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. The handbook identifies and describes the major rules, regulations and policies of the University of Colorado Colorado Springs, the College of Education and the Department of Counseling and Human Services in one comprehensive document.*

All students in the Department of Counseling and Human Services are required to read this document prior to initiating coursework. Further, all students are responsible for knowing the information contained in 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 a student has questions about any of the content, it is recommended that the student meet with his or her faculty advisor, in a timely and proactive manner, or contact the Department Chairperson directly.

Your suggestions, on the part of all who use this document, are encouraged. Please send your comments directly to the Chairperson of the Department of Counseling and Human Services.

Sincerely,

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*NOTE: The faculty of the Department of Counseling and Human Services reserve the right to make changes to this handbook whenever necessary and without prior notice.

Revised and effective: February 2014
Department of Counseling and Human Services  
University of Colorado **Colorado Springs**

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Faculty Members

David Fenell, Ph.D., NCC,  Professor
Julaine Field, Ph.D., LPC, NCC  Associate Professor
Mari McGuinness, ABD, M.A.,  Senior Instructor
Leann Morgan, Ph.D., LPC, NCC  Assistant Professor
Bita Ashouri Rivas, Ed.D., LPC  Instructor
Leann Morgan, Ph.D., LPC, NCC  Assistant Professor
Joseph Wehrman, Ph.D., LPC, NCC  Associate Professor, Department Chair
Rhonda Williams, Ed.D., LPC, NCC  Associate Professor

History and Philosophy

The Department of Counseling and Human Services 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 eight 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 own counseling theory, helping 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
- and 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

The programs offered by the Department are based on the mission statements of the University of Colorado Colorado Springs, the College of Education and the Department of Counseling and Human Services.

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 (DCHS) 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

The Department has established three overarching goals for graduates of our Clinical Mental Health and School Counseling programs. Stated as candidate learning outcomes (CLO), these are:
CLO 1. Graduates of the Department of Counseling and Human Services 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. Graduates of the Department of Counseling and Human Services will have a mastery of the specific *counseling skills and techniques* necessary to serve as ethical and effective professional counselors.

CLO 3. Graduates of the Department of Counseling and Human Services will have examined their own personalities 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 Department of Counseling and Human Services 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 graduate programs within the Department of Counseling and Human Services (DCHS) 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. The Department of Counseling and Human Services offers students two programs of study. 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.

The Counseling and Human Services program recognizes the importance of the growth and development of the student throughout the life span and includes coursework that emphasizes personal growth, in addition to the traditional graduate courses in counseling theories and techniques. The Counseling “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.

**Core Course 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.

Additionally, students completing the program in two years enroll in COUN 5120: Practicum in Professional Counseling and complete a 100 clock hour practicum as part of their first year experience. Later in the program, all students complete a 600 clock hour internship. **Those who anticipate problems in completing the 700 hour clinical experience portion of the counselor training program (practicum and internship) may want to consider other options for their graduate study.**

**CACREP Core Standards**

In addition to the DCHS Core Course 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
Departmental 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 Day and Evening Cohort Model*

The Department of Counseling and Human Services recognizes the needs of adult learners as well as the utility of flexible scheduling. A cohort model is used in the department to permit both an orderly, developmental sequencing of courses as well as foster cohesiveness and camaraderie among classmates.

Both a day and an evening cohort of classes are offered leading to the MA degree in Counseling and Human Services. For the *Day Cohort*, classes are designed for students who work a nontraditional schedule or have no conflicting daytime commitments. Classes for the Day Cohort are typically offered beginning at 8:00 a.m. For the *Evening Cohort*, classes are typically scheduled beginning at 4:45 p.m. to allow working students the opportunity for graduate education. It is common for Day Cohort students to have classes from 8:00 am – 10:40 am and 10:50 am – 1:30 pm. Further, it is common for Evening Cohort students to have classes from 4:45 pm – 7:20 pm and 7:30 pm – 10:05 pm. Some classes scheduled at 4:45 p.m. are for combined Evening and Day Cohort students, typically specialty courses. **PLEASE NOTE: practicum and internship classes may be scheduled in the evenings for both cohorts (7:30 – 10:05 p.m.). This time slot is 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 course.

