



Department of Counseling
& Human Services

UNIVERSITY OF COLORADO **COLORADO SPRINGS**

*DEPARTMENT OF COUNSELING
AND HUMAN SERVICES*

STUDENT HANDBOOK



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University of Colorado Colorado Springs
College of Education: Student Resource Office (SRO)
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Colorado Springs, CO 80918
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**Department of Counseling
& Human Services**

UNIVERSITY OF COLORADO COLORADO SPRINGS

Dear Students,

Welcome to the Department of Counseling and Human Services! This handbook has been prepared as a resource for students, supervisors and faculty in the Department of Counseling and Human Services (DCHS) at the University of Colorado Colorado Springs (UCCS). The handbook identifies and describes the major rules, regulations and policies of UCCS, the College of Education, and DCHS 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.

Sincerely,

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

Department of Counseling and Human Services
University of Colorado Colorado Springs (UCCS)

Table of Contents

Department Faculty	4
History and Philosophy	4
Mission Statements	5
Accreditations	8
Clinical Mental Health and School Counseling Program Overviews	8
The Cohort Model	11
Admission to the Department of Counseling and Human Services	12
Transfer Credits and Program Time Limitations	15
Admissions Appeal Policy	15
Clinical Mental Health Counseling Program	16
LPC Licensure Information	16
School Counseling Program	20
CO School Counseling Licensure	20
Addiction Emphasis Curriculum	24
Initial Registration for Courses	25
Academic Advising	25
New Student Orientation	25
Ethics Agreement	26
Informed Consent	26
Program Change Request Policy	31
Assessing Student Progress through the Degree Program	31
Student Review, Retention and Dismissal	31
Developmental Assessment Matrix	32
Fieldwork Experiences in Professional Practice	36
Practicum Requirements	36
Internship Requirements	38
Private Practice While a Student	39
Professional Affiliation and Professional Identity Development	42
Ethical Behavior	43
Technology Competencies	43
Continuing Learning/Counseling Opportunities	43
Outstanding Student Awards	43
Comprehensive Examination Policy	44
Application for Graduation	45
Department Endorsement of Counseling and Human Services Students	47
School Counseling Endorsement Program	47
Additional Department and University: Policies and Procedures	48
University Counseling Services	49
General Professional Counseling Information	51



Department of Counseling & Human Services

UNIVERSITY OF COLORADO COLORADO SPRINGS

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Rhonda Williams, Ed.D., LPC, NCC	Professor

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 nine full-time 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 human nature, development and 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 therapeutic environment for their clients
- 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 or 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 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, and again in 2009. Curriculum decisions are made to be compliant with the current 2009 CACREP Standards and maintain excellence in counselor training. Relevant CACREP Standards are outlined in this handbook.

The National Council for the Accreditation of Teacher Education programs (NCATE) and the Colorado Department of Education (CDE) also accredit the School Counseling program. Results of the CACREP, NCATE 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 programs 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 settings such as outpatient, university counseling centers, managed care agencies, business and industry, and private practice. Students receive preparation in working with individuals, groups, couples, families and organizations.

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 Core Sequence

The Core Sequence consists of a six course (18 semester hours) sequence lasting one full academic year beginning in the summer semester. Students must earn a B or better in each core course. Summer classes typically begin during the second or third week of June each year. All students are admitted during the summer and must commit to completing the Core

Sequence during their first year in the program. This includes students who complete the program in two or three years. Students planning to complete their program in two years must complete a 100 clock hour practicum as part of their Core Sequence year. Student's 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 Bulletin.

Core Sequence*:

SUMMER:

COUN 5010 Theories and Techniques of Individual Counseling

COUN 5020 Laboratory in Individual Counseling

FALL:

COUN 5100 Theories and Techniques of Group Counseling

COUN 5110 Laboratory in Group Counseling

SPRING:

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

COUN 5300 Laboratory in Marriage and Family Counseling

***Students admitted to the program must commit to completing these six courses in sequence and as part of a cohort group during their first year in the program. This applies to both full time and part time students.**

Time Line to Complete the Program

Students admitted to DCHS Master's degree programs should plan to complete their degrees within a three year time period. It is recommended that students complete the program of study in two years if possible. 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 counseling 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 Disclosure Statement for 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 self-disclosure, self-assessment, setting personal goals, intrapersonal and interpersonal growth. The three semester sequence of small group laboratories (COUN 5020, 5110 and 5300) are especially oriented toward self-awareness, personal growth, and experiential learning. Students will be asked to identify specific goals to address within each of the lab courses.

As students grow throughout the program, developing increased self-awareness and adaptability, they are encouraged to involve significant others in this process. Change on the part of one person in a relationship can be threatening if it is not acknowledged and understood by those close to the student. When the student is able to describe his or her personal development to significant others, this process can serve as a catalyst for additional growth in these key relationships.

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 his or her 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 his or her 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.

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 20 students***. Students who apply early may select their respective cohort as long as 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 who participate in the day cohort can expect that their classes will primarily be held from 8:00 – 10:40 am and 10:50 – 1:30 pm. Students who participate in the evening cohort can expect that their classes will primarily be held from 4:45 – 7:20 pm and 7:30 – 10:05 pm. Please note the exception below.

