Counseling licensure (e.g. Place/Praxis Exam).
6. The Endorsement program is completed over two academic years and operates in conjunction with the School Counselor master's degree program.
7. At a minimum, to receive school counselor endorsement, students must complete all the School Counseling Specialty Courses: COUN 5800, 5810, 5700 (2 semesters) as well as any other courses determined by the Department Chairperson and the School Counseling Program Coordinator.

Additional Department and University Policies and Procedures

UCCS Information

Financial Aid, Tuition & Fees:

www.uccs.edu/~finaid

Graduate School:

www.uccs.edu/~gradschl

Disability Services & University Testing Center:

www.uccs.edu/~dservice

Contact Information

To maintain accurate records, students need to notify the Student Resource Office (SRO) of any change in name, address, phone number, or place of employment. Lists are maintained so that students and graduates may be notified of employment opportunities, department functions, workshops, follow-up studies, etc. All students are assigned University accounts which provide access to the student portal, Canvas and email. These accounts must be checked regularly as important Departmental, College and University information will be disseminated through them. DCHS tries to avoid using students' personal email accounts for official communication.

College and Departmental General Academic Appeal Policy

Students who wish to appeal a grade decision or other faculty or departmental decision may exercise the College of Education/Department of Counseling and Human Services grade appeal

process. The following process must be followed:

1. Contact the faculty or staff member who made the decision to determine if the concern can be resolved at that level.
2. If the concern is not resolved, submit a written statement of concern to the Department Chair. Schedule an appointment to meet with the Chair to determine if the concern can be resolved at this level. The COE **Appeal/Exceptions Form** may be found at: <http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf>.
3. If the concern is not resolved, submit a written statement to the Associate Dean, College of Education. The concern will be referred to the College of Education Grievance Committee for review and recommendation. The recommendation of this Grievance Committee will be referred to the Dean, College of Education who will render a decision. The Dean's decision will be final.

Appeals of administrative actions (for example, financial aid awards or parking tickets) should be directed to the office which made that decision. Allegations of any discriminatory practices if not resolved within the Department and College, should be referred to the Affirmative Action Office. Advice and assistance on appeal procedures are available from the Dean for Student Life. There is a one-year statute of limitations on appeals concerning financial matters.

Departmental Syllabi

Each course syllabus is a working outline between the course instructor and students enrolled in the course. The department strives to provide course syllabi that are organized, clear and thorough. Student performance evaluation criteria and procedures are stated in the syllabi for each course. If the information is unclear, students are encouraged to seek clarification from the instructor. Students are encouraged to keep copies of all course syllabi for their own personal records.

Grading System

The Department of Counseling and Human Services awards letter grades for each course based on the student's level of achieving course requirements and expectations. Students are expected to attain grades of A or B in all courses. Plus, and minus grading systems may also be utilized. Grades are as follows:

- | | |
|----|---|
| A | Exceeding course requirements and expectations. |
| B | Meeting course requirements and expectations. |
| C | Below course requirements and expectations (potential for remediation). |
| D | Failing (remediation likely-meet with faculty). |
| F | Failing (program withdrawal recommended). |
| IF | Incomplete – regarded as F if not completed within one year. |
| IW | Incomplete – regarded as W if not completed within one year. |

Students must maintain a 3.0 grade point average in compliance with Department, College, and Graduate School policy. Students who receive a grade of B- or lower may be required to re-take the course. Individual professors may provide additional direction and specific requirements relative to each grade above.

Students with Disabilities

Students with disabilities may be eligible to receive services through the Office of Disability Services and should contact their office to initiate their student account. The support services vary according to the disability and may include, but are not limited to, extended time on a test, assistance with note taking in class, special parking, specialized seating and special administration of exams. Students must follow the outlined policies of the Office of Disability Services in order to receive accommodations.