**Admission to the Department of Counseling and Human Services**

*Phase I: Application Process*

1) Carefully read the Counseling Program Information Bulletin and identify questions you have about the program: [http://www.uccs.edu/coe/departments/counseling-human-services/chsdownloads.html](http://www.uccs.edu/coe/departments/counseling-human-services/chsdownloads.html)

2) Schedule an admissions and information interview with a Department of Counseling and Human Services faculty member early in the process to answer questions, clarify the procedures for admission to the program, and to determine your level of interest in and preparation for the program. Call 719-255-4996 or [education@uccs.edu](mailto:education@uccs.edu) to set up appointments/interviews.

3) Complete the online Graduate application found at: [www.uccs.edu/~apply/](http://www.uccs.edu/~apply/) Within the online application, you will need to:
   a. Pay the $60.00 application fee *International student application fee is $75.00.*
b. Upload your “goals statement” to include a self-evaluation. Department Faculty are particularly interested in your level of self-awareness, academic potential, personal growth experiences and your human relation skills as well as why you have decided to become a counselor and what you hope to do with your counseling degree. It may be helpful to address any volunteer work in the human services field.

c. Upload your 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 for you. The people you identify will be emailed the Counseling recommendation form/instructions. Suggestions for references include a former instructor, a current supervisor and a professional colleague. Choose your references carefully. Persons who have been in positions to supervise and/or evaluate your human relations skills are often effective references. Do NOT ask friends or family members to complete a recommendation letter for you. Your reference should be able to attest to your ability to successfully complete a graduate program in Counseling and Human Services and your ability to establish effective interpersonal relationships with others.

4) In addition to the above materials that will be submitted with your online application, please email/mail proof of your background check or proof of licensure to the Student Resource Office (education@uccs.edu). Please note that International applicants 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 do not have to repeat this process for admission to the department. Instructions for completing your 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. Print a copy of the background check and turn it in with admissions materials. 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) you attended, electronically or by postal services, to:
Admissions and Records
University of Colorado Colorado Springs
1420 Austin Bluffs Parkway
Colorado Springs, CO 80918-3733

6) Complete the on campus Interview Day. The Interview Day is typically held on a Thursday or Friday in early December (Early Admission) and March (Regular Admission) from 8:00am – 2:00pm. This day is designed to determine your 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).

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.

8) All graduate materials should be received by the application deadline of Feb. 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/student/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 faculty interview, goal statement and on campus Interview Day
4. Ability to identify and reflect upon personal characteristics that are important for professional counselors, as determined in the faculty interview, goal statement and on campus 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, faculty interview and on campus 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 with your advisor and 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 your advisor to discuss the courses. Please be reminded that courses completed at a CACREP accredited institution have the best chance of being accepted as transfer credits.
3. If your advisor agrees that you have a potential transfer course or courses, please make an appointment with the department chairperson to have the courses approved. Use the following form to document the course work that you would like to transfer into UCCS: http://www.uccs.edu/Documents/graduateschool/forms/Transfer%20of%20Credit.2012.pdf
4. After your courses are approved 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.
5. No transferred courses may replace the Core Course Sequence.

Admissions Appeal Policy

Applicants may appeal an admissions decision by contacting the Chair of the Department of Counseling and Human Services (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 the departmental 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 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](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/LPConlineco.pdf](http://www.dora.state.co.us/mental-health/lpc/LPConlineco.pdf)
6. Contact Information:
   Colorado Division of Registrations Office of Licensing—Licensed Professional Counselor
   1560 Broadway, Suite 1350, Denver, CO 80202
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

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## CLINICAL MENTAL HEALTH COUNSELING (CMHC) CURRICULUM

### I. Core Courses

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<td>COUN 5010</td>
<td>Theories and Techniques of Individual Counseling **</td>
<td>3</td>
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<tr>
<td>COUN 5020</td>
<td>Laboratory in Individual Counseling **</td>
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</tr>
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<td>COUN 5100</td>
<td>Theories and Techniques of Group Counseling **</td>
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<td>3</td>
</tr>
<tr>
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<td>Laboratory in Marriage and Family Counseling**</td>
<td>3</td>
</tr>
</tbody>
</table>

### II. Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5040</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5330</td>
<td>Issues, Ethics, and Trends in Professional Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5410</td>
<td>Measurement and Appraisal</td>
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<tr>
<td>COUN 5430</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5550</td>
<td>Practice of Crisis Counseling, Trauma and Disaster Work</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5860</td>
<td>Social and Cultural Foundations of Professional Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5510</td>
<td>Principles of Addiction Treatment****</td>
<td>2</td>
</tr>
<tr>
<td>COUN 5520</td>
<td>Infectious Diseases in Addiction Treatment****</td>
<td>1</td>
</tr>
<tr>
<td>LEAD 5700</td>
<td>Introduction to Research and Statistics</td>
<td>3</td>
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</tbody>
</table>