Students need to be aware that the 4:45 – 7:20pm time slot is commonly used for classes that combine students from the day and evening cohorts (COUN 5800, 5810, 5950, 5960, 5440 and others). **Group Supervision Classes for Practicum (COUN 5120) and Internship (COUN 5700 & 5720) for both the day and evening cohorts are often scheduled in the evening in the 7:30- 10:05pm time slot to permit students to accrue hours for their field work experience during the day.** 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 serve 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, DCCHS reserves the right to cancel low enrolled elective courses. Advisors will assist in finding alternative options should this occur.

Program of Study:

The DCCHS program is designed to be completed in two or three years (two years preferred). 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 are able to change from a two year program to a three year program after seeking formal approval from their academic advisor. 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.

Admission to the Department of Counseling and Human Services

There are two opportunities to apply for admission into the Counseling Program. Prospective students may choose to apply for “Early Admission” or “Regular Admission”.

Early Admission Process: The Department of Counseling and Human Services offers an “Early Admission” process that will make successful candidates eligible for early admission before the end of the fall semester. Each year, the department selects 40 candidates, 20 for the day and 20 for the evening cohort. The early admission process provides an opportunity for a small group of perspective students to secure a space in the next cohort as well as the ability to take select classes (and be eligible for financial aid) as an admitted student prior to the beginning of the summer cohort. The early admission will occur annually near the end of the fall semester. Taking spring classes is not required of admitted students from the early admission process. The application deadline for Early Admission is November 1 each year and the Early Admission On-Campus Group Interview Process will generally take place the first Friday in December from approximately 8:00am – 3:00pm.

Regular Admission Process: The Department of Counseling and Human Services faculty select a day and evening cohort of students that begin their academic program each year beginning in June. Admission to the program is a selective process with enrollment limited to 40 qualified students (20 students in the day cohort and 20 in the evening cohort). Students are chosen during the spring semester for admission the following summer. Up to nine hours of approved coursework may be completed as an Unclassified Student or as a transfer student prior to admission. Successful completion of Unclassified Student or Transfer Student coursework does not ensure admission to the program. Consult with a faculty member about courses as an unclassified student or to transfer, as certain rules apply to these courses. The application deadline is for Regular Admission is January 28 each year and the Financial Aid Priority filing date is March 1.

To be considered for admission to the Counseling and Human Services program, all prospective students must complete the following procedures by the admission deadline for the intended semester:

Phase I: Application Process

- 1) Carefully read the Counseling Program Information Bulletin and identify any questions about the program: <http://www.uccs.edu/coe/departments/counseling-human-services/chsdownloads.html>
- 2) Selection of a university and graduate program of study is an important decision. Therefore, prospective students are required to meet and consult with a Department of Counseling and Human Services (DCHS) faculty member as part of the application process. Students should schedule an appointment for an **“Initial Screening Interview”** with a member of the faculty as soon as possible by contacting the College of Education Student Resources Office (SRO) at: 719-255-4996 or education@uccs.edu. In the initial screening interview, the faculty member will inquire about program preparation, interest and eligibility. Please schedule this “Initial screening Interview” early in the process to answer questions and clarify the procedures for admission to the program.

- 3) Complete the online Graduate application found at: www.uccs.edu/~apply/
Within the online application, students will need to:
 - a. Pay the \$60.00 application fee *International student application fee is \$100.00.
 - b. Upload a “goals statement” including a self-evaluation. DCHS faculty are particularly interested in the student’s level of self-awareness, academic potential, personal growth experiences and human relation skills as well as reasons for deciding to become a counselor and plans upon completion of the counseling degree. It may be helpful to address any professional or volunteer work in the human services field.
 - c. Upload curriculum vitae or professional résumé.
 - d. Complete the Tuition Classification Form.
 - e. List the name, title/organization, and email of three people who will serve as references. **References identified will be emailed a DCHS recommendation form and instructions directly from the email submitted in the online application.** Suggestions for references include a former instructor, a current supervisor and a professional colleague. Choose references carefully. Persons who have been in positions to supervise and/or evaluate human relations skills are preferred. Friends and/or family members should not be asked to complete recommendations. References should be able to attest to ability to successfully complete a graduate program in Counseling and Human Services and establish effective interpersonal relationships with others.
- 4) In addition to the above materials that will be submitted with the online application, please email/mail proof of background check or proof of licensure to the Student Resource Office (education@uccs.edu). Please note that International applicants need only complete this step if they have lived in the United States for more than one year. Students who have completed a background check for employment and can provide proof of completing the CBI background check do not have to repeat this process for admission to the department. Instructions for completing a background check are below:
 - a. Go to: <https://www.cbirecordscheck.com/Index.aspx>
 - b. Click on Individuals
 - c. Pay the cost to receive the results (\$6.85)
 - d. Email/mail proof of background check or proof of licensure to the Student Resource Office (education@uccs.edu) before the application deadline. Current CO school or agency employees who completed a background check for employment may provide a copy of their CO license or a copy of the results of their background check.
- 5) Send all official transcripts, directly from the institution(s) attended to UCCS. Transcripts can be submitted electronically if the issuing institution is contracted with a secured server. Electronic transcripts should be sent directly to gradapp@uccs.edu. If electronic submission is not possible, please mail from the institution to: UCCS Office of Admissions and Records, 1420 Austin Bluffs Parkway Colorado Springs, CO 80918-3733.
- 6) Register to participate in the On-Campus Group Interview Day. The Interview Day is typically held on a Thursday or Friday in early December (Early Admission) and March (Regular Admission) from approximately 8:00am – 3:00pm. This day is designed to

determine interpersonal and professional fit for the counseling profession as well as to allow prospective students to analyze whether the Department of Counseling and Human Services is the best fit for their training and professional goals. It is preferred that all prospective students participate in the Interview Day; however, students may ask for an exemption due to extreme circumstances (e.g. international student, US military member stationed overseas). Please note that failure to attend the Group Interview Day will result in a lower formal interview score than those who attend.

