# Introduction

*Program Faculty*

*Program Information*

1. Description of Program Objectives
2. Mission Statement
3. Overall Objectives
4. Specific Objectives

*Counseling Faculty and Student Expectations*

*Specific Programs and Course Sequencing*

1. Course Sequencing
2. Couple and Family Counseling/Therapy Sequence
3. School Counseling (Counseling Licensure) Sequence
4. Clinical Mental Health: General Sequence
5. Clinical Mental Health: Multicultural Sequence

*Practicum*

*Internship*

*Policies and Procedures*

1. New Student Orientation
2. Advisement/Mentoring
3. Grading Policies
4. SEHD Incomplete Policy
5. Grade Appeals Process
6. Graduate Level Writing Expectation
7. Course Waivers and Transfers
8. Leave of Absence
9. Re-Admission Policy
10. Minimum 3.0 GPA Requirement Each Semester
11. Admission Process Addendum
12. Policy Exceptions
13. Plagiarism
14. Reasonable Accommodations

*Professional and Personal Expectations*

1. Student Monitoring Process
2. Personal Therapy  

Comprehensive Examination  

Group Requirement  

Graduation Requirements  

Professional Licensure and Certification  

Other Information  

1. Financial Aid  
2. Assistantships  
3. Laurie Bond Memorial Scholarship  
4. Placement Opportunities for Graduates  

Professional Organizations  

1. National Organizations  
2. State Organizations  
3. Licensure Organizations  
4. Chi Sigma Iota  

Workshops Sponsored by the Program  

Other Sources of Information  

Counseling Informed Consent  

Appendix  

1. A: Practicum Application  
2. B: Group Requirement  
3. C: Advisor Change Request Form  
4. D: Change of Specialty Track Request Form  
5. E: Request for Leave of Absence Form  
6. F: Course Completion Agreement for Incomplete  
7. G: CACREP Standards  
8. MFT Standards  
9. School Standards  
10. Clinical Mental Health Standards
INTRODUCTION

The purpose of the handbook is to provide students with information concerning the Counseling program at the University of Colorado Denver. It is intended to clarify relevant information, policies, procedures, requirements and expectations. At student orientation or through faculty advisement, students admitted into the Counseling program are provided with information on how to access the handbook on our website. The listed courses, requirements, and policies for completion of the Counseling Program are subject to change even after a student is admitted and students are encouraged to annually review the requirements and discuss them with their advisor/faculty mentor. If the courses and/or requirements change, these new requirements may be applied to students who are already enrolled in the counseling program.

It is the responsibility of the student to read and become familiar with the information in this handbook. To confirm that you have read this handbook and have understood the responsibilities, policies and procedures outlined herein, please sign the Informed Consent included on the last page of this handbook and submit it to your advisor or to a student services advisor for inclusion in your student file.

PROGRAM FACULTY

Edward Cannon, PhD, LPC, LMFT
College of William and Mary
Assistant Professor
LSC 1137, 303.315.6335

Troyann Gentile, PhD
University of Nevada - Reno
Assistant Clinical Professor
Clinical Coordinator (Practicum/Internship)
LSC

Diane Estrada, PhD, LMFT
University of Florida
Associate Professor
LSC 1133, 303.315.6330

Farah Ibrahim, PhD, LP (CO)
Pennsylvania State University
Professor
LSC 1131, 303.315.6329

Shruti Poulsen, PhD, LPC, LMFT-S
Purdue University
Assistant Professor
LSC 1134, 303.315.6338

Scott Schaeffle, PhD, LPC, LMFT
University of Nevada, Reno
Assistant Professor
LSC 1129, 303.315.2172

Participating/Honoraria Faculty

To reach a Participating Faculty member, please contact the Faculty Services Office, LSC 724, 303.315.6353

UCD Counseling Center Staff

Pat Larsen, Psy.D.
University of Denver
Clinical Coordinator
NC 4033, 303.556.6720

Christine Casey Perry, MA, LPC
University of Colorado Denver
Psychotherapist & Clinical Supervisor
NC 4032C, 303.556.4373

Ruth Possehl, MA, LPC
University of Colorado Denver
Psychotherapist & Clinical Supervisor
NC 4028, 303.556.6789

Heather Aberle, MA, LPC
University of Colorado Denver
Psychotherapist & Clinical Supervisor
NC 4032, 303.556.6356

Jenny Lynn Ellis, MA, LPC
University of Colorado Denver
Case Manager & Clinician
NC 4033, 303.556.4373

Melody Brown, MA, LMFT
Northeastern Louisiana University
Psychotherapist & Clinical Supervisor
NC 4032E, 303.556.6356
PROGRAM INFORMATION

Description of Program

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in clinical mental health settings, school systems, couple and family settings, private practice, and business settings. The programs in Couple and Family Therapy, Clinical Mental Health Counseling, and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The overall philosophy of the Counseling program is to prepare master's level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

Mission Statement

The Mission of the Counseling program at the University of Colorado Denver is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

Overall Objectives

The Counseling Program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.

2. Who welcome and support diversity, including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally responsive.

3. Who embody integrity and culturally sensitive ethics in their professional practice.

4. Who are committed to life-long learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

Current objectives of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards and licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives. Students should be prepared to meet course objectives and attend classes as scheduled. In addition, students must have access to computer technology in order to participate in on-line coursework and communication within the program.

Specific Objectives

1. Assessment Skills
   a. Developmental and psychological stages through the life span.
   b. The referral process.
   c. Information gathering.
   d. Effective interviewing skills.
e. Selecting and evaluating tests.
f. Test interpretation.
g. Diagnosing behavioral and psychological problems.
f. Recognizing and addressing bias in assessment and seeking out instruments normed on culturally diverse groups.

2. Organizational/Administration Skills
   a. Conducting needs assessments.
   b. Identifying behavioral objectives and developing treatment plans.
   c. Planning comprehensive Counseling programs.
   d. Implementing Counseling practices and interventions.
   e. Evaluating Counseling programs and psychological interventions.
   f. Organizing a private practice.

3. Educational Counseling Skills
   a. Working with the educational curriculum.
   b. Academic advising.
   c. College planning.
   d. Vocational planning.
   e. Job planning.
   f. Curriculum consultation.

4. Career Counseling Skills
   a. Career development theories, and psychology of careers.
   b. Resume building.
   c. Life career planning.
   d. Utilizing career inventories.
   e. Career development computer programs.
   f. Career development activities and programs.

5. Personal Counseling Skills
   a. Psychological assessment and treatment planning.
   b. Rapport building and interviewing skills.
   c. Listening and effective intervention selection.
   d. Counseling theory and application.
   e. Counseling techniques and intervention practices.
   f. Referral procedures--suicide, incest, harm to self or others, etc.
   g. Diagnosis with DSM IV-TR.
   h. Substance abuse recognition, referral, and Counseling.
   i. Couple and family diagnosis and treatment.
   j. Competency in Counseling culturally diverse individuals and groups.
   k. Psychopharmacology
   l. Crisis intervention

6. Group Counseling Skills
   a. Understanding psychology of groups.
   b. Organizing groups.
   c. Group process/stages.
   d. Group purpose.
e. Strengths and weaknesses of groups.
f. Different kinds of groups.
g. Assessment of group interventions.
h. Ethics of group work.

7. Couple and Family Counseling/Therapy Skills
   a. Assessment and interviewing.
   b. Systems theory and application.
   c. Family development cycles.
   d. Techniques of Counseling couples and families.
   e. Treatment and research in family therapy.

8. Personal Growth
   a. Personal expectations and skill level.
   b. Ethical considerations, including "duty to warn."
   c. Commitment to obtaining up-to-date information.
   d. Licensure, credentialing, and professional associations.

9. Research Skills
   a. Literature review skills.
   b. Research proposal writing.
   c. Problem identification.
   d. Hypothesis development and testing.
   e. Methodology & statistical analysis.

10. Multicultural Skills
    a. Assessing influence of culture in Counseling.
    b. Utilizing culturally sensitive skills.
    c. Ethical decision making from a multicultural perspective.
    d. Identifying indigenous helpers.
COUNSELING FACULTY AND STUDENT EXPECTATIONS

1. Counseling courses are graduate level and are intended to prepare students for professional roles in the mental health field. Therefore, students should expect rigor in academic work. This means that there will be a minimum of two books per course and a minimum of four products (e.g. papers, projects, reviews, group projects, and presentations). Students should be prepared to use APA style (6th edition, second printing) for papers and will be expected to proof-read papers for correct spelling, grammar and syntax. Failure to conform to these standards will result in lower scores on projects.

2. Students should adhere to their degree plans and take three or fewer courses per semester, especially if they are working full time. Students who desire to take a fourth class during a semester must submit a written request to their faculty mentor, who will present it to the full faculty for review. Students are encouraged to adjust their course load so they are not overextended. This guideline is stipulated in order for students to be able to devote sufficient time for adequate class preparation and learning.