University Counseling Services

DCHS students may receive counseling services through Mental Health Services at the UCCS Recreation and Wellness Center. **It is important to note that students who receive university counseling services (undergraduate and graduate) are not eligible to do practicum or internship at this site.** If students would like additional counseling referral information, it is available from the Recreation and Wellness Center or DCHS faculty.

Time Limits

A matriculated graduate student must complete the program and earn a degree within three (3) years of the date of matriculation. If requirements for the master's degree are not completed within the time period specified, application to the faculty for extension must be made before the student can continue the work toward the degree. This involves an in person meeting with the Faculty Courses which exceed a six-year time limit may be counted only if revalidated by a written examination in the course as currently structured and presented. If the application for extension is approved, the student's program of study will be revised based on changes in the counseling profession and DCHS curriculum and work completed and /or revalidated.

Out of State – Out of Country Internship

DCHS recognizes that some students may need to leave UCCS for their internship experience due to life events/circumstances. If a student would like to request this accommodation, please consider the following:

1. Students who wish to complete their internship out of state or out of country must submit a letter of request clearly explaining the need for this accommodation. Students who: (1) are in excellent academic standing with a GPA of 3.5 or more, (2) have received "on target" or "exemplary" Developmental Assessment scores (i.e. 123's) and have completed Practicum with a B+ or better are most likely to be approved for this accommodation.
2. Students have the choice to:
 - a. Identify a CACREP accredited institution in the geographic area where the student will be living to enroll in an internship course or
 - b. Use WebEx to virtually attend each internship class session. The university supervisor will also use WebEx to complete a virtual site visit.
3. Students must return to UCCS to take their comprehensive exams.

Students seeking this accommodation should speak with their advisor and the department chair

and submit a written request for accommodation at least one semester (four months) prior to the desired internship start date. It is important to note that out of state or international internships are rarely approved.

Leave of Absence from DCHS

Students who decide to take a leave of absence from their academic program must discuss their decision with their respective advisor, appear before the Faculty, and put their intentions in writing to the Department Chair. In the letter, the student should outline the purpose of the leave of absence, the approximate time needed, and an anticipated semester to return. Failure to provide proper documentation in advance will automatically result in the student having to go through the full admission process to seek readmission to the program. The student has five (5) years to complete their course of student before needing to reapply for the program. One of leave will be granted at a time and the student will appear before the faculty and submit addition extension requests in writing to the Department Chair. Extensions may or may not be granted.

Withdrawal from DCHS

Students who plan to withdraw from their academic program must discuss their decision with their respective advisor and notify the Department Chair in writing. Students who withdraw and decide to re-enroll must re-apply for admission. If the student does not provide a letter, he or she may be required to go through the full admissions process upon requesting to re-enter the program.

Requests for Exceptions to DCHS Policies

A student may request an exception to a DCHS policy by submitting, in writing, a *Request for Exception* and by providing evidence that the exception is warranted. The request for exception to policy will be submitted to the Department Chair and reviewed by DCHS faculty. The faculty decision is final. A student who wishes to appeal a faculty decision may do so by following the College of Education/ Departmental Appeal Policy described in this *Handbook*.

Request for a change in DCHS Advisor

In rare circumstances a student may request to change their faculty advisor. Please contact the Student Resource Office for a copy of the form and meet with the Department Chair to discuss this request.

Student Concerns

Upon the faculty identifying concerning student behavior, lack of progress in assessed counseling skills, and/or ethical violations on behalf of a student the faculty will engage the following process:

1. Give the student feedback in real time or after noticing a concern.
2. Decide as a faculty to invite the student to a faculty meeting to address the concern with supportive conversation and brainstorming (see format below for meeting with faculty).
3. A success plan will be put in place to address any themes or concerns the faculty are seeing with clear expectations for the student to address the concerns with skills practice, readings, and regular meetings with the advisor (or any other steps deemed appropriate by the faculty).
4. The student will engage in the success plan to address the concerns. Failure to complete

a success could result in dismissal from the program.