- 7) Submit official scores from the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) taken within the past five years. There are no cutoff scores for the GRE or MAT, a composite score is calculated and added to the overall index score, which will be considered as part of the admission decisions. Please have official scores for the GRE or MAT sent directly to UCCS. The UCCS school code for the GRE is 4874. The GRE department code is 3999. The UCCS School Code for the MAT is 1995. If students applying already hold a Master's or doctoral degree from an accredited institution, the need for a standardized assessment is waived.
- 8) All graduate materials for EARLY admission should be received by Nov. 1. And all materials for regular admission should be received by the application deadline of **Jan. 28**; (prior to the summer you would like to begin the Counseling program). Please remember, this is a cohort program, so all counseling students begin together each summer session only.

Additional Items of note for International applicants: All transcripts must be evaluated and translated into English through an authorized Credential Service (for example: <http://wes.org/studnets/index.asp>). English Proficiency must be demonstrated through providing evidence of an IELTS score of 6.0 or above, a TOEFL score of 550-(paper-based) or 80-(internet based) or an ACT/COMPASS English score of 270 or above (the ACT/COMPASS may be taken through the UCCS Office of International Affairs (OIA). Please contact the OIA at: international@uccs.edu or call 1-719/255-7218 to make arrangements to take the ACT/COMPASS at UCCS.

Phase II: Admissions Review

Admission is based on a combination of the following factors:

1. Past academic record, including undergraduate grade point average (GPA) and any graduate course work
2. Results of the MAT or GRE
3. Oral and written communication skills as measured by the initial screening interview, goal statement and the on-campus Group Interview Day.
4. Ability to identify and reflect upon personal characteristics that are important for professional counselors, as determined in the initial screening interview, goal statement and on-campus Group Interview Day.
5. Experience in counseling and human services or related positions, paid or unpaid
6. Congruence of fit between career goals and the objectives of the respective program, as determined by the goal statement, initial screening interview, and on-campus Group Interview Day.

7. Three letters of recommendation (evaluated for relevance and strength)
8. Recent successful graduate course work in counseling as an unclassified student or at another accredited institution. A maximum of 9 semester hours of relevant and recent transfer credit **may** be allowed. Based on Graduate School rules, this coursework must have been completed within the past six years. Please discuss transfer credits in the Initial screening interview, as well as with the Department Chair to ensure transfer credits will meet the Graduate School requirements.

Transfer Credits and Program Time Limitations

Graduate Study policy at UCCS requires that students admitted to the program **must** complete their degree within six years. **Counseling students may apply no more than nine semester hours of recent graduate credit or credit as an unclassified student to their counseling degree program.** Applicants must coordinate acceptance of transfer credit with their advisor and obtain the approval of the credits by the Department Chair. It is recommended that students do the following steps to expedite the credit transfer process:

1. Gather all course descriptions (from the respective university catalog) and syllabi for the courses that can be considered for transfer to UCCS.
2. Make an appointment with an advisor to discuss the courses. Courses completed at a CACREP accredited institution are more likely to be accepted as transfer credits and **no transferred courses may replace the Core Sequence courses.**
3. If the student's advisor agrees that the course(s) that may potentially transfer, make an appointment with the department chair to have the course(s) approved. Document the course(s) being requested for transfer on the form at: <http://www.uccs.edu/Documents/graduateschool/forms/Transfer%20of%20Credit.2012.pdf>
4. After course transfer approval by the Department Chair, paperwork will be submitted to the Graduate School and Academic Records. Please allow several weeks for this process to be completed.

Admissions Appeal Policy

Applicants may appeal an admissions decision by contacting the DCHS Chair in writing. The Chair will notify the student of the action taken on the appeal. Should the student wish to pursue the appeal process further, a written appeal should be submitted to the Dean of the College of Education following the Departmental Appeal Policy described in this *Student Handbook*. The applicant's letter should include all information he or she believes should be taken into account in reviewing the decision.

Students may access the **COE Appeal/Exception Form** at:
<http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf>.

This form is to be used for an appeal when a student is:

1. denied admission to professional education program.
2. denied permission to student teach or complete professional internship.
3. removed from a professional education program or internship.
4. denied permission to graduate due to missing requirements.

5. requesting an exception to specific policies, procedures, or requirements.
6. requesting a grade change.