3. Students who do not demonstrate the expected Counseling skills in courses focused on skill acquisition by earning a B or better will be asked to repeat these courses until adequate skills are developed. Students may repeat a course twice.

4. Professional behavior is expected in class. Faculty expect students to complete reading assignments prior to class. Additionally, faculty expect students to come to class prepared for the day’s topics/discussions and to arrive on time. At a minimum, students should expect three hours of work outside of class per credit hour. Also, students should exhibit a positive attitude, receptivity to new ideas, openness to feedback, flexibility, and respect for faculty members and peers. Confidentiality is the norm for all classroom interaction. Therefore, in keeping with the ethical guidelines of the counseling professions, information that is discussed about students, clients or others affiliated with the counseling program is not to be discussed outside of the class or setting in which it originated. Cell phones are to be turned off and students are expected to refrain from holding side conversations during class lectures or activities. During class time, computer use should be limited to note taking or other specific class-related activities. Faculty reserve the right at any time to ask students to put away computers, tablets, smart phones, etc.

5. If students have concerns about faculty members, the first step is for the student to make an appointment with the faculty member in question to discuss the issues. If resolution is not reached then the student should contact the University Ombuds person at 303.556.4493. If the issue is related to course grade students may follow the procedures for appeals via the Student Academic Appeals Committee. Please contact the SEHD Student Services Center at 303.315.6300 for assistance with this process.

6. Students can expect faculty to return telephone calls and email messages within two business days of receiving them. If faculty are out of the office, they will respond to calls and emails within two business days of their return to the office. In preparation for a professional workplace, students are also expected to timely respond to telephone calls and email messages from faculty and others in the School. Students can expect faculty to return papers and exams within three weeks. Projects that are not picked up in the Student Services Center (LSC 701) by students may be destroyed after one semester.
SPECIFIC PROGRAMS & COURSE SEQUENCING

Course Sequencing

Courses in the graduate programs in Counseling at the University of Colorado Denver are designed to provide a gradual and stratified skill-building experience, beginning with the introductory course in your particular track, and culminating with the internship experience.

With this in mind, course sequencing is utilized to maximize the learning and skill-building process. **Students are responsible for reviewing the catalog and schedule to be certain that all prerequisites for courses have been taken. Some courses may be offered only once per year, or every other year. Please consult the tables below for the information on courses not offered every semester.**

**ALL COURSEWORK, with noted exceptions in each track, MUST BE TAKEN BEFORE the student may register for PRACTICUM.**

Any student who has not followed the above procedure and has registered for a class out of sequence will be dropped from the class.

There are several courses in the Counseling curriculum for which a limited enrollment is essential to maintaining a high quality learning experience for students. Those courses are:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>MAXIMUM PER SECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCE 5100 Counseling Techniques</td>
<td>15</td>
</tr>
<tr>
<td>CPCE 5110 Group Counseling</td>
<td>15</td>
</tr>
<tr>
<td>CPCE 5160 Techniques in Family Therapy</td>
<td>15</td>
</tr>
<tr>
<td>CPCE 5910 Practicum Group Supervision</td>
<td>12</td>
</tr>
<tr>
<td>CPCE 5930 Internship in Counseling</td>
<td>12</td>
</tr>
<tr>
<td>CPCE 6140 Counseling Children, Adolescents &amp; Their Parents</td>
<td>22</td>
</tr>
<tr>
<td>CPCE 7100 Advanced Theories/Techniques in Psychotherapy</td>
<td>15</td>
</tr>
</tbody>
</table>

These maximum enrollments are monitored very closely. Students are expected to register early in order to secure a place in these classes.
## COUPLE AND FAMILY COUNSELING/Therapy (63 semester hours)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>TYPE</th>
<th>SEMESTER OFFERED</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCE 5010</td>
<td>Counseling Theories</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5100</td>
<td>Techniques of Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5110</td>
<td>Group Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5100, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5150</td>
<td>Family Therapy Theory</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5160</td>
<td>Techniques in Family Therapy</td>
<td>Interdisciplinarily</td>
<td></td>
<td>CPCE 5010, CPCE 5100, CPCE 5150</td>
</tr>
<tr>
<td>CPCE 5170</td>
<td>Issues in Family Studies</td>
<td>Couple/Family</td>
<td>FALL</td>
<td>CPCE 5010, CPCE 5150 (5150 may be taken concurrently)</td>
</tr>
<tr>
<td>CPCE 5180</td>
<td>Counseling Couples</td>
<td>Couple/Family</td>
<td>SPRING</td>
<td>CPCE 5010, CPCE 5100, CPCE 5150</td>
</tr>
<tr>
<td>CPCE 5330</td>
<td>Counseling Issues and Ethics</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5400</td>
<td>Career Counseling</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling Individuals and Families</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 6000</td>
<td>Intro to Sex Therapy</td>
<td>Couple/Family</td>
<td>FALL</td>
<td>CPCE 5010, CPCE 5100, CPCE 5110, CPCE 5150, CPCE 5160 (5160 may be taken concurrently)</td>
</tr>
<tr>
<td>CPCE 6140</td>
<td>Counseling Children, Adolescents and Their Parents</td>
<td>Interdisciplinarily</td>
<td>SPRING SUMMER</td>
<td>CPCE 5010, CPCE 5100, CPCE 5150, EPSY 6200</td>
</tr>
<tr>
<td>CPCE 6160</td>
<td>Advanced Assessment, Theory, and Treatment in Family Systems</td>
<td>Couple/Family</td>
<td>SPRING</td>
<td>CPCE 5010, CPCE 5100, CPCE 5150, CPCE 5160, RSEM 5110</td>
</tr>
<tr>
<td>CPCE 6250</td>
<td>Mental Health Diagnosis</td>
<td>Interdisciplinarily</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>EPSY 6200</td>
<td>Human Development Over the Lifespan</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5200 or RSEM 5120</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5300 or RSEM 5110</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>ALL COURSE WORK</td>
</tr>
<tr>
<td>CPCE 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>CPCE 5910</td>
</tr>
</tbody>
</table>
## SCHOOL COUNSELING (COUNSELING LICENSURE) (63 semester hours)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>TITLE</th>
<th>TYPE</th>
<th>SEMESTER OFFERED</th>
<th>PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPCE 5010</td>
<td>Counseling Theories</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5100</td>
<td>Techniques of Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5110</td>
<td>Group Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5100, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5150</td>
<td>Family Therapy Theory</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5280</td>
<td>Addictions Counseling</td>
<td>Interdisciplinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5330</td>
<td>Counseling Issues and Ethics</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5400</td>
<td>Career Counseling</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5425</td>
<td>Developing &amp; Implementing School Counseling Programs</td>
<td>School</td>
<td>SPRING</td>
<td>CPCE 5010, CPCE 5815, EPSY 6200, RSEM5110, RSEM 5120</td>
</tr>
<tr>
<td>CPCE 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling Individuals and Families</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5815</td>
<td>Introduction to School Counseling</td>
<td>School</td>
<td>FALL</td>
<td></td>
</tr>
<tr>
<td>CPCE 5915</td>
<td>Practicum in School Counseling</td>
<td>School</td>
<td>FALL SPRING</td>
<td>AFTER ALL CLASSES (5915 may be taken concurrently with CPCE 5910 or CPCE 5930)</td>
</tr>
<tr>
<td>CPCE 6140</td>
<td>Counseling Children, Adolescents and Their Parents</td>
<td>Interdisciplinary</td>
<td>SPRING SUMMER</td>
<td>CPCE 5010, CPCE 5100, CPCE 5150, EPSY 6200</td>
</tr>
<tr>
<td>CPCE 6230</td>
<td>School Based Developmental Counseling and Prevention</td>
<td>School</td>
<td>SPRING</td>
<td>All core courses, CPCE 5815, and CPCE 6250</td>
</tr>
<tr>
<td>CPCE 6250</td>
<td>Mental Health Diagnosis</td>
<td>Interdisciplinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 6200</td>
<td>Human Development Over the Lifespan</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5200 or RSEM 5120</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5300 or RSEM 5110</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>AFTER ALL CLASSES (5910 may be taken concurrently with 5915)</td>
</tr>
<tr>
<td>CPCE 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>CPCE 5910 (5930 may be taken concurrently with 5915)</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>TITLE</td>
<td>TYPE</td>
<td>SEMESTER OFFERED</td>
<td>PREREQUISITES</td>
</tr>
<tr>
<td>---------------</td>
<td>---------------------------------------------------------</td>
<td>------------</td>
<td>------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>CPCE 5010</td>
<td>Counseling Theories</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5100</td>
<td>Techniques of Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5110</td>
<td>Group Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5100, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5150</td>
<td>Family Therapy Theory</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5160</td>
<td>Techniques in Family Therapy</td>
<td>Interdisciplinary</td>
<td></td>
<td>CPCE 5010, CPCE 5100, CPCE 5150</td>
</tr>
<tr>
<td>CPCE 5280</td>
<td>Addictions Counseling</td>
<td>Interdisciplinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5330</td>
<td>Counseling Issues and Ethics</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5400</td>
<td>Career Counseling</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5810</td>
<td>Multicultural &amp; Diversity Issues in Counseling Individuals and Families</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5820</td>
<td>Strategies in Agency Counseling</td>
<td>Clinical Mental Health</td>
<td>FALL</td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 6250</td>
<td>Mental Health Diagnosis</td>
<td>Interdisciplinary</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 7100</td>
<td>Advanced Theory and Techniques</td>
<td>Interdisciplinary</td>
<td>SPRING</td>
<td>CPCE 5010, CPCE 5100, CPCE 5820, CPCE 6250 (6250 may be taken concurrently)</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Interdisciplinary</td>
<td></td>
<td>MUST MEET PREREQ FOR ELECTIVE</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Interdisciplinary</td>
<td></td>
<td>MUST MEET PREREQ FOR ELECTIVE</td>
</tr>
<tr>
<td>EPSY 6200</td>
<td>Human Development Over the Life Span</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5200 or RSEM 5120</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5300 or RSEM 5110</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>ALL CLASSES</td>
</tr>
<tr>
<td>CPCE 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>CPCE 5910</td>
</tr>
<tr>
<td>COURSE NUMBER</td>
<td>TITLE</td>
<td>TYPE</td>
<td>SEMESTER OFFERED</td>
<td>PREREQUISITES</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>CPCE 5010</td>
<td>Counseling Theories</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5100</td>
<td>Techniques of Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5110</td>
<td>Group Counseling</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5100, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5150</td>
<td>Family Therapy Theory</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5160</td>
<td>Techniques in Family Therapy</td>
<td>Interdisciplinary</td>
<td></td>
<td>CPCE 5010, CPCE 5100, CPCE 5150</td>
</tr>
<tr>
<td>CPCE 5280</td>
<td>Addictions Counseling</td>
<td>Interdisciplinary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5330</td>
<td>Counseling Issues and Ethics</td>
<td>Core</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5400</td>
<td>Career Counseling</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5810</td>
<td>Multicultural &amp; Diversity Issues in</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling Individuals and Families</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5820</td>
<td>Strategies in Agency Counseling</td>
<td>Interdisciplinary</td>
<td>FALL</td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 6810</td>
<td>Advanced Multicultural Counseling</td>
<td>Multicultural</td>
<td>SUMMER (offered every odd year)</td>
<td>CPCE 5010, CPCE 5100, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 5830</td>
<td>Gender &amp; Sexual Orientation</td>
<td>Multicultural</td>
<td>FALL (offered every even year)</td>
<td></td>
</tr>
<tr>
<td>CPCE 6100</td>
<td>Spiritual Dimensions of Counseling</td>
<td>Multicultural</td>
<td>SPRING (offered every even year)</td>
<td></td>
</tr>
<tr>
<td>CPCE 6250</td>
<td>Mental Health Diagnosis</td>
<td>Interdisciplinary</td>
<td></td>
<td>CPCE 5010, CPCE 5810</td>
</tr>
<tr>
<td>CPCE 7100</td>
<td>Advanced Theories &amp; Techniques of</td>
<td>Interdisciplinary</td>
<td>SPRING</td>
<td>CPCE 5010, CPCE 5100, CPCE 5820, CPCE 6250 (6250 may be taken concurrently)</td>
</tr>
<tr>
<td></td>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY 6200</td>
<td>Human Development Over the Lifespan</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5200 or</td>
<td>Introduction to Research</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5120</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5300 or</td>
<td>Introduction to Measurement</td>
<td>Core</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RSEM 5110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPCE 5910</td>
<td>Practicum (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>ALL CLASSES</td>
</tr>
<tr>
<td>CPCE 5930</td>
<td>Internship (6 credit hours)</td>
<td>Core</td>
<td></td>
<td>CPCE 5910</td>
</tr>
</tbody>
</table>
PRACTICUM