******In the event the student is fired or “let go” from a fieldwork site the student will automatically engage in step two by meeting with the faculty. This could result (upon review) in dismissal from the program. See fieldwork manual for more information about addressing concerns at fieldwork sites.

******This process can be initiated by concerning reports from fieldwork site supervisors as well as faculty.

5. If a student concern reaches the level of potential dismissal from the program the faculty will vote. The faculty must have a majority vote for dismissal and the department chair will only vote in the event of a tie.

Format of Student Meeting with Faculty

A student may be asked to meet with the entire faculty to create a student success plan. Students are encouraged to meet with their advisor prior to this meeting to review the reason for this meeting and the process for the meeting. Student success meetings take place during the weekly faculty meeting and last approximately 30 minutes.

The format of the meeting is as follows:

1. Introductions of student and all faculty present
2. Department chair will ask the student to share the following:
 - What is your understanding of the faculty’s concerns?
 - How are you working to address these concerns?
 - What support do you need?
 - If applicable, what else is going on for you that faculty might need to know about?
3. Department chair will open up the discussion to the faculty:
 - Faculty may ask for clarification on what the student has shared and/or share differing perspectives
 - Faculty may share additional concerns that were not shared by the student
 - Faculty will discuss support that has been put into place/could be put into place
4. The Department chair will ask the student to summarize:
 - What have you heard in this meeting?
 - What are the next steps you need to take?
5. The Department chair will discuss next steps for putting a student success plan in place.

General Professional Counseling Information

Useful Websites

American Counseling Association
American School Counselor Association
American Psychological Association
COUNSELORNET
Mental Health Net
On-Line Psychological Services
Univ. Pittsburgh Med. Center-Western
Psychiatric Institute & Clinic

www.counseling.org
www.schoolcounselor.org
www.apa.org
www.plattsburgh.edu/projects/cnet
www.cmhc.com
www.onlinepsych.com/index.html
www.wpic.library.pitt.edu

National Institute of Mental Health
Substance Abuse & Mental Health Services
ACA Library-help with research-Email to

www.nimh.nih.gov
www.samhsa.gov
snisenoff@counseling.org

Professional Organizations

Counselors have a variety of professional organizations that they can belong to and students are encouraged to join and begin participating in trainings and conferences. Some organizations will provide reduced rates to student volunteers at conferences. Prior to beginning practicum all clinical mental health students will join ACA and all school counseling students will join ASCA. Membership in these organizations provide student liability insurance that is needed for practicum and internship.

American Counseling Association (ACA)

ACA has nearly 60,000 members and is the world's largest organization for professional counselors. Student membership is available to those enrolled in a graduate counseling program. Dedicated to the growth and enhancement of the counseling profession, ACA offers many benefits and services. Affiliation with one or more of ACA's national divisions is also offered. These areas speak directly to the skills, professional interest, and future work settings and are listed online at www.counseling.org

Three of the major ACA divisions are the American Mental Health Counselors Association (AMHCA), the International Association of Marriage and Family Counselors (IAMFC), and the American School Counselor Association (ASCA).

American School Counselor Association (ASCA)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to school counselors around the globe. <https://www.schoolcounselor.org>

American Mental Health Counselors Association (AMHCA)

AMHCA represents the interests of clinical mental health counselors. AMHCA publishes a journal describing the latest research, issues and trends in the mental health counseling profession. <https://www.amhca.org>

International Association of Marriage and Family Counselors (IAMFC)

IAMFC represents the interests of professional counselors who specialize in marriage and family counseling and therapy. IAMFC publishes a journal t publishes a journal describing the latest research, issues and trends in marriage, couple and family counseling. <https://www.iamfconline.org/>

Colorado Counseling Association (CCA)