This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

Degree Programs

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, couples, families and groups for the purposes of treating psychopathology and promoting optimal mental health. 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) on campus 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 Unlicensed Psychotherapist 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/LPOriginal.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>

2009 CACREP STANDARDS

Page: 30

CLINICAL MENTAL HEALTH COUNSELING (CMHC) CURRICULUM

I. Core Courses

COUN 5010	Theories and Techniques of Individual Counseling **	3
COUN 5020	Laboratory in Individual Counseling **	3
COUN 5100	Theories and Techniques of Group Counseling **+	3
COUN 5110	Laboratory in Group Counseling **	3
COUN 5130	Theories and Techniques of Marriage, Couple and Family Counseling **	3
COUN 5300	Laboratory in Marriage and Family Counseling**	3

II. Foundation Courses

COUN 5040	Human Growth and Development	3
COUN 5330	Issues, Ethics, and Trends in Professional Counseling+	3
COUN 5410	Measurement and Appraisal	3
COUN 5430	Career Development	3
COUN 5550	Practice of Crisis Counseling, Trauma and Disaster Work	3
COUN 5860	Social and Cultural Foundations of Professional Counseling	3
COUN 5510	Principles of Addiction Treatment+	3
LEAD 5700	Introduction to Research and Statistics	3
Elective	See list of elective courses below	3

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

IV. Required for CMHC Students Seeking School Counselor Licensure*

COUN 5120	Practicum in Professional Counseling ***	3
COUN 5800	Roles & Functions of the School Counselor	3
COUN 5810	Organization/Administration of School Counseling Programs	3
COUN 5700	Internship in School Counseling	6

**Department of Counseling and Human Services:
Elective Course Possibilities**

ELECTIVE COURSES FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS:

- COUN 5070 Adventure Education and Experiential Learning (*Spring Semester*)
- COUN 5800 Roles and Functions of the School Counselor (*Fall Semester*)
- COUN 5810 Organization & Administration of School Counseling Programs (*Spring Semester*)
- COUN 5570 Play Therapy and Child Counseling (*Even Year, Fall Semester*)
- COUN 5580 Sexuality in Counseling (*Odd Year, Fall Semester*)
- COUN 5530 Motivational Interviewing I & II + (*Spring Semester*)
- COUN 5960 Psychopharmacology (1 credit)****+ (*Fall Semester*)
- COUN 5520 Infectious Diseases in Addictions (1 credit)****+ (*Fall Semester*)
- COUN 5970 Advanced Pharmacology (1 credit)****+ (*Fall Semester*)
- COUN 5090 Spiritual Dimensions of Counseling (*Summer Semester*)

ELECTIVE COURSES FOR SCHOOL COUNSELING STUDENTS:

- COUN 5070 Adventure Education and Experiential Learning (*Spring Semester*)
- COUN 5440 Advanced Psychopathology and Diagnosis (*Odd Year Fall & Every Spring Semester*)
- COUN 5950 Roles and Functions of the CMHC (*Fall Semester*)
- COUN 5960 Psychopharmacology (1 credit)****+ (*Fall Semester*)
- COUN 5570 Play Therapy and Child Counseling (*Even Year, Fall Semester*)
- COUN 5580 Sexuality in Counseling (*Odd Year, Fall Semester*)
- COUN 5530 Motivational Interviewing I & II ****+ (*Spring Semester*)
- COUN 5520 Infectious Diseases in Addictions (1 credit) ****+ (*Fall Semester*)
- COUN 5970 Advanced Pharmacology (1 credit) ****+ (*Fall Semester*)
- COUN 5090 Spiritual Dimensions of Counseling (*Summer Semester*)

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

*The DCHS faculty recommends that students complete their school counseling degree program and receive their MA degree, then, if interested complete the additional courses required for the CMHC emphasis.

**Core courses completed in the first year of the program.

***Taken during the first year of the program as part of the Core experience for students on the two year plan of study and taken in the spring of the second year for student on the three year plan of study.

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

+ Course required for CAC Certification

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, 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, classroom guidance, school wide interventions, prevention programming and consultation. 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.

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>

2009 CACREP STANDARDS

Page: 40

SCHOOL COUNSELING (SC) CURRICULUM

I. *I. Core Courses*

COUN 5010	Theories and Techniques of Individual Counseling **	3
COUN 5020	Laboratory in Individual Counseling **	3
COUN 5100	Theories and Techniques of Group Counseling **+	3
COUN 5110	Laboratory in Group Counseling **	3
COUN 5130	Theories and Techniques of Marriage, Couple and Family Counseling **	3
COUN 5300	Laboratory in Marriage and Family Counseling**	3

II. *Foundation Courses*

COUN 5040	Human Growth and Development	3
COUN 5330	Issues, Ethics, and Trends in Professional Counseling+	3
COUN 5410	Measurement and Appraisal	3
COUN 5430	Career Development	3
COUN 5550	Practice of Crisis Counseling, Trauma and Disaster Work	3
COUN 5860	Social and Cultural Foundations of Professional Counseling	3
COUN 5510	Principles of Addiction Treatment+	3
LEAD 5700	Introduction to Research and Statistics	3
Elective	See list of elective courses below	3

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
COUN 5720	Internship in Clinical Mental Health Counseling	6

Department of Counseling and Human Services: Elective Course Possibilities

ELECTIVE COURSES FOR CLINICAL MENTAL HEALTH COUNSELING STUDENTS:

- COUN 5070 Adventure Education and Experiential Learning (*Spring Semester*)
- COUN 5800 Roles and Functions of the School Counselor (*Fall Semester*)
- COUN 5810 Organization & Administration of School Counseling Programs (*Spring Semester*)
- COUN 5570 Play Therapy and Child Counseling (*Even Year, Fall Semester*)
- COUN 5580 Sexuality in Counseling (*Odd Year, Fall Semester*)
- COUN 5530 Motivational Interviewing I & II ****+ (*Spring Semester*)
- COUN 5960 Psychopharmacology (1 credit) ****+ (*Fall Semester*)
- COUN 5520 Infectious Diseases in Addictions (1 credit) ****+ (*Fall Semester*)
- COUN 5970 Advanced Pharmacology (1 credit)****+ (*Fall Semester*)
- COUN 5090 Spiritual Dimensions of Counseling (*Summer Semester*)

ELECTIVE COURSES FOR SCHOOL COUNSELING STUDENTS:

- COUN 5070 Adventure Education and Experiential Learning (*Spring Semester*)
- COUN 5440 Advanced Psychopathology and Diagnosis (*Odd Year Fall & Every Spring Semester*)
- COUN 5950 Roles and Functions of the CMHC (*Fall Semester*)
- COUN 5960 Psychopharmacology (1 credit)****+ (*Fall Semester*)
- COUN 5570 Play Therapy and Child Counseling (*Even Year, Fall Semester*)
- COUN 5580 Sexuality in Counseling (*Odd Year, Fall Semester*)
- COUN 5530 Motivational Interviewing I & II ****+ (*Spring Semester*)
- COUN 5520 Infectious Diseases in Addictions (1 credit) ****+ (*Fall Semester*)
- COUN 5970 Advanced Pharmacology (1 credit) ****+ (*Spring Semester*)
- COUN 5090 Spiritual Dimensions of Counseling (*Summer Semester*)

Other electives may be offered based on the shared desires of students and faculty members.
*The DCHS faculty recommends that students complete their school counseling degree program and receive their MA degree, then, if interested complete the additional courses required for the CMHC emphasis.

**Core courses completed in the first year of the program.

***Taken during the first year of the program as part of the Core experience for students on the two year plan of study and taken in the spring of the second year for student on the three year plan of study.

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

+ Course required for CAC Certification

Addictions Emphasis Curriculum

The Department of Counseling and Human Services (DCHS) within the College of Education at UCCS has established a 15 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 certification as a Certified Addictions Counselor II (CAC II). 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, additional homework and laboratory assignments. 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 the only Masters of Arts degree program in the state of Colorado that embeds the competencies to meet CAC II credentialing.

Once admitted to the Master of Arts in Counseling and Human Services program at UCCS, students declare an emphasis in addictions which requires specific coursework. The addictions emphasis provides students with the opportunity to complete the academic requirements necessary for CAC II certification. Students who graduate with a Master of Arts degree in Counseling and Human Services and complete their practicum and internship experience under a Certified Addictions Counselor III or Licensed Addictions Counselor, can be granted up to 1000 hours without having to register with the Psychotherapist data base. Upon graduation and successful completion of the Master Addiction Counselor Exam, these hours can be applied to the 2000 hours required for CAC II certification. Students may schedule an appointment with the addictions track coordinator for additional information about addiction certifications.

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 Mental Health Treatment
- COUN 5960 (1 credit) Psychopharmacology
- COUN 5970 (1 credit) Advanced Psychopharmacology
- COUN 5590 (3 credits) Supervision I & II

Initial Registration for Courses

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 appropriate 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 satisfying 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 *UCCS 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. 123's) will be disseminated to first year students through their advisor at the end of the summer, fall and spring semesters. Meetings with advisors are mandatory for all students. Developmental Matrix Scores are also posted in Blackboard. Meetings with advisors are coordinated through 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 agreement and informed consent documents. Failure to attend orientation does not absolve students of obligations 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 to the SRO 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 to the SRO 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.

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.

Required Departmental Group Experiential Day

Each year, DCHS conducts a group experiential day for new students. 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 time 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.

Ethical Agreement Form

Student Name *(Please print clearly)* _____

The American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), American School Counseling 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 Counseling 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 must have a separate flash drive for all recorded sessions (i.e. for laboratories, practicum and internship). This flash drive should not be used for papers, presentations, etc. The recordings cannot be downloaded to any external source (such as You Tube or other multimedia posting services and social media websites).
5. Purchase a lock box for purposes of storing your flash drive or other recorded counseling sessions. Lab sessions and actual counseling sessions must be secured behind two locks to ensure the confidentiality of your recorded sessions. Lock boxes should be stored in the trunk of your car or in a locked drawer. Lock boxes are needed for flash drives during the first laboratory experience (summer semester).
6. Students agree that they will delete all recordings made during labs, practicum and internship upon completion of its use.
7. 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).

8. *****This Statement applies only to those individuals in the AOC (AIR OFFICER COMMANDER) Cohort ONLY:** By signing below, I am giving permission for the UCCS College of Education to share my final GPA with those at USAFA who administer the AOC program and write the Training Reports for AFIT.

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.

Student Signature

Date

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

Updated June 4, 2015

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 throughout their respective graduate programs in multiple areas. 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.
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 three semester sequence of small group laboratories (COUN 5020, 5110 and 5300) are especially oriented toward self-awareness, personal growth, and experiential learning. Students will be asked to identify specific 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 for the counseling profession is required to become an effective, ethical practitioner.
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 a remediation plan. The remediation 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 will 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.