*Elective* See list of elective courses below

### III. Specialty Courses – Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5950</td>
<td>Roles and Functions of the CMHC****</td>
<td>2</td>
</tr>
<tr>
<td>COUN 5960</td>
<td>Psychopharmacology****</td>
<td>1</td>
</tr>
<tr>
<td>COUN 5440</td>
<td>Advanced Psychopathology and Diagnosis</td>
<td>3</td>
</tr>
</tbody>
</table>

### III. Fieldwork Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5120</td>
<td>Practicum in Professional Counseling ***</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5720</td>
<td>Internship in Clinical Mental Health Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Semester Hours** 60

### IV. Required for CMHC Students Seeking School Counselor Licensure*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5800</td>
<td>Roles &amp; Functions of the School Counselor</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5810</td>
<td>Organization/Administration of School Counseling Programs</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5700</td>
<td>Internship in School Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>
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 (Fall Semester)
- COUN 5580  Sexuality in Counseling (Fall Semester)
- COUN 5530  Theory & Techniques of Motivational Interviewing (2 credits)***(Spring Semester)
- COUN 5970  Advanced Pharmacology (1 credit) ****+ (Spring 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 (Fall & Spring Semester)
- COUN 5950  Roles and Functions of the CMHC (2 credits)** (Fall Semester)
- COUN 5960  Psychopharmacology (1 credit) **** (Fall Semester)
- COUN 5570  Play Therapy and Child Counseling (Fall Semester)
- COUN 5580  Sexuality in Counseling (Fall Semester)
- COUN 5530  Theory & Techniques of Motivational Interviewing (2 credits)****+ (Spring Semester)
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Other electives may be offered based on the shared desires of students and faculty members.

*The DCHS faculty recommends that students complete their CMHC degree program and receive their MA degree, then, if interested complete the additional courses required for the school counselor 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 and prerequisite required (COUN 5950 & 5960).
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 counselor 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). Post-master’s degree supervised counseling experience and successful completion of the National Counselor Examination, NCE, is required for license eligibility. Students in the School Counseling track, who plan to seek the LPC credential, are strongly encouraged to take additional course work in psychopathology and diagnosis, clinical mental health counseling and complete a supervised field experiences specific to clinical mental health counseling. 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 Personnel 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. The Department of Counseling and Human Services 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 guidance programs to help diverse students acquire skills in the 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.

Application for Initial Colorado School Counseling Licensure

Students desiring licensure as a school counselor must complete this entire process even if they hold a teaching license in the State of Colorado.

Licensure Paperwork Steps

1. Order a copy of your UCCS transcript with your final spring grades, and have it sent to:
   College of Education
   Department of Counseling and Human Services
   ***Do not hold for degree completion***

2. Go the Colorado Department of Education (CDE) website: [http://www.cde.state.co.us/](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

3. Create a user account. Once you start this process you have 14 days to complete the on-line application process. If you do not complete the process in 14 days you will need to start over.

4. What you need from the College of Education (COE):
   a. Once a copy of your transcript (with final grades) is received, the COE will complete the Institutional Recommendation Page of the application.
   b. The COE will then return this page along with a Letter of completion that will include the University Seal. You will need this Letter of Completion since your transcript with a degree posted on it will not be available from Admission and Records before late June.
   c. You will need to follow the on-line directions to upload the Institutional Recommendation along with letter of completion before you submit your application to CDE.

5. Please be sure to forward the phone number and address you would like the COE to use to contact you with your completed Institutional Recommendation.

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](http://cacrep.org/template/index.cfm)

2009 CACREP STANDARDS
Page: 40
## SCHOOL COUNSELING (SC) CURRICULUM

### I. Core Courses

<table>
<thead>
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<th>Credit Hours</th>
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</thead>
<tbody>
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<tr>
<td>LEAD 5700</td>
<td>Introduction to Research and Statistics</td>
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<tr>
<td>Elective</td>
<td>See list of elective courses below</td>
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### III. Specialty Courses – School Counseling

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<td>Roles &amp; Functions of the School Counselor</td>
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</tr>
<tr>
<td>COUN 5810</td>
<td>Organization &amp; Admin of the School Counseling Program</td>
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### III. Fieldwork Courses

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<td>COUN 5120</td>
<td>Practicum in Professional Counseling ***</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5700</td>
<td>Internship in Elementary/Middle/High School Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