CCA is a state branch of ACA. It is an organization of counseling and human development professionals who work in educational, health care, residential, private practice, community agency, government, business and industry settings in the state of Colorado. CCA's purpose is to promote the professional growth of counselors in Colorado. CCA serves as an umbrella organization for nine state divisions which meet the specialized interests of counselors in Colorado. <https://www.coloradocounselingassociation.org>

Colorado School Counselor Association (CSCA)

CSCA is the state school counselor's professional association. Its purpose is to further the goals of school counseling within Colorado and to sponsor an annual conference to present the latest issues, trends and research in school counseling to the membership. <https://www.coloradoschoolcounselor.org/>

Chi Sigma Iota: Counseling Academic and Professional Honor Society International

Chi Sigma Iota is an international honor society of counseling professionals and counselors-in-training dedicated to excellence in scholarship, research and clinical practice. The purpose of Chi Sigma Iota is to promote and recognize exemplary attainment in counselor education and the practice of counseling. Chi Upsilon Sigma is the chapter at UCCS. Students with a GPA in excess of 3.0 may obtain an application from the CSI Faculty Advisor. The Chi Sigma Iota office may be contacted at the School of Education, UNCG, PO Box 2671, Greensboro, NC, 27402-6171, phone 336-334-4035. The CSI website can also be visited at, www.csi-net.org.

**2yr/3yr Table of Courses for Clinical Mental Health Counseling and School Counseling
Effective Summer 2023**

Summer Semester	Fall Semester	Spring Semester
First Year (6-9 credits)	First Year (12 credits)	First Year (12 credits)
COUN 5010 (Session A) Theories & Techniques of Individual Counseling COUN 5040 (Session B) Human Growth & Development LEAD 5700 (Session A or B) Introduction to Research & Statistics ** (may be taken any other semester)	COUN 5020 Lab in Individual Counseling COUN 5950 (CMHC) Roles & Functions of the CMHC Counselor COUN 5800 (School) Roles & Functions of the School Counselor COUN 5550 Practice of Crisis Counseling, Trauma and Disaster Work	COUN 5100 Theories & Techniques of Group Counseling COUN 5120 Practicum in Professional Counseling COUN 5860 Social & Cultural Foundations of Professional Counseling COUN 5440 (CMHC) Advanced Psychopathology & Diagnosis

Second Year (6 -9 credits)*	Second Year (6-9 credits) *	Second Year (6 -9 credits) *
COUN 5130 (Session A) Theories and Techniques of Marriage, Couple and Family Counseling COUN 5410 (Session B) Measurement & Appraisal COUN 5720 (CMHC) Internship: Clinical Mental Health Counseling Elective(s)	COUN 5510 Principles of Addiction Treatment COUN 5720 (CMHC) Internship: Clinical Mental Health Counseling COUN 5700 (School) Internship: Elementary/Middle/High School Counseling Elective(s)	COUN 5720 (CMHC) Internship: Clinical Mental Health Counseling COUN 5700 (School) Internship: Elementary/Middle/High School Counseling COUN 5430 Career Development Elective(s)

2-Year Track* DEGREE TOTAL OF 60 CREDITS**

*Students are required to take 9 credits of electives during the program.

**All students must take LEAD 5700 and an elective and may choose the semester in which they take the courses.

*****Although this program description brochure was prepared based on the best information available at the time, all information is subject to change without notice or obligation. The University reserves the right to alter this schedule when necessary to meet program demands. Every effort will be made to assist students to complete their degree plans as scheduled.**

Summer Semester	Fall Semester	Spring Semester
First Year (3-6 credits)	First Year (6-9 credits)	First Year (6-9 credits)