Student Signature

Date

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

Updated June 4, 2015

Program Change Request

If a student desires to change his/her 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 his or her current advisor about the change.
- Consult with the Program Coordinator of the program that he or she 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.

This proposal will 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 at the completion of each semester on a standardized program rubric. The rubric is called the Developmental Assessment Matrix, informally referred to as “123s”. 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). Students must earn a B or better in all six core courses. 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 three laboratory 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 retention/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 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 retention/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 his/her 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 his/her 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 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, fall and spring semesters (i.e. after the first three semesters). 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.

Developmental Assessment Matrix

*Scores are based on a developmental progression from new student with limited or no exploration in the areas of Counseling Knowledge, Skills and Self-Awareness to becoming commensurate with or exceeding (2.0 and above) the standards held by a working professional.

Semester of Study	Below Standard	Target	Exemplary
1 – Summer	<p>1.5 or less</p> <p>Did not demonstrate expected growth during the defined timeframe of study, as demonstrated by: lack of understanding of the material, participation/presence, or openness to learning and educational experience, unhealthy and/or inappropriate expressions of affect, high levels of rigidity or resistance, problematic professionalism, problematic interpersonal boundaries, resistance to feedback, and/or lack of awareness of impact on others. The faculty desires greater effort in meeting expected developmental benchmarks. If improvement is not demonstrated, faculty may require a formal meeting to discuss the student’s progress. A remediation plan may be implemented.</p>	<p>1.6</p> <p>Demonstrated expected growth during the defined timeframe of study, as demonstrated by: understanding of the material, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, acting in a professional manner, receiving feedback in an appropriate manner, and openness to learning and new experiences. The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks.</p>	<p>1.7</p> <p>Exceeded expectations for growth during the defined timeframe of study, as demonstrated by: a high degree of understanding of the material, healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, professionalism, receiving feedback in an appropriate manner, and openness to learning and new experiences. The faculty desires the student to put forth the same or greater effort to meet developmental benchmarks.</p>
2 – Fall	<p>1.7 or less</p> <p>Did not demonstrate expected growth during the defined timeframe of study, as demonstrated by: lack of understanding of the material, participation/presence, or openness to learning and experience and/or unhealthy/inappropriate expressions of affect, high levels of rigidity or resistance, problematic professionalism, problematic interpersonal boundaries, resistance to feedback, lack of awareness of impact on others. The faculty desires the student to put forth greater effort to meet expected developmental benchmarks. The Faculty may require a formal meeting to determine the student’s readiness for Practicum.</p>	<p>1.8</p> <p>Demonstrated expected growth during the defined timeframe of study, as demonstrated by: understanding of the material, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, acting in a professional manner, receiving feedback in an appropriate manner, and openness to learning and new experiences. The faculty desires the student to continue to put forth the same or greater effort expressed to meet developmental benchmarks. The Faculty has endorsed the student for Practicum.</p>	<p>1.9</p> <p>Exceeded expectations for growth during the defined timeframe of study, as demonstrated by: a high degree of understanding of the material, healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal boundaries, professionalism, receiving feedback in an appropriate manner, and openness to learning and new experiences. The faculty endorses the student for Practicum.</p>

3 – Spring	1.9 or less Did not demonstrate expected growth during the defined timeframe of study , as exhibited by: not developing strategies for applying counseling knowledge, high levels of rigidity, lack of participation, unhealthy/inappropriate expressions of affect, acting in an unprofessional manner, refusal to incorporate feedback, lack of awareness of impact on others, inappropriate interpersonal boundaries, and/or resistance to learning experiences. The Faculty may require a formal meeting to determine the student's continued appropriateness/readiness for Internship.	2.0 Demonstrated expected growth during the defined timeframe of study , exhibited by: developing strategies for applying counseling knowledge, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, effective interpersonal boundaries, professionalism, acting on feedback in an appropriate manner and openness to learning and new experiences. The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks. The Faculty endorses the student for Internship; he/she is meeting the desired standards for a counselor trainee.	2.1 Exceeded expectations for growth during the defined timeframe of study , as exhibited by: applying counseling knowledge, acting with a high degree of professionalism, incorporating feedback provided, being flexible, being mindful of impact on others, creating effective interpersonal boundaries, incorporating learning and experiences into practice. The faculty desires the student to continue to put forth the same or greater effort to meet developmental benchmarks. The Faculty endorses the student for Internship; she/he is exceeding the desired standards for a counselor trainee.
4 – Summer	2.1 or less	2.2	2.3
5 – Fall	2.3 or less	2.4	2.5 or more
6 – Spring	2.5 or less Did not demonstrate expected growth during the defined timeframe of study , as evidenced by: failure to apply counseling knowledge, lack of participation, high levels of resistance of rigidity, unhealthy/inappropriate expressions of affect, unprofessional behavior, failure to understand impact on others, poor interpersonal and/or professional boundaries, and resistance to feedback or learning experiences. The behaviors expressed are not commensurate with the character of a professional School/Clinical Mental Health counselor. The Faculty may require a formal meeting to determine the student's readiness for graduation.	2.6 Demonstrated expected growth during the defined timeframe of study , as exhibited by: applying counseling knowledge, appropriate and healthy involvement and expressions of affect, flexibility, awareness of impact on others, appropriate interpersonal and professional boundaries, acting in a professional manner, translating feedback, learning, and experience into practice. The behaviors expressed are commensurate with the character of a professional School/Clinical Mental Health Counselor. The Faculty endorses the student to prepare for graduation.	2.7 or more Exceeded expectations for growth during the defined timeframe of study , as exhibited by: applying counseling knowledge with a high degree of insight, acting with a high degree of professionalism, acting on feedback provided, being flexible, acting on awareness of impact on others, maintaining good interpersonal and professional boundaries, incorporating learning and experience into practice. The behaviors expressed are commensurate with the character of a professional School/Clinical Mental Health Counselor. The Faculty endorses the student to prepare for graduation.