ALL COUNSELING COURSEWORK MUST BE SATISFACTORIALY COMPLETED PRIOR TO APPLYING FOR PRACTICUM, EXCEPT CPCE 5915 FOR SCHOOL TRACK STUDENTS.

The Practicum Manual is available online from the Counseling program website www.ucdenver.edu/Counseling.

Because of the intensity and time commitment required, Practicum is a 6 credit hour course. In order to provide adequate client load and supervision for students, Practicum enrollment will be limited to 30 students in the Fall and Spring semester and 15 students in the Summer sessions. Students must apply to Practicum by completing a pre-practicum application (see Appendix A). Completed applications must be returned to the Clinic’s program assistant, and are reviewed by faculty. Due dates are as follows:

- Fall Practicum applications are due by April 15
- Spring Practicum applications are due by September 15
- Summer Practicum applications are due by February 15

INTERNERSHIP

The Internship for graduate students in the Counseling field is probably the most important and comprehensive professional experience in the Counseling program. The Internship is designed to allow students to apply skills and knowledge they have gained in a supervised setting comparable to their ultimate choice for a professional work setting. To ensure that the student's individualized career goals are met during the Internship experience, arrangements for the Internship are negotiated between the student, the on-site Internship supervisor, the Clinical Coordinator and the student's supervising professor at the University of Colorado Denver.

A manual of information about Internship is available online from the Counseling program Internship website (http://sehd.ucdenver.edu/cpce-internships). Prior to enrolling in the Internship, students must have successfully completed Practicum (CPCE 5910).

POLICIES AND PROCEDURES

The listed courses, requirements, and policies for completion of the Counseling Program are subject to change even after a student is admitted and students are encouraged to annually review the requirements and discuss them with their advisor/faculty mentor. If the courses and/or requirements change, these new requirements may be applied to students who are already enrolled in the counseling program.

New Student Orientation

Mandatory new student orientation meetings are held in the fall, spring and summer. The meeting is scheduled on the Friday prior to the beginning of each semester in order to reach all students. Orientation is held on Friday 8:30am – 4pm. Students are required to review online orientation specialty track videos prior to the face-to-face meeting. Orientations aim to:
Provide new students with information about their respective programs.

Provide new students with registration information.

Introduce new students to the staff of the School of Education & Human Development Student Services Center.

Provide new students with resources for the School of Education & Human Development, the University of Colorado Denver, and the Auraria Campus.

Begin discussions regarding multiculturalism and diversity.

Advisement/Mentoring

Each applicant admitted into the Counseling Program is assigned a faculty mentor. The name of the mentor is included in the applicant’s letter informing them of admission to the program. It is recommended that students contact the faculty mentor soon after being admitted to the program. If a student wants to change mentors, a request is made to the faculty member desired as the new mentor. If the faculty member agrees, the faculty member submits the mentor change to the Student Service Center. The Change of Mentor form is available in Appendix C.

If students wish to change or add a track, they must meet with the program’s student services advisor to discuss the implications. A form, available in Appendix D or in the Student Service Center, must be completed to change tracks.

Grading Policies

The standard letter grade policy is used in the Counseling Program. Students receiving a C or below in any of the clinical skill building courses: CPCE 5100, 5110, 5160, 5910, 5930, 6140, or 7100 will be required to repeat the course and follow any remediation plan that may be developed to meet the students’ specific needs. If the student is not able to complete the skills course the second time with a passing grade, as well as follow through with a remediation plan, in a satisfactory manner, the student will be dismissed from the program.

If a student receives a grade of "I" (incomplete), he or she is responsible for completing work within one year in order to receive a grade other than “failure” (F). Please see below for the SEHD Incomplete Policy. Students receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take an “incomplete,” as this policy may affect Financial Aid eligibility status. Grading policies for Practicum and Internship are available in the packets for these classes and vary slightly from the classroom grading policy.

SEHD INCOMPLETE POLICY

Incomplete grades (I) are not given to replace low grades. To be eligible for an incomplete grade, students must (1) have successfully completed at least 75% of the course requirements, (2) have special circumstances (verification required) that preclude the student from attending classes and/or completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor before more than one year has elapsed since the end of the semester in which the course was taken.

SEHD INCOMPLETE PROCESS

1. Students must be in close communication with the instructor PRIOR to the end of the semester regarding special circumstances precluding them from successfully completing the remainder of the course. Faculty may assign students an incomplete grade of “I” to signify that special circumstances beyond the student’s control prevented the student from completing a small portion of the course (no more than 25%) and that a final grade cannot yet be assigned.
2. **IT IS THE STUDENT’S RESPONSIBILITY TO COLLABORATE WITH THE INSTRUCTOR TO COMPLETE AN INCOMPLETE AGREEMENT FORM**

(http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/CurrentStudentResources.aspx)

prior to the end of the semester for which the incomplete is given. A copy of the form, signed by both the student and the instructor should be submitted to the SEHD Student Services Center (LSC 701). Both the student and instructor should also keep a copy. The instructor sets the conditions under which the course work can be completed and the time limit for completion. The student is expected to complete the requirements within the established deadline. If the missing assignments are not completed within the allotted time, the “I” converts to an F on the student’s transcript. Students making up an incomplete should not re-register for the course.