### Total Semester Hours

**60**

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

<table>
<thead>
<tr>
<th>Course Code</th>
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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 (Fall Semester)
- COUN 5580 Sexuality in Counseling (Fall Semester)
- COUN 5530 Theory & Techniques of Motivational Interviewing (2 credits)****+ (Spring Semester)
- COUN 5970 Advanced Pharmacology (1 credit) ****+ (Spring 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 (Fall & Spring Semester)
- COUN 5950 Roles and Functions of the CMHC (2 credits)**** (Fall Semester)
- COUN 5960 Psychopharmacology (1 credit)**** (Fall Semester)
- COUN 5570 Play Therapy and Child Counseling (Fall Semester)
- COUN 5580 Sexuality in Counseling (Fall Semester)
- COUN 5530 Theory & Techniques of Motivational Interviewing (2 credits)****+ (Spring 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 and prerequisite required (COUN 5950 & 5960).
Addiction Focus Curriculum

The Department of Counseling and Human Services 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 focus 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 a focus in Addiction which requires specific coursework. Students who graduate with a Master of Arts degree in Counseling and Human Services and pass the Master Addiction Counselor Exam will be granted 950 hours of administrative work experience credit over and above the required 1050 internship clinical work experience for a total of 2000 hours.

Courses that are a part of the addiction focus are:

- COUN 5100 (3 credits) Theories and Techniques of Group Counseling
- COUN 5330 (3 credits) Issues/Ethics/Trends in Professional Counseling
- COUN 5520 (1 credit) Infectious Diseases in Mental Health Treatment
- COUN 5530 (2 credits) Motivational Interviewing
- COUN 5510 (2 credits) Principles of Addiction
- COUN 5950 (2 credits) Roles and Functions of the Clinical Mental Health Counselor
- COUN: 5960 (1 credit) Psychopharmacology
- COUN: 5970 (1 credit) Advanced Psychopharmacology
Initial Registration for Courses:

Registration involves three steps.

1. The first is selecting courses and placing them in your registration "shopping cart."
2. The second part involves moving the courses from the "shopping cart" into your fall schedule.
3. The third part involves finishing registration and reviewing your schedule.
4. It is important to double check that you are registered for the appropriate number of credits.

Please ensure that if it is a three, two or one credit class, that it is properly reflected in your total credit allocation for the semester.

Registration Instructions

Log on to the UCCS Student Portal, http://www.uccs.edu/~portal/. Use the same username and password you use to access your UCCS campus webmail.

Claim email account if you do not have the username and password to access your UCCS email. You cannot access your registration information without a UCCS email account.

For assistance, contact the Help Desk, http://www.uccs.edu/~helpdesk/.

Go to http://www.uccs.edu/futurestudents/admissions.html. Click on “APPLY NOW” and follow the steps outlined.

If you encounter problems logging into the portal, contact the UCCS IT Department at 719.255.3536.

Once you have completed the registration process, you can drop or add courses until the close of registration. If you have any questions regarding registering for classes, the Office of the Registrar at 719.255.336. Information about the new registration system, changes and a demo of the system are available at www.uccs.edu/sis2isis.

Academic Advising

Upon acceptance into the Department, students are assigned an academic advisor. 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 and these meetings with your advisor are mandatory for all students. Developmental Matrix Scores are also posted in Blackboard.
Meetings will be coordinated through the College of Education Student Resource Office. 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. Students will be informed of the dates of this mandatory meeting.

Ethics Agreement

All DCHS students are required to review and sign the department’s Ethics Agreement form. This form outlines the ethical expectations for students within the department. Specific details regarding the 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 and sign the department’s Informed Consent form. 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 department document.
Department of Counseling and Human Services Ethical Agreement Form

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.

Initial each item.

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. Students ARE NOT permitted to use cell phones or other “outside” devices to record counseling laboratory sessions.

5. _____ Students who break confidentiality and share laboratory or fieldwork recordings for non-educational purposes may be immediately dismissed from their graduate program.
6. _____ 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).

7. _____ Students agree that they will delete all recordings made during labs, practicum and internship upon completion of its educational use.

8. _____ Students agree that they will not share or discuss confidential information (laboratory or fieldwork recordings) through social media (e.g. Facebook) in any form.

9. _____ 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.

_________________________  __________________________  ____________
Printed Name of Student    Signature                                Date
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:

Initial each item.

1. _____ Graduate students in the Department of Counseling and Human Services must make adequate progress 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. Students who do not make adequate progress will not be released for fieldwork.