Scores will be distributed by advisors to advisees during the following transition points:

- End of Summer/Early Fall (1st semester)
- Middle-End of Fall/student participates in approval process to begin practicum (2nd semester)
- End of Spring/student participates in approval process to begin internship (3rd semester)
- End of Program/culminating assessment upon graduation (6th semester)

FIELD EXPERIENCES IN PROFESSIONAL PRACTICE: PRACTICUM AND INTERNSHIP POLICIES

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 Contracts:

Practicum – December 1

Internship – May 1

Practicum follows the Department's Core Sequence and is completed in the third semester (spring) of the first year in the program after successful completion of course work in individual, group, and marriage, couples and family theories and techniques. 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 practicum 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 school and clinical 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 contracts prior to the first day of the fieldwork will NOT be able to accrue fieldwork hours.

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 Contract/Memorandum of Agreement* with the practicum site must be completed and submitted to the appropriate Program Coordinator by December 1. The Practicum Contract/Memorandum of Agreement can be located on the Department of Counseling and Human Services website under downloads and forms.

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 his or her 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 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 her/his 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. A Contract for School Counselors and Contract for Clinical Mental Health Counselors, with the internship site, must be completed and submitted to the appropriate Program Coordinator by May 1. The Contract for School Counselors and Contract for Clinical Mental Health Counselors can be located on the Department of Counseling and Human Services website under forms and 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 his or her 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.

Private Practice while a Student

While the state of Colorado has an unlicensed Registered Psychotherapist (RP), DCHS strongly discourages students from engaging in the private practice of counseling while enrolled in the Clinical Mental Health or School Counseling programs. DCHS considers the

Master's degree in Counseling and Human Services to be the **minimum** academic qualification for the private practice of professional counseling.

Under no circumstances will the private practice of counseling be considered part of a student's academic program, practicum or internship experiences. All student field experiences must take place in a university, CACREP recognized and approved counseling organization, with qualified on-site supervision provided and availability whenever fieldwork students are on site. There are **no exceptions** to this policy.

Should students engage in the private practice of counseling with an RP credential, they must be aware that their practice is not part of their academic program and that their required student liability insurance, purchased through their student professional membership, will not protect them should a grievance or legal action be brought against them. Moreover, individuals who continue a private practice while enrolled in the DCHS program must be registered with the State of Colorado as an unlicensed psychotherapist (RP) and may not use the formal title of UCCS practicum or internship student as a function of their private practice work. The titles practicum student and counseling intern are reserved for university approved field work experiences.

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 will approve your site for practicum and internship.

Obtaining Certified Addictions Counselor (CAC) Hours while a Student

In accordance with the policies of the Colorado Addictions Board of Examiners, if a student is registered and engaging in activities associated with their practicum or internship course, he or she is not required to be registered with the Registered Psychotherapist (RP) database. Students can obtain up to 1000 hours through their practicum and internship experience and must be registered in a university practicum or internship class throughout the experience (State Board of Addiction Counselor Examiners 20-1).

When documenting CAC hours for the Office of Behavioral Health (OBH) students may need to complete work verification forms which must be signed by the students' onsite CAC hours supervisor. It is the student's responsibility to ensure that the site meets all OBH required site standards. DCHS faculty members and/or university fieldwork supervisors are not authorized to sign these OBH forms.

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) they must follow these requirements:

1. Must be registered with the Registered Psychotherapist (RP) database
2. Must obtain separate professional liability insurance (not a student policy, e.g. ACA)
3. Must receive supervision from a CAC III or LAC on site given that the University has no oversight role or responsibility and is not providing supervision

When documenting CAC hours for the Office of Behavioral Health (OBH) students may need to complete work verification forms which must be signed by the students' onsite CAC hours supervisor. It is the student's responsibility to ensure that the site meets all OBH required site standards. DCHS faculty members and/or university fieldwork supervisors are not authorized to sign these OBH forms.

It is important to note that if a student is not registered for a practicum or internship course, hours obtained (for CAC) can only count toward requirements for DORA.

Obtaining Fieldwork Hours while a Student (outside of a Practicum/Internship course)

Activities that occur outside of the start and end dates of a practicum or internship course may not be 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. As part of the incomplete, this exception must be pre-approved by the Program Coordinator.
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

In order to lab lead in an undergraduate or graduate course, (1) students must be enrolled in practicum or internship, (2) approved by the instructor and DCHS Chair 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. Students who wish to lab lead and do not need to count their hours will complete an abbreviated contract and informed consent form.