3. Upon completion of the missing course work, a Change of Record Form is completed by the original instructor to change the “I” to a letter grade. Faculty should work with the Faculty Services Center to complete the Change of Record Form.

**Grade Appeals Process**

The steps in the University of Colorado Denver Counseling Program grade appeals process are as follows:

1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor’s decision, he or she can follow the appeals process through the Student Academic Appeals Committee in the School of Education & Human Development.
3. The student should contact the Student Services Advisor for the Counseling Program for details on the SEHD Appeals Process.

**Graduate Level Writing Expectation:**

APA Style Guide


Counseling Program students are expected to write at a graduate level. The current APA writing style is required for all papers in counseling courses. Errors such as incomplete sentences, improper grammar and syntax, incorrect spelling, disorganization, failure to use APA style correctly, and failure to address required topics in papers are not acceptable. Papers containing substantive writing errors will not be read. Instead, such papers will be returned and students will be required to seek consultation with the writing center on campus and to resubmit the paper by the resubmission deadline provide by the instructor. Instructors will deduct points at their discretion per assignment for papers that, upon re-submission, still contain gross errors. It is the student’s responsibility to attain and demonstrate graduate level writing skills. The UCD Writing Center staff are available to assist students with improving their writing skills. The UCD Writing Center is located in North Classroom Room 4014 and can be reached at 303.556.4845 for more information visit http://clas.ucdenver.edu/writing. Please allow writing center staff plenty of time to schedule your appointment.

**Course Waivers**

Students may **not** use work experience or professional development seminars in order to waive course requirements. Students may waive courses only when they have taken a similar graduate level course with equivalent content at another accredited institution; these may be courses that have been used to satisfy requirements of another Master’s degree. Students already admitted to the program who wish to waive courses
must obtain a Course Waiver Form from the Student Services Center office in Lawrence Street Center, Suite 701 (or download from the School of Education & Human Development Student Services Center webpage) and submit the form to the program faculty mentor with appropriate documentation of the course (transcript, course syllabus, and course description). Students who waive courses must take an elective in order to satisfy the 60-63 (depending on your chosen area of emphasis) semester hour requirement for the Master's degree. Course waivers will not be evaluated until an admissions decision is made.

Course Transfers

Transfer credit is defined as any credit earned at another accredited institution either in the United States or abroad, or credits earned as a non-degree student within the UC system.

All courses accepted for transfer must:
a) Be graduate level (5000 or above);
b) Have a “letter” grade, courses in which the grading is either satisfactory/unsatisfactory or pass/fail are not accepted;
c) Have a grade of “B minus” or better (individual programs may require a “B” or better for transfer credit and/or may require a B or better in the core classes of the particular discipline);
d) Be validated by the faculty mentor to ensure that the courses were taken within a timeframe such that their content is considered “current”;

Transferring credit requires an official transcript and a Transfer of Credit form. Note: All credit transfers must be approved by the faculty advisor and submitted to the Student Services Center for a dean’s signature. For the M.A. program, only a total of nine semester credits can be transferred.

Leave of Absence

If a student will be unable to enroll in courses for a period of up to one year, a leave of absence should be requested (see Appendix E). In this case, students should write a letter to their faculty mentor stating the period of time when they will be absent, the reason for the absence, their plan for resuming coursework, and a request for a leave of absence. Program faculty will review the student’s request and may approve it, disapprove it, or request that it be revised. Leave of absences have been approved for students who become new parents, assume new jobs, are recuperating from an extended illness, or are coping with a disabling or medical condition, or plan to be out of the country for over a year, and/or are serving in the military (on tour). Students may want to contact the University’s Disability Resource Services to determine whether or not an extension is available as reasonable accommodation. With an approved leave of absence, students are assured that they will be permitted to resume studies as planned. There may be a fee charged by the university to reestablish the student's registration. Students who discontinue coursework for more than a year without arranging for a leave of absence will need to reapply to the program, and will be in competition with all other new applicants.

Re-Admission Policy

Students who are not granted a leave of absence and who do not enroll for courses in the Counseling Program for three consecutive semesters must apply for re-admission to the Counseling Program. Students who are dismissed from the program are also eligible for re-admission. A student dismissed for academic reasons can reapply after six semesters. Such students must complete the re-admission forms (Part I of the Graduate School Application and the Tuition Classification Form) and request re-admission by writing a letter to the program faculty explaining their absence. The Counseling Faculty have the prerogative to grant or deny admission and may stipulate the conditions under which admission and graduation from the program occur. Students have 7 years from the
semester they are admitted into the program to complete the degree, including any leaves of absence the student may take. Only graduate-level courses less than 10 years old (taken as a degree-seeking student, in non-degree status, or at another institution) may count toward the Master’s degree. The Counseling Faculty will make all final course approval decisions.

**Minimum 3.0 GPA required each semester**

All CPCE students must maintain an overall GPA of 3.0 each semester while they are in the CPCE program. If students fall below a 3.0 GPA in any given semester, they will be placed on Academic Probation and will have two consecutive semesters in which to bring their GPA to a 3.0. Students who fail to bring their GPA to a 3.0 in the aforementioned timeframe may be dismissed from the program.

**Admission Process Addendum**

A background check will be conducted on all applicants to the Counseling Program. Admission to the program is contingent on a satisfactory background check. Students who fail to fully disclose civil or criminal charges or who falsify their applications in any way are subject to immediate dismissal from the program.

**Policy Exceptions:**

Students who want to be granted an exception to any of the policies in the Counseling Program Student Handbook must submit a written request to their faculty mentor stating the nature of the request, the rationale for the request, and must attach relevant documentation. Such requests must be submitted to faculty mentors a minimum of 7 days prior to the monthly faculty meeting. Faculty as a whole will act on students’ policy exception requests. Be aware that absent of extraordinary circumstances, policies will not be waived.

**Plagiarism**

Plagiarism is defined as the inclusion of another author’s words, concepts, and illustrations in one’s own work, without properly acknowledging the creator of this content. Students are expected to submit class assignments, papers, and examinations that consist of their own ideas and to appropriately cite material taken from scholarly resources. Appropriate citations include the accurate identification of the original author in the body of a paper or assignment and an accurate description of the source of the material in the reference section. Within this process, it is critical that students understand how and when to appropriately paraphrase material and when to use and cite actual quotations from the original author’s work within APA standards (6th Ed., second printing or later). Self-plagiarism, the submission of an assignment or paper that was submitted for credit in another class, either in part or in its entirety, is also prohibited. Consequences for plagiarizing can range from a request to resubmit the class assignment, receipt of a grade of “F” for the course, or dismissal from the university.

**REASONABLE ACCOMMODATION**

It is the policy of the University of Colorado to provide reasonable accommodation to qualified students with a disability. Whether a requested accommodation is reasonable will be determined on an individual basis by the Office of Disability Resources and Services (DRS) and the School. Accommodations may include: assistance in identifying volunteer note-takers, alternative testing (extra time, scribe, reader), textbooks in alternate format (Braille, enlarged, digital-audio), priority registration and/or interpreters services. If a student wants to pursue an accommodation they should contact the Office of Disability Resources and Services. North Classroom 2514, Campus Box 118, P.O. Box 173364, Denver, CO 80217-3364. Phone: (303) 556-3450. TTY: (303) 556-4766. Fax: (303) 556-4771. E-mail: DisabilityResources@ucdenver.edu.
PROFESSIONAL AND PERSONAL EXPECTATIONS

Counseling Program Monitoring Process

Students are expected to conduct themselves in an ethical, responsible and professional manner. The student must be familiar with the Code of Ethics of the American Counseling Association (ACA) and its various divisions. Students should also be familiar with the Multicultural and Advocacy Competencies which can be found at counseling.org. These codes serve as guidelines for students and professionals in the field of Counseling and should be adhered to at all times.

The Counseling Program faculty expect prospective counselors to be concerned about other people, to be stable and psychologically well-adjusted, to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. **Further, we expect students to be committed to personal growth and professional development through opportunities provided in course work, group labs, supervision, self-selected readings, and personal counseling.** The Counseling Program faculty believes that it is ethically imperative that counselors are willing to do in their own lives, what they ask their clients to do.

The Counseling Program faculty believes a component of their responsibility to the student, the profession, and the eventual consumers of counseling services provided by Counseling Program graduates, is the necessity to monitor not only students' academic progress but also students' personal and professional characteristics that will affect their performance in the field. These characteristics should be of a quality as to NOT interfere with the professionalism or helping capacity of the student. The counseling literature continues to show that the most important aspect of counseling is the person of the therapist. The faculty of the Counseling Program therefore, believes that it is their ethical responsibility to train counselors who best fit the characteristics of an effective, culturally responsive and diversity conscious counselor.