2. _____ Graduate students are encouraged to have ongoing individual meetings with faculty advisors.

3. _____ Graduate students are expected to appropriately manage self-disclose 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.

6. _____ Graduate students recognize that emotional fit for the counseling profession is required to become an effective, ethical practitioner. Students may be required to complete a remediation plan or may be dismissed for their graduate program for personal disposition concerns even if academic progress is evident.

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 will meet with the full faculty to develop a remediation plan. The remediation plan may include, but is not limited to: personal counseling, 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 of 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. Involvement with legal authorities, including UCCS campus police, could result in the student being required to complete a remediation plan or being immediately dismissed from his/her graduate program.

____________________________________
Student Printed Name

____________________________________
Student Signature

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

If a student desires to change his/her program (e.g. switch from School Counseling to Clinical Mental Health Counseling), 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.

**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 Review and Retention Policy**

The Department of Counseling and Human Services faculty meet weekly 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 remediation plan is developed that specifies the 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 the 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 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 are evaluated by the 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 concerns in this area, the faculty advisor contacts the student and provides feedback about the concerns. A written remediation plan may be developed and will include recommended steps to resolve these issues. Meeting with the entire department faculty, individual supervision and 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 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.

<table>
<thead>
<tr>
<th>Semester of Study</th>
<th>Below Standard</th>
<th>Target</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Summer</td>
<td>1.5 or less</td>
<td>1.6</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>2 – Fall</td>
<td>1.7 or less</td>
<td>1.8</td>
<td>1.9</td>
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<tr>
<td></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Semester</td>
<td>Score</td>
<td>Description</td>
<td></td>
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<td>----------</td>
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<tr>
<td>3 – Spring</td>
<td>1.9 or less</td>
<td>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.</td>
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<tr>
<td>2.0</td>
<td>Demonstrated expected growth during the defined timeframe of study, as 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.</td>
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<tr>
<td>2.1 or more</td>
<td>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.</td>
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<tr>
<td>4 – Summer</td>
<td>2.1 or less</td>
<td>2.2</td>
<td>2.3</td>
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<tr>
<td>5 – Fall</td>
<td>2.3 or less</td>
<td>2.4</td>
<td>2.5 or more</td>
</tr>
<tr>
<td>6 – Spring</td>
<td>2.5 or less</td>
<td>2.6</td>
<td>2.7 or more</td>
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<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</table>

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

- End of Summer (1st semester)
- Middle 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 Course Sequence and is completed in the third semester 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 two semester requirement typically completed in the second year in the program. Internship may only be 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 call 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 November 15. The Practicum Contract/Memorandum of Agreement can be located on the Department of Counseling and Human Services website.

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.

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). 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.

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. 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 community 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 April 15. The Contract for School Counselors and Contract for Clinical Mental Health Counselors can be located on the Department of Counseling and Human Services website.

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.

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. 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

Although the state of Colorado has an unlicensed psychotherapist designation, the Department of Counseling and Human Services 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 recognized counseling organization, with qualified on-site supervision provided and available whenever fieldwork students are on site. There are no exceptions to this policy.

Should students engage in the private practice of counseling, they must be aware that their practice is not part of their academic program at the University of Colorado Colorado Springs and that their required ACA/ASCA student liability insurance may not protect them if a grievance or legal action is 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.

Professional Affiliation and Professional Identity Development

All students are strongly encouraged to join at least one professional counseling organization while enrolled in graduate study. 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. practicum and internship), is available through ACA and ASCA.
**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 within three weeks of learning of the reported violation. 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).

ACA Code of Ethics: [www.counselor.org](http://www.counselor.org)
ASCA Code of Ethics: [www.schoolcounselor.org](http://www.schoolcounselor.org)
AMHCA Code of Ethics: [www.amhca.org](http://www.amhca.org)

**ACA’s Technology Competencies for Counselor Education Students**

At the completion of a counselor education program, all students should:

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<tbody>
<tr>
<td>1.</td>
<td>Be able to use productivity software to develop web pages, word processing documents (letters, reports), basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.</td>
</tr>
<tr>
<td>2.</td>
<td>Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, playback units and other applications available through education and training experiences.</td>
</tr>
<tr>
<td>3.</td>
<td>Be able to acquire, use and develop multimedia software, (i.e., PowerPoint presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice.</td>
</tr>
<tr>
<td>4.</td>
<td>Be able to use statistical software to organize and analyze data.</td>
</tr>
<tr>
<td>5.</td>
<td>Be able to use computerized and/or internet-based testing, diagnostic, and career decision-making programs with clients.</td>
</tr>
<tr>
<td>6.</td>
<td>Be able to use email.</td>
</tr>
<tr>
<td>7.</td>
<td>Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.</td>
</tr>
<tr>
<td>8.</td>
<td>Be able to subscribe, participate in, and sign off counseling related listservs or other internet based professional communication applications.</td>
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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 three ways. First, information is sent to the student’s University e-mail account; second, professional development activities are announced in each faculty member’s classes; third, information is posted on bulletin boards outside each faculty member’s office and outside the COE office; all are located on the third floor of Columbine Hall. Students may receive excused absences and limited credit for practicum and internship hours for participating in personal and professional development activities that meet the criteria described in this Handbook.

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

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Percentile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass with honors</td>
<td>90th percentile and above</td>
</tr>
<tr>
<td>High Pass</td>
<td>75th to 89 percentile</td>
</tr>
<tr>
<td>Pass</td>
<td>16th to 74th percentile</td>
</tr>
<tr>
<td>Fail</td>
<td>below 16th percentile</td>
</tr>
</tbody>
</table>

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 FOUR 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 to the DCHS Program Assistant. The Program Assistant will forward the document to two faculty members for evaluation. 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 the 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 the Department for your results or for a status check.
APPLICATION FOR GRADUATION

During the semester prior to graduation, all students must file an Application for Graduate Degree in the College of Education Office. Deadlines for filing occur early each semester. See the semester schedule for exact dates.

Application for Candidacy

The following procedure is in effect for declaring intent to graduate.

<table>
<thead>
<tr>
<th>STEPS TO TAKE</th>
<th>COMPLETION DATE</th>
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| 1. Student fills out the Application for Admission to Candidacy form, listing all courses taken as part of his/her program of studies. Discrepancies should be discussed with the student’s advisor and completion of the application is delayed until discrepancies are corrected. | Spring/Summer Semester  
11th week of semester prior to intended semester of graduation |
| 2. Student submits the completed application to Mary Hurless, COE Faculty Liaison and HR Specialist. The checklist will include only general requirements such as credit hours. It is the student’s responsibility to bring course content specific concerns, transfer credits, course substitutions, etc. to the attention of his or her advisor for approval. | 13th or 14th week |
| 3. The COE Faculty Liaison and HR Specialist and Department Chairperson will review applications for students who have met all graduate requirements for graduation. The program advisor’s signature on the application indicates that he/she is recommending the student for graduation. Office staff completes the process. | 16th week |
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. Courses must be passed with a minimum of “C”, except “Core” and fieldwork courses which must be passed with a “B”. Students who do C work in more than one course will be evaluated by the Departmental faculty for retention in the program.

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 have successfully completed all requirements for the Master of Arts degree in school or clinical mental health counseling will receive endorsement in the area of specialization by the Department of Counseling and Human Services. The endorsement includes the following: recommendation for certification and/or licensure as applicable as well as employment for those students successfully completing the program. The students will receive endorsement only in that program for which they have met all training requirements. 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

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. 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.

DEPARTMENT AND UNIVERSITY: POLICIES AND PROCEDURES

UCCS Information

Financial Aid, Tuition & Fees: www.uccs.edu/~finaid
The 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 Department’s Program Assistant (719.255.5145) 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 university email accounts. The Department of Counseling and Human Services will not use students’ personal email accounts for official communication.

College and Departmental General 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 in Cragmor Hall Room 19, phone: 255-3264. There is a one year statue 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 “C” in any of the COUN core courses will 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 the office (www.uccs.edu/~dservice) 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.

**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**

The Department of Counseling and Human Services 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 chairperson and submit a written request for accommodation at least one semester (four months) prior to the desired internship start date.

**Leave of Absence from Program**

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.
Withdrawal from Department

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 Departmental 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 the faculty as a whole. The decision of the Department faculty is final. A student who wishes to appeal a decision by the Department faculty may do so by following the College of Education/Departmental Appeal Policy described in this Student Handbook.

General 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.onlinesych.com/index.html
Univ. Pittsburgh Med. Center-Western  www.wpic.library.pitt.edu
Psychiatric Institute & Clinic  www.nimh.nih.gov
National Institute of Mental Health  www.samhsa.gov
Substance Abuse & Mental Health Services  snisenoff@counseling.org
ACA Library-help with research-

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 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.