Fieldwork Contracts

A contract must be generated between the University and an approved site supervisor. If students fail to have a contract in place, hours cannot be applied to practicum or internship requirements regardless of if they are registered for the course. Fieldwork contracts are due December 1 (practicum) and May 1 (internship). If students are unable to meet this deadline, they must inform the Program Coordinator and put their efforts to find a fieldwork site in writing for the Program Coordinator.

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, of its divisions, or a fieldwork site, the faculty will contact the student with the nature of the ethical complaint and convene a hearing. 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

Technology Competencies

http://www.acesonline.net/sites/default/files/2007_aces_technology_competencies.pdf

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, blackboard 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 at a university ceremony 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

SECTION I

The Department of Counseling and Human Services has adopted, and now administers 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. The completed National Exams will be mailed to NBCC Headquarters to be scored. 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 weeks after the test date. 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 SECTION I of the examination, the student must meet with his/her 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. The student must pay for the exam if repeat administrations are required.

Scoring Based on CPCE National Mean and Standard Deviation

Pass with honors.....	90 th percentile and above
High Pass.....	75 th to 89 percentile
Pass.....	16 th to 74 th percentile
Fail.....	below 16 th percentile

SECTION II

After submitting SECTION I of the Comprehensive Examination to the Exam proctor, all students will complete SECTION II, a 25 question examination over their SPECIALTY AREA (School Counseling or Clinical Mental Health Counseling). SECTION II of the Comprehensive Examination will be graded by the Departmental Faculty. A score of 70%

on SECTION II of the examination will be considered passing. The student will be awarded a grade of pass or fail on the specialty examination. If the student fails this portion of the examination the student must meet with his/her academic advisor to develop a remediation plan. The student may retake the Section II with the advisor's consent after a minimum of 21 days of remedial preparation. The student must continue to take the examination until it is successfully passed. After the first retest, the student must wait at least one semester between examination administrations.

STUDENTS WILL HAVE FIVE HOURS TO COMPLETE SECTION I AND SECTION II OF THE COMPREHENSIVE EXAMINATION.

SECTION III

Section III of the Examination is a take home essay question requiring the student to: (1) describe the personal growth that has taken place while participating in the DCHS program and (2) to comment on how **key** courses and/or experiences in the program affected personal growth. Section III of the comprehensive examination will be provided to the student upon completion of Sections I and II. Student will have one week to prepare and submit SECTION III. Two faculty members will evaluate each exam. Based on the individual scores awarded by the two faculty members, an **Average Score** will be computed and the student will receive a grade of pass or fail. If the student fails this portion of the examination the student must meet with his/her academic advisor to discuss the weaknesses in the paper. The student will be allowed to re-write SECTION III one time without a waiting period. If SECTION III is failed a second time, the student must meet with his or her academic advisor and develop a remediation plan. SECTION III may be rewritten as many times as is necessary to achieve a passing score but may only be written one time each semester after a second fail.

PASSING COMPS AND GRADUATION

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

RELEASE OF COMPREHENSIVE EXAMINATION RESULTS

Students will be informed of the results of the Comprehensive Examination electronically and via US Mail. All **three sections** must be scored before results are released. This process will take a minimum of three weeks. Please do not call for results or status checks.

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 course. All students must maintain a 3.00 GPA or better.
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.
5. Comprehensive Examinations 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 his/her training

Successful completion of a program means completion of all didactic and experiential coursework, including practicum and internship, and marked by performance proficient to insure 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.

School Counseling Endorsement Program

Recent graduates of CACREP accredited master's degree programs in Professional Counseling 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. Students who have not graduated from a CACREP accredited program will have difficulty being admitted for the Endorsement option.
3. The master's degree must have been awarded within the last five years per University of Colorado Colorado Springs Graduate School regulations.
4. Students must successfully interview with both the Department Chairperson and the School Counseling Program Coordinator.
5. Upon successful completion of both interviews, students must complete the full application process, provide two letters of recommendation and meet all deadlines.
6. An endorsement contract will be developed which outlines all required coursework as well as required steps to gain School Counseling licensure (e.g. Place Exam).
7. The Endorsement program is completed over two academic years and operates in conjunction with the School Counselor master's degree program. Classes begin in the summer semester only.
8. At a minimum, to receive school counselor endorsement, students must complete at least one laboratory experience and 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, Blackboard 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 Office of the 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, 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 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 for extension must be made before the student is allowed to continue the work toward the degree. 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 Skype to virtually attend each internship class session. The university supervisor will also use Skype 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 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.

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 as a whole. 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.

General Professional Counseling Information

Useful Websites

American Counseling Association	www.counseling.org
American School Counselor Association	www.schoolcounselor.org
American Psychological Association	www.apa.org
COUNSELORNET	www.plattsburgh.edu/projects/cnet
Mental Health Net	www.cmhc.com
National Assoc. of Social Workers	www.naswdc.com
On-Line Psychological Services	www.onlinepsych.com/index.html
Univ. Pittsburgh Med. Center-Western Psychiatric Institute & Clinic	www.wpic.library.pitt.edu
National Institute of Mental Health	www.nimh.nih.gov
Substance Abuse & Mental Health Services	www.samhsa.gov
ACA Library-help with research-Email to	snisenoff@counseling.org

Professional Organizations

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)

ASCA represents the interests of school counselors. ASCA publishes a journal describing the latest research, issues and trends in the school counseling profession.

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.

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.

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.

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.

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 Sigma Upsilon 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.