The following personal Characteristics Review Form lists characteristics listed in the literature as being desirable counselor behaviors (adapted from Homrich, 2011). Students in the Counseling program will be reviewed by faculty on the following characteristics:

<table>
<thead>
<tr>
<th>CHARACTERISTICS:</th>
<th>UNACCEPTABLE</th>
<th>2</th>
<th>ADEQUATE</th>
<th>4</th>
<th>EXCELLENT</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects the privacy and confidentiality needs of others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands and maintains ethical guidelines for counselors as published by the profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remain open to ideas, learning, feedback, and change</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperates with remediation plans and endeavors to adjust or improve behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfills obligations promptly, consistently, reliably, and according to expectations stated by professor or supervisor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows the procedures and policies of the Counseling Program and the School of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Education and Human Development.
Engages effectively as a team member supporting the efforts of peers, faculty, and the SEHD.
Uses technology appropriately and ethically in all situations while respecting others who are present or impacted.

Students failing any skill-building course face immediate dismissal. Students and student review forms are discussed on a semester basis among the full faculty at a Student Review Committee meeting. If a student's professional integrity, skill level, or professional development is found lacking as rated on the scale as 2 or below the following process will be followed:

1. The student is presented in writing with a copy of the review form and the professor's comments. A copy of the form is also given to the full faculty and discussed in the next student review meeting. After the faculty discussion, the student and the professor will also meet to discuss the form and any recommended remediation deemed appropriate.

2. If a student receives more than one review form during any one semester **OR** receives a review form from more than one professor during his/her program, the student will be required to meet with his or her faculty mentor to discuss remediation or possible reconsideration of continuation in the program. A copy of the forms and any action taken will be given to the student and placed in the student's file.

3. If a student receives three review forms or more, the student will be required to meet with his/her faculty mentor and two other faculty members to discuss consideration of continuation in the Counseling program. If the committee determines that the student's personal or professional behavior is inappropriate to the field of Counseling, and such behaviors would be a detriment in working with others, the student will be denied continuance in the Counseling Program.

Semester Evaluations on Livetext:

**All** students in training are reviewed **each semester** by all teaching faculty on the following domains:

**Skills:** knowledge and skills in counseling program development and implementation with sensitivity to cultural variables, impeccable writing, and inclusion of research findings in clinical work.

**Disposition:** commitment to learning, sensitivity to social justice and equity issues and openness to learning. Student demonstrates a clear understanding of personal values, cultural identity, and has respect and sensitivity towards diversity issues.

**Knowledge:** completion of all reading assignments as well as adding additional research literature to class discussions and assignments.

**Writing and APA formatting:** quality of writing including application of APA, proper grammar, and clarity. Student demonstrates the ability to assign information well, information in writing is well articulated and explained. Student has the ability to summarize thoughts and feelings well.

**SEHD Mission, Vision, and Goals:** acknowledging and highlighting the mission and goals of the SEHD and incorporate these goals in the ongoing acquisition of knowledge and skills. Student also shows commitment to
the equity and diversity standards established by the SEHD. These are clearly visible in written and oral
communication and all assignments completed by the student.

These domains are evaluated using following rubric: Distinguished, Proficient, Basic, and Unsatisfactory. For
more details on these evaluations, visit your Livetext account (www.livetext.com).

Evaluation of Practicum and Internship Students

Policies for review of students during Practicum and Internship include the above criteria as well as
additional criteria appropriate to for clinical work. Information concerning this process is found in the Practicum
and Internship manuals.

Personal Therapy

The Counseling Program faculty believe that participating as a client in individual or group therapy can be
both a growth experience for the graduate student and a significant educational aspect of a program to prepare
mental health professionals. **Experience as a client in personal therapy is, therefore, strongly recommended
for the Counseling program.** Individual or group Counseling should be conducted by a licensed professional
counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an
equivalently trained professional. The Counseling program faculty, in collaboration with UCD Student Affairs,
have negotiated a contract for Counseling program students to receive 10 free Counseling sessions for the
academic year 2011-12; under the same conditions that other UCD students receive on campus. Student clients are
subject to a $20 dollar cancellation fee. This fee must be paid by the student. The Metropolitan State College
Counseling Center can be reached at 303.556.3132.

Personal therapy may, at any time, be required by the program faculty for the student to continue in the
program. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition
at the time of the student's screening or at any time during his/her continuation in the program. The student has the
right to choose his/her own therapists for this requirement. Students may see the Counseling Center Director for
referral to services contracted with outside providers.

For information purposes, listed below is a sample of agencies that offer Counseling services in the area:

- Boulder County Mental Health Center, Boulder 303-443-8500
- Human Services, Denver 303-832-5683
  Southeast Denver 303-368-8501
  Lakewood, 303-980-1160
- Professional Psychology Center, University of Denver, 303-871-3626
- Mental Health Corp. of Denver, 303-377-4300
- Adams Community Mental Health Center, Commerce City, 303-659-6280
- Jefferson County Mental Health Center, Arvada, 303-425-0300
- Arapahoe Mental Health Center, Englewood, 303-779-9666
- Aurora Community Mental Health Center, Aurora, 303-693-9500
- MDS Counseling Center, Denver, 303-756-9052
All students are required to pass a national comprehensive exam for the completion of their program. Comprehensive examinations are taken after 30 credit hours and completion of CACREP core courses (CPCE 5010, CPCE 5100, CPCE 5110, CPCE 5150, CPCE 5330, CPCE 5400, CPCE 5810, EPSY 6200, RSEM 5200 and RSEM 5300). The comprehensive examination covers core curriculum areas in the Counseling Program. Students are required to complete an application and pay the $45 comprehensive examination fee. The exam is given each Spring (April), Summer (July) and Fall (November) semester. The application to take the Comprehensive Exam is available in the Student Services Center and is due the first week of classes for the semester that the student wants to take the exam. In addition, students are required to make a comprehensive case presentation in their Internship class (CPCE 5930) during their last semester of internship. Guidelines for such a presentation will be available from course instructors. Successful completion of the case presentation will also be included as part of the comprehensive examination.

The following content areas will be examined:

- Human Growth and Development
- Social and Cultural Foundations
- Research Methods
- Helping Relationships
- Career Development
- Assessment and Measurement
- Professional Orientation/Ethics
- Group Dynamics

The minimum passing score for the comprehensive exam is one standard deviation within the national mean score.

Students may choose to complete a thesis in lieu of the comprehensive examination. This option requires a thesis committee, an examination on the thesis material as well as any other material, and registration for four (4) semester hours. Complete details of this option are available from the Counseling Student Advisor.

Students who do not pass the comprehensive exam will be required to retake the exam before graduating. If a student fails the exam the first time, they may choose to do complete a thesis in lieu of retaking the comprehensive exam. If the student fails the exam a second time it will result in dismissal from the program and failure to earn the Master’s degree.

**GROUP REQUIREMENT**

CACREP accreditation standards (see below) require students to participate in (not facilitate or co-facilitate) a group.

Counseling faculty have determined the following criteria for groups that meet this requirement:

1. The group must have an identifiable, consistent leader
2. Groups must have a mental health focus
3. Groups must be personally relevant for students (i.e. they must address issues that students are dealing with currently)
4. Students must participate as *group members*, not as facilitators or co-facilitators
5. Typically, students will complete the group requirement as an assignment in CPCE 5110. If they
do not complete the requirement as part of this course, they MUST complete it after the course has been completed and prior to entering practicum.

6. The group facilitator/leader must sign off on the completion form certifying that students completed 10 hours in the group.

7. The completion form (Appendix B) is to be submitted to the Counseling student advisor.

CACREP STANDARD REGARDING GROUP COUNSELING: GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

c. theories of group Counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

d. group Counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and

e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

Questions regarding a group's appropriateness for this requirement should be addressed to the student's faculty mentor.

GRADUATION REQUIREMENTS

Graduation upon completion of the course requirements is NOT automatic. AT THE BEGINNING OF THE SEMESTER PRIOR TO WHICH GRADUATION IS EXPECTED, students should obtain an Application for Admission to Candidacy for an Advanced Degree AND an Application for Diploma Card. These are both available in the Student Services Center (LSC 701). These applications must be signed by the student's faculty mentor, and submitted to the Student Services Center by the stated deadline. This date is published every semester. It generally falls during the first week of the semester in which the student wants to graduate.

Students who submit an Application for Diploma card and do not graduate that semester will need to turn in another new Application for Diploma card for the semester they plan to graduate. Graduation ceremonies are held twice a year (May and December), at the completion of the spring and fall semester.

PROFESSIONAL LICENSURE AND CERTIFICATION

Individuals in the Counseling profession who practice in the state of Colorado may seek licensure as a professional counselor or as a marriage and family counselor/therapist. To aid students in planning their professional careers, the requirements of our counselor training program correlate with the educational and clinical requirements for licensure in Colorado. If a student adequately completes the courses required for graduation in the Counseling program, he or she will be well prepared to seek licensure in the state of Colorado. After graduation, students must still obtain additional clinical supervised experience. They must also take the licensure examination for either licensure desired. For the LPC license the examination may be taken before the clinical hours are completed. For additional information on State of Colorado licensure requirements see the Colorado
Department of Regulatory Agencies website: www.dora.state.co.us. For School Counseling Licensure, please consult the Colorado Department of Education guidelines at www.cde.co.us.