COUN 5010 Theories & Techniques of Individual Counseling COUN 5040 Human Growth & Development (can be taken year 1 or 2) LEAD 5700 Introduction to Research & Statistics ** (may be taken any other semester)	COUN 5020 Lab in Individual Counseling COUN 5330 Issues, Ethics, & Trends in Professional Counseling COUN 5550 Practice of Crisis Counseling, Trauma and Disaster Work (can be taken year 1 or 2) COUN 5950 (CMHC) Roles & Functions of the Clinical Mental Health Counselor (can be taken year 1 or 2) COUN 5800 (School) Roles & Functions of the School Counselor (can be taken year 1 or 2)	COUN 5100 Theories & Techniques of Group Counseling COUN 5860 Social & Cultural Foundations of Professional Counseling COUN 5440 (CMHC) Advanced Psychopathology and Diagnosis (can be taken year 1 or 2) COUN 5810 (School) Organization & Admin of the School Counseling Program (can be taken year 1 or 2)
Second Year (3-6 credits)*	Second Year (6-9 credits)*	Second Year (6-9 credits)*
COUN 5130 Theories and Techniques of Marriage, Couple and Family Counseling Possible Elective(s)	COUN 5510 Principles of Addiction Treatment Possible Elective(s)	COUN 5120 Practicum in Professional Counseling COUN 5430 Career Development Possible Elective(s)
Third Year (3-6 credits)*	Third Year (3 -6 credits)*	Third Year (3-6 credits)*
COUN 5720 (CMHC) Internship: Clinical Mental Health Counseling	COUN 5720 (CMHC) Internship: Clinical Mental Health Counseling	COUN 5720 (CMHC) Internship: Clinical Mental Health Counseling
3-Year Track*** DEGREE TOTAL OF 60 CREDITS		

*****Although this program description brochure was prepared based on the best information available at the time, all information is subject to change without notice or obligation. The University reserves the right to alter this schedule when necessary to meet program demands. Every effort will be made to assist students to complete their degree plans as scheduled.**

Table of Courses for the Addictions Emphasis

<i>Summer Semester</i>	<i>Fall Semester</i>	<i>Spring Semester</i>
First Year	First Year	First Year
	COUN 5330 Issues/Ethics/Trends in Professional Counseling	COUN 5100 Theories and Techniques of Group Counseling
Second Year	Second Year	Second Year
COUN 5520 (1 credit) Infectious Diseases in Mental Health Treatment COUN 5960 (1 credit) Psychopharmacology COUN 5970 (1 credit) Advanced Pharmacology	COUN 5510 Principles of Addiction Treatment COUN 5530 Motivational Interviewing, I & II	COUN 5590 Supervision I & II

*****Although this program description brochure was prepared based on the best information available at the time, all information is subject to change without notice or obligation. The University reserves the right to alter this schedule when necessary to meet program demands. Every effort will be made to assist students to complete their degree plans as scheduled.**

Schedule for when elective courses are currently offered
(subject to change or courses may be dropped due to low enrollment**)**
Schedule Starting Summer 2023

Fall Courses:

COUN 5240 – Executive Coaching and Leadership
COUN 5300 – Marriage and Family Practicum (2nd or 3rd year students only)
COUN 5530 - Motivational Interviewing I & II
COUN 5580 - Sexuality in Counseling
COUN 5950 – Roles and Functions of the CMHC (option for SC in 2nd year)

Spring Courses:

COUN 5070 - Adventure Education & Experiential Learning
COUN 5440 - Advanced Psychopathology and Diagnosis (option for SC in 2nd year)
COUN 5590 – Clinical Supervision I and II
COUN 5810 - Org & Admin of the School Counseling Program (option for CMCH in 2nd year)
COUN 5900 - Science of Process and Behavioral Addictions

Summer Courses:

COUN 5090 - Spiritual Dimensions of Counseling
COUN 5570 – Play Therapy and Child Counseling
COUN 5520 – Infectious Disease in Addictions (1 credit)
COUN 5960 - Psychopharmacology (1 credit)
COUN 5970 – Advanced Psychopharmacology (1 credit)

****LEAD 5700 is required and may be taken any semester**

***COUN 6111 – Study Abroad in Counseling (Offered occasionally, usually during winter or May break)**