For students seeking to become a Licensed Professional Counselor, the NBCC examination given on campus in April and October may be taken and reported to the State Regulatory Agency as your licensure examination. The National Board of Certified Counselors (NBCC) certifies individuals as National Certified Counselors if they have met the minimum academic and experiential preparation standards appropriate for all persons who refer to themselves as "counselors". Beyond successful completion of an appropriate master's degree program, NBCC's National Counselor Examination must be successfully completed. (This examination is available on campus twice a year April and October.) Persons who are already certified as NCCs may seek further certification as an NCSC (National Certified School Counselor), CCMHC (Certified Clinical Mental Health Counselor), or MAC (Master Addictions Counselor). For information about these certification options, contact NBCC at: 3-D Terrace Way, Greensboro, NC 27403; or contact: www.nbcc.org.

In order to become a licensed School Counselor in Colorado you must have a Master's Degree in School Counseling and take Colorado PLACE exam: School Counselor or have three years of School Counseling experience from outside of Colorado. Information regarding the PLACE exam can be found at http://www.place.nesinc.com. To obtain licensure as a School Counselor in Colorado, the program offers the following courses to meet the national standards set by CACREP, ASCA and State standards as identified by the CDE:

CPCE 5815: Introduction to School Counseling (recommended to be taken as soon as you can once you are admitted to the program, or as a non-degree student to determine of this is the profession you would like to work in as a professional school counselor the future.)
CPCE 5425: Developing and implementing school counseling programs (to be taken after all core requirements, including RSEM and EPSY courses).
CPCE 6230: School-based Developmental Counseling (To be taken after all core requirements, including RSEM and EPSY courses).
CPCE 5915: Practicum in the Schools (To be taken after all core requirements, including RSEM and EPSY courses and Practicum in Counseling [CPCE 5910]).

While the Counseling program does not control the approval of licensure applications, we attempt to meet the educational licensure requirements for couples and family therapists (LMFT) via the following courses:

**Family Studies (9 credit hours):**
CPCE 5810- Multicultural and Diversity Issues in Counseling Individuals and their families
CPCE 5170- Issues in Family Studies
CPCE 6140- Counseling Children, Adolescents, and their Parents

**Marital and Family Therapy (9 credit hours):**
CPCE 5150- Family Therapy Theory
CPCE 5160- Family Therapy Techniques
CPCE 5180- Counseling Couples
CPCE 6160- Advanced Assessment & Treatment of Family Systems

**Human Development (9 credit hours):**
ESPY 6200- Human Development across the Lifespan
CPCE 6000- Introduction to Sex Therapy
OTHER INFORMATION

Financial Aid

A number of students receive financial aid through grants, loans, work-study programs, assistantships, and scholarships. The Financial Aid Office is on the first floor of the North Classroom Building, Room 1030, 303-556-2886 or financialaid@ucdenver.edu.

General Eligibility Requirements

Specific requirements and conditions apply to each program of financial aid. In addition, there are General Eligibility Requirements that apply to all student aid programs. Briefly, each student must:

1. Be a U.S. citizen or be admitted to the U.S. by the INS on a permanent basis (except for Colorado Fellowship).
2. Be classified as a degree-seeking student (except for students applying for Advantage Scholarship). NOTE: Non-Degree students are not eligible for financial aid.
3. Be enrolled for a specified minimum number of credits (as determined by the aid program requirements).
4. Maintain satisfactory academic progress (complete minimum credits, maintain minimum cumulative GPA, not exceed maximum length of eligibility for program).
5. Document financial need by completing the entire need-based application process (many non-need based programs are accepted).
6. Not be in default on any student loan or owe a refund on any educational grant.
7. Submit all financial aid application forms and supporting documents as specified.

Financial Aid Programs

Financial aid programs are offered at the federal and state levels. Programs are offered on a need and non-need basis. Financial aid applications must be submitted once every academic year. To apply, students need to submit the Fee Application for Federal Student Aid (FAFSA), the University of Colorado Denver Student Financial Aid Application, and several other documents. For specific information contact the Financial Aid Office.

Assistantships

The Counseling program and the School of Education & Human Development at the University of Colorado Denver have a limited number of assistantships available for Master’s candidates. Check the School of
In addition, a number of Counseling students are often employed as graduate assistants in other programs within and outside of the School of Education & Human Development. Research assistants are also employed on funded research projects within the School and University.

**Laurie Bond Memorial Scholarship**

The Laurie Bond Memorial Scholarship of $1,000.00/year is available to Couple and Family track students who have completed 30 hours in the program, who have a cumulative GPA of 3.5 or better, and who can demonstrate the qualities and characteristics of Laurie Bond. Applications are taken in the fall semester. The award is made in January. Additional information is available on the School of Education & Human Development Scholarships, Financial Aid and Tuition webpage.

**Placement Opportunities for Graduates**

Position announcements for Counseling Program graduates are sent to students via email. The University of Colorado Denver Career Center and its placement services also assists in job placement. Faculty members are regularly informed of job prospects and will forward information to students via the Student Services Office.

**PROFESSIONAL ORGANIZATIONS**

To enhance graduate education and set the foundation for full participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organizations or associations which represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held.
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization.
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues, which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having interests and areas of expertise similar to their own.

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (e.g., marriage and family counseling, mental health counseling, or school counseling). These divisions can only be joined if one already belongs to the parent organization (usually at a small additional cost).

Students will be given applications to join the American Counseling Association (ACA) and the Colorado Counseling Association (CCA) at orientation sessions. Most of the faculty are members of ACA, CCA, IAMFC, AAMFT (American Association for Marriage & Family Therapy), and/or APA (American Psychological Association). Some hold offices in the professional organizations or are on boards and committees of these organizations. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.
National Organizations

AMERICAN COUNSELING ASSOCIATION (ACA)  www.Counseling.org

Divisions and interest groups of ACA
American Mental Health Counselors Association (AMHCA)
American School Counselor Association (ASCA)
International Association of Marriage and Family Counselors (IAMFC)
Association for Specialists in Group Work (ASGW)
National Career Development Association (NCDA)
Association for Counselor Education and Supervision (ACES)
Association for Multicultural Counseling and Development (AMCD)
National Employment Counseling Association (NECA)
International Association of Addictions and Offender Counselors (IAAOC)
American College Counseling Association (ACCA)
Association for Adult Development and Aging (AADA)
American Rehabilitation Counseling Association (ARCA)
Counseling Association for Humanistic Education and Development (C-AHEAD)
Association for Assessment in Counseling & Education (AACE)
Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
Association for Counselors and Educators in Government (ACEG)
Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
Counselors for Social Justice (CSJ)
Association for Creativity in Counseling (ACC)

AMERICAN ASSOCIATION OF MARRIAGE AND FAMILY THERAPY (www.aamft.org)
AMERICAN ASSOCIATION OF CLINICAL MENTAL HEALTH COUNSELORS (www.amcha.org)
AMERICAN SCHOOL COUNSELING ASSOCIATION (www.schoolcounseling.org)
AMERICAN PSYCHOLOGICAL ASSOCIATION (www.apa.org)

State Organizations

COLORADO COUNSELING ASSOCIATION (CCA)  www.coloradocounselingassociation.org;  www.western-region-aca.org

Divisions and interest groups of CCA
Colorado Mental Health Counselor Association (CMHCA)
Colorado Association of Marriage and Family Counselors (CAMFC)
Colorado School Counselor Association (CSCA)
Colorado Association for Adult Development and Aging (CAADA)
Colorado Association for Counselor Education and Supervision (CACES)
Colorado Association for Multicultural Counseling and Development (CAMCD)
Colorado Association for Religious and Value Issues in Counseling (CARVIC)
Colorado Association for Specialists in Group Work (CASGW)
Colorado Career Development Association (CCDA)
Colorado College Counseling Association (CCCA)
Because we realize that financial resources are limited, students are NOT REQUIRED to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are STRONGLY ENCOURAGED to join one or more of the above professional organizations.

**Licensure Organizations**

National Board for Certified Counselors (NBCC)
Colorado Department of Regulatory Agencies (DORA)
International Association of Marriage and Family Counselors (IAMFC)

**CHI SIGMA IOTA**

The University of Colorado Denver has a large chapter of Chi Sigma Iota (Beta Alpha Omega), the Counseling Academic and Professional Honor Society International.

The Beta Alpha Omega Chapter is active in conducting seminars, workshops and holding special events for COUNSELING students. The chapter president, who is a Counseling Program student, may attend the National ACA Conference and represents the Beta Alpha Omega Chapter. Applications for membership can be obtained for the Student Services Office. Eligibility criteria include enrollment in the Counseling program, a 3.50 graduate GPA and 9 semester hours of completed course work.

**WORKSHOPS SPONSORED BY THE PROGRAM**

The Counseling Program regularly offers workshops for students and professionals in the community to further enhance knowledge and skills in Counseling. The workshops are announced in classes and posted on the Counseling Program website and in the Lawrence Street Center in advance. Examples of workshops held over the years include:

- Techniques of Working with “At Risk” Youth
- Play Therapy Skills
- Working with HIV/AIDS Clients
- Managed Health Care Issues
- Psychodrama Workshop
- Domestic Violence
- DSM-IV TR
- Brief Therapy
- Marital Therapy
- Strengthening Stepfamilies
- Human Sexuality
- Parents-Students-School: The Problem Solving Triad
- High on Esteem
- Short-Term Medical/Clinical Treatment for Children
- Post Traumatic Stress Disorder
- Imago Therapy
- Transgenerational Therapy
• Mental Health Counseling
• Working with diverse clients
• Humor and Therapy
• Emotional Linkage System
• Grief and loss issues in counseling
• Trauma and PTSD

OTHER SOURCES OF INFORMATION

Information about the University of Colorado Denver, the School of Education & Human Development, and the Counseling program is available on-line. The home web address is: www.ucdenver.edu/Counseling. Under that heading, you can also visit the Academic programs, which has the policies and rules governing the master’s degree programs.

The University of Colorado Denver Catalog is another source of information concerning the Counseling program. Students are encouraged review the Online University Catalog.

In addition, information concerning program news, workshops, internship sites, jobs, etc. are sent out via email.

Several times a year, a newsletter comes from the program leader and is emailed to students.
Counseling Program
University of Colorado Denver
Informed Consent

As a student in the Counseling Program, you can expect to have a variety of didactic and experiential experiences that will comprise your degree path. This document helps you know in advance what to expect. By signing it, you are indicating you have been informed about aspects of the Counseling Program and are a willing participant in these learning processes. Please initial in the space next to each item and sign the statement at the bottom of the page.

1. I understand the Counseling Program is committed to social justice and to its mission to increase awareness, knowledge and skills in multicultural and diversity competency. I understand that throughout my program I am expected to examine my cultural identity, and own biases and privilege. 

2. I understand I am expected to participate in personal counseling to improve my awareness of my own issues that may affect my ability to become an effective counselor. I understand I am entitled to counseling services under the same conditions as other University of Colorado Denver students receive on campus. This Counseling is available to me at Metropolitan State College of Denver at no cost. 

3. I understand I am expected to be involved in experiential activities that will require personal reflection. 

4. I understand I may be asked to disclose personal information about myself in the course of my training for the benefit of my own learning and that of my peers. I understand I have the right to determine the content of my self-disclosures. 

5. I understand I will be receiving feedback and evaluation from faculty regarding my academic performance as well as my ethical and professional behavior. If I have concerns, questions about feedback, evaluation, or grades I agree to first discuss the issue with my instructor or the person providing the feedback. I also understand I may speak with the University's Ombuds person for assistance in resolving difficulties I may be having with faculty members and or staff. 

6. I understand I must demonstrate competency in counseling skills and earn at least a B in all "skills" classes in order to move forward in the Counseling program. 

7. I understand the Counseling program has a monitoring process in which my professional characteristics will be evaluated on a monthly basis. I understand if there are concerns about my academic, professional, or ethical performance I will be notified by my faculty mentor and will participate in a remediation plan. 

8. I understand there are limits to confidentiality such that faculty must ensure professional and ethical standards are maintained. I understand confidentiality may be breached when faculty members believe I have engaged in unethical or unprofessional behavior or when it seems likely I may inflict harm on myself or others. 

9. I understand I am responsible for finding my own internship site among those approved by the Counseling faculty. I understand a paid internship is not guaranteed and is unlikely. 

10. I understand that if I choose an accelerated program (e.g. more than 3 classes per semester), I may not be guaranteed a practicum placement during the semester of my choosing. 

11. I understand the School of Education & Human Development has a Student Appeals Committee to which I can file a grievance if I believe a grade does not reflect my actual academic performance and I have not been able to come to a satisfactory solution with my instructor. Also, I understand the University of Colorado Denver has an Ombuds person with whom I can consult in regards to options for resolving differences I am having with Counseling Program faculty or instructors, my faculty mentor, or the program leader. 

I have read the above informed consent and understand its contents.

Print name: ________________________________ Date: _____________

Signature: _________________________________ Date: ______________
Appendix A

Practicum Application
COUNSELING PROGRAM

PRACTICUM APPLICATION –

RETURN APPLICATION, DEGREE AUDIT, AND LIST OF ALL COURSES YOU WILL BE TAKING DURING PRACTICUM TO LETHICUSSEN (NORTH CLASSROOM ROOM 4036)

DEADLINES:
SEPTEMBER 15TH FOR SPRING PRACTICUM
FEBRUARY 15TH FOR SUMMER PRACTICUM
APRIL 15TH FOR FALL PRACTICUM

APPLICANT’S NAME: ___________________________________________________________

ADDRESS: ___________________________________ EMAIL _________________________________

PHONE: (H) _____________________ CELL) __________________ TRACK: ___________________

All students applying for Practicum for ________ (semester/year) must have completed successfully their Counseling Program and EPSY 6200 course work prior to the start of Practicum, except for the School Track students, they must undertake the general practicum (CPCE 5910), prior to doing Practicum in the Schools (CPCE 5915) and Internship (CPCE 5930). Students with incompletes in any course(s) will not be considered for practicum until the courses are complete and a grade change has been submitted to the registrar’s office. In order to be considered for ________ (semester/year) practicum, students with incomplete coursework MUST finish it prior to the Spring Semester.

THE FOLLOWING CRITERIA WILL BE USED IF THERE ARE MORE APPLICATIONS THAN POSITIONS AVAILABLE:

1. FIRST PRIORITY WILL GO TO STUDENTS WHO HAVE COMPLETED ALL THEIR COUNSELING COURSES, RSEM COURSES, EPSY COURSE, AND THOSE WITH THE EARLIEST DATE OF ADMISSION TO THE PROGRAM.

2. A LOTTERY WILL BE USED AT THIS LEVEL IF NECESSARY.

PLEASE SIGN AND DATE ONE OF THE FOLLOWING

I confirm that I have or will have completed all required course work in my Counseling Track(s), REM AND ESPY prior to the start of Practicum in the ________ (semester/year).

Applicant’s signature: __________________________ Date __________

OR

I confirm that I have or will have completed all required course work in my Counseling Track(s) and ESPY excluding REM course’s) prior to the start of Practicum in the ________ (semester/year)

Applicant’s Signature: __________________________ Date __________

OR

I have an incomplete in ___________________________ (course number and name) with __________________________(name of instructor). I understand I must complete the coursework successfully and have my grade changed with the registrar’s office prior to being considered for practicum.

Applicant’s signature: __________________________ Date __________
Appendix B

Group Requirement Form
GROUP REQUIREMENT DOCUMENTATION FORM

Student # ______________________________

Student Name: _____________________________________ _______________________________________________

Purpose of the group: __________________________________________________________

Give a brief description of the group you participated in: ___________________________________________

________________________________________________________________________________________

Number of group participants: __________________________________________________________

Number of group meetings: _________________________ Length of group session: ______________

The group was facilitated at (include agency’s name, address, and phone): ____________________________

________________________________________________________________________________________

________________________________________________________________________________________

Group Facilitator’s Name: ______________________________________________________________

Group Facilitator’s Credentials (degrees, licenses): ____________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

(Above is completed by student)

(Below is completed by group facilitator)

Please accept my signature below as verification __ ____________________________________ (student’s name)

engaged in a personal development group for a minimum of 10 hours.

___________________________________________________

Group Facilitator                     Date

Please return this form to the Student Academic Advisor in the Academic Services in the
Lawrence Street Center, Suite 701 prior to graduation.
Appendix C

Faculty Mentor Change Request Form
Faculty Mentor Change Form

The decision to change faculty mentors must be made with the mutual agreement of the current and proposed mentors, along with the student requesting the change. Since mentors are assigned at the time of admission to the program, it is not unusual for students to find themselves having better fit with faculty other than their assigned mentor. It is appropriate and fitting that students try to find the best match they can between themselves and their mentors.

This form should be filled out by the student requesting the change of faculty mentors and by both the current and proposed mentors. A copy of the form must be filed in the Academic Services with the Counseling Academic Services Advisor.

<table>
<thead>
<tr>
<th>Current Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Student</td>
</tr>
<tr>
<td>Email address</td>
</tr>
<tr>
<td>Current Faculty Mentor</td>
</tr>
<tr>
<td>Proposed Faculty Mentor</td>
</tr>
</tbody>
</table>

Statement

I have discussed my request to change my faculty mentor with both my current and proposed faculty mentors. They have agreed to support this request that will occur at the point this form is signed by all the parties involved.

Signature of Student

Signature of Current Faculty Mentor

Signature of Proposed Faculty Mentor
Appendix D

Change of Specialty Track Form
Counseling Change of Specialty Track

Request Form

If after taking some introductory courses in the program the student wishes to change specialty track area, they must fill out this form and obtain appropriate signatures. A copy of this form must be submitted to the Academic Services, Lawrence Street Center, Suite 701.

Date

Name of Student

Student ID Number

Current Specialty Track

New Desired Specialty Track

Effective Date

Signature of Student

Signature of Faculty Advisor

Academic Services Office Use Only:
Requested Processed on ____________ (date) __________ (initial)
Appendix E

Request for Leave of Absence Form
Counseling Request for Leave of Absence

Student’s Name: ______________________  Student No._________________  Date: ________

A candidate for the degree: **Master’s Degree**  School: **School of Education & Human Development**

**Rules About Leaves of Absence**

A student may take periodic leaves of absence from the Counseling program, as long as the total time to the completion of the degree does not exceed seven years. Approved leaves of absence do not extend the limit beyond a total of five years. A student may take up to two semesters of approved leave of absence without having to apply for readmission to the program upon her/his return.

Faculty members are not obliged to meet with students on leave, and ordinarily students on leave will not be able to use University facilities. However, it may be possible to pay certain fees to continue using basic University facilities while on leave; consult the Registrar’s Office for details.

**Request for Leave of Absence**

I started the Counseling program:

I intend to leave the program beginning:

I will resume the program:

Semester and Year

Reasons for requesting a leave of absence (use separate page if needed):

Student signature: ___________________________________________  Date: _____________

**Approvals**

Student’s faculty advisor: _____________________________  Date: ____________

Leader of the Counseling program: _______________________  Date: ____________

Submit a completed copy of this form to the Counseling program academic advisor in the School of Education & Human Development Academic Services Center.
Appendix F

Course Completion Agreement for Incomplete
# SEHD Course Completion Agreement for an Incomplete Grade

Student must complete form in conjunction with instructor and obtain instructor’s signature BEFORE submission to SEHD Student Services Center in Lawrence Street Center, Suite 701

<table>
<thead>
<tr>
<th>Student Last Name</th>
<th>First Name</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Program</th>
<th>Student’s Faculty Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(signature not required)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number/Section</th>
<th>Course Title</th>
<th>Term/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Instructor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

## Reason for granting incomplete:

*Note: An “I” incomplete will automatically convert to a grade of “F” if the requirements are not completed and the grade change form submitted by the end of one year.*

☐ Check if you plan to graduate this semester and/or complete licensure this semester.

*(IMPORTANT: In order to make the graduation lists, student must complete an Incomplete grade, no later than the last day of the term in which he/she intends to graduate. Licensure paperwork cannot be signed and substituted to the Colorado Department of Education until all courses have a final grade posted on the transcript.)*

Please describe below or attach a document describing the specific requirements the student must complete in order to complete the course and have the Incomplete grade changed to a passing grade.

All requirements must be met by _______________

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Course Instructor Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signed form must be submitted to Student Services Center prior to the end of the term the I or IP (for IPTE only) is granted. Instructor and student must each keep a copy of this form.

- 42 -
Appendix G

CACREP Standards

Marriage, Couple & Family, School, and Clinical Mental Health
MARRIAGE, COUPLE, AND FAMILY COUNSELING

Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Knows the history, philosophy, and trends in marriage, couple, and family Counseling.

2. Understands the ethical and legal considerations specifically related to the practice of marriage, couple, and family Counseling.

3. Knows the roles and functions of marriage, couple, and family counselors in a variety of practice settings and in relation to other helping professionals.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family Counseling.

5. Understands a variety of models and theories of marriage, couple, and family Counseling.

6. Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.

7. Understands the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family Counseling.

2. Demonstrates the ability to select models or techniques appropriate to couples’ or families’ presenting problems.
COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.

2. Recognizes specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.

3. Understands human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning.

4. Understands professional issues relevant to the practice of marriage, couple, and family Counseling, including recognition, reimbursement, and right to practice.

D. Skills/Practices

1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital Counseling, parenting skills training, and relationship enhancement.

2. Uses systems theory to conceptualize issues in marriage, couple, and family Counseling.

3. Uses systems theories to implement treatment, planning, and intervention strategies.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice.

6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge
1. Understands how living in a multicultural society affects couples and families.

2. Recognizes societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples).

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems.

4. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and that of the client(s).

5. Understands the effect of local, state, and national policies, programs, and services on diverse family systems.

F. Skills and Practices

1. Demonstrates the ability to provide effective services to clients in a multicultural society.

2. Maintains information regarding community resources to make appropriate referrals.

3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.

4. Demonstrates the ability to modify Counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.

ASSESSMENT

G. Knowledge

1. Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

2. Understands marriage, couple, and family assessment tools and techniques appropriate to clients’ needs in a multicultural society.

3. Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.
H. Skills and Practices

1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system’s perspective.

2. Uses systems assessment models and procedures to evaluate family functioning.

3. Determines which members of a family system should be involved in treatment.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of marriage, couple, and family Counseling.

2. Knows models of program evaluation relevant for the practice of marriage, couple, and family Counseling.

3. Knows evidence-based treatments and basic strategies for evaluating Counseling outcomes in marriage, couple, and family Counseling.

J. Skills/Practices

1. Applies relevant research findings to inform the practice of marriage, couple, and family Counseling.

2. Develops measurable outcomes for marriage, couple, and family Counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of marriage, couple, and family Counseling interventions and programs.
SCHOOL COUNSELING

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 Section II.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school Counseling and educational systems.

2. Understands ethical and legal considerations specifically related to the practice of school Counseling.

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.

4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school Counseling.

5. Understands current models of school Counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.

6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school Counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Knows the theories and processes of effective Counseling and wellness programs for individual students and groups of students.

2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions Counseling.

5. Understands group dynamics—including Counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.

6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

2. Provides individual and group Counseling and classroom guidance to promote the academic, career, and personal/social development of students.

3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.
DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

4. Understands multicultural Counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

G. Knowledge

1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H. Skills and Practices

1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

4. Makes appropriate referrals to school and/or community resources.

5. Assesses barriers that impede students’ academic, career, and personal/social development.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of school Counseling.

2. Knows models of program evaluation for school Counseling programs.

3. Knows basic strategies for evaluating Counseling outcomes in school Counseling (e.g., behavioral observation, program evaluation).

4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

5. Understands the outcome research data and best practices identified in the school Counseling research literature.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school Counseling.
2. Develops measurable outcomes for school Counseling programs, activities, interventions, and experiences.

3. Analyzes and uses data to enhance school Counseling programs.

**ACADEMIC DEVELOPMENT**

**K. Knowledge**

1. Understands the relationship of the school Counseling program to the academic mission of the school.

2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching Counseling- and guidance-related material.

**L. Skills and Practices**

1. Conducts programs designed to enhance student academic development.

2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.

3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

**COLLABORATION AND CONSULTATION**

**M. Knowledge**

1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.


N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

2. Locates resources in the community that can be used in the school to improve student achievement and success.

3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

4. Uses peer helping strategies in the school Counseling program.

5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

O. Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.

2. Knows strategies of leadership designed to enhance the learning environment of schools.

3. Knows how to design, implement, manage, and evaluate a comprehensive school Counseling program.

4. Understands the important role of the school counselor as a system change agent.

5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.
P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school Counseling program.

2. Plans and presents school-Counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).
CLINICAL MENTAL HEALTH COUNSELING

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 Section II.F, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health Counseling.

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health Counseling.

3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health Counseling.

5. Understands a variety of models and theories related to clinical mental health Counseling, including the methods, models, and principles of clinical supervision.

6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.

7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.

9. Understands the impact of crises, disasters, and other trauma-causing events on people.

10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.
B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health Counseling.

2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health Counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

2. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).

3. Knows the disease concept and etiology of addiction and co-occurring disorders.

4. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health Counseling services network.

5. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

6. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

7. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

8. Understands professional issues relevant to the practice of clinical mental health Counseling.

D. Skills and Practices
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate Counseling.

2. Applies multicultural competencies to clinical mental health Counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.

4. Applies effective strategies to promote client understanding of and access to a variety of community resources.

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating Counseling.

6. Demonstrates the ability to use procedures for assessing and managing suicide risk.

5. Applies current record-keeping standards related to clinical mental health Counseling.

8. Provides appropriate Counseling strategies when working with clients with addiction and co-occurring disorders.

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

**DIVERSITY AND ADVOCACY**

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health Counseling services.

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health Counseling.

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.

3. Demonstrates the ability to modify Counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate Counseling treatment plans.

2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.
H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health Counseling.

2. Knows models of program evaluation for clinical mental health programs.

3. Knows evidence-based treatments and basic strategies for evaluating Counseling outcomes in clinical mental health Counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health Counseling.

2. Develops measurable outcomes for clinical mental health Counseling programs, interventions, and treatments.

3. Analyzes and uses data to increase the effectiveness of clinical mental health Counseling interventions and programs.

DIAGNOSIS

K. Knowledge
1. Knows the presence of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM).

2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.