



UNIVERSITY *of*
DENVER

SchoolCounseling@Denver

Online School Counseling Master of Arts

Student Handbook

Handbook Year 2019 – 2020

Department of Counseling Psychology



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

The SchoolCounseling@Denver Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the SchoolCounseling@Denver Masters degree housed within the Morgridge College of Education (MCE). In addition to this handbook, the student should also refer to the MCE Policies and Procedures, available at <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>, as well as the University of Denver Graduate Studies Policies available at <http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/>. In some cases, College and University policies take precedence over the regulations of the Student Handbook. It is the student's responsibility to read and understand University, College, and program guidelines relating to the degree programs, and to complete program and degree requirements in a timely fashion. The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning the SchoolCounseling@Denver program should be directed to the Morgridge Office of Admissions, 1999 E. Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 or mce@du.edu. For more information online, go to <http://morgridge.du.edu/>. Current students refer to faculty/staff contact listed within this handbook.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Office of Diversity & Equal Opportunity, 2199 S. University, Denver, CO 80208-4840, 303- 871-2585, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204; Phone 303-844-5695.

The 72-credit Master of Arts in School Counseling program (SchoolCounseling@Denver) is designed to adhere to the standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), but is not yet a CACREP-Accredited program. Accreditation from CACREP will be sought when the program becomes eligible to apply in Fall 2020.

For information on Financial Aid and funding opportunities, please visit the website for the University of Denver Office of Financial Aid: <https://www.du.edu/admission-aid/financial-aid-scholarships/graduate-financial-aid>

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Welcome to SchoolCounseling@Denver!

From the Department Chair:

Welcome to SchoolCounseling@Denver within the Counseling Psychology (CP) Department in the Morgridge College of Education at the University of Denver! There are several distinguishing elements of this program: outstanding and committed faculty, ample opportunities for practical training in diverse settings, a commitment to social justice in both our curriculum and our research, and the friendly and supportive nature of our community. Fundamental to the Department's success are its outstanding students—an exceptional group of engaged emerging scholars and practitioners who possess a strong passion for helping those who are in need through the field of mental health and school counseling. Professional relationships developed through SchoolCounseling@Denver in the CP Department will be rewarding and long-term.

This handbook provides detailed information about SchoolCounseling@Denver and how to receive the degree. Please review all the information contained herein. The Office of Graduate Education (OGE) at DU will use the course requirements outlined in this Handbook when it reviews transcripts prior to graduation. Students will want to work closely with a SchoolCounseling@Denver advisor to ensure that all program requirements are met. It is important to be aware, though, that students are ultimately responsible for knowing and understanding the contents of this Handbook, as well as the policies outlined in the [Graduate Bulletin](#) and the [MCE Policies and Procedures](#).

Please know that all of us in CP are here to make your academic experiences at DU worthwhile, intellectually challenging, and professionally gratifying. Speaking on behalf of the entire CP Faculty, we look forward to working with you!

Ruth Chao, PhD, Department Chair, Counseling Psychology

From the Program Lead:

We are excited to welcome you to SchoolCounseling@Denver! From the ground up, this program was designed by school counselors for school counselors. It was designed to provide a learning environment solely focused on educating future school counselors; designed to prepare students to grow into professionals that will create change for and inspire youth in their communities. This program was designed with **you** in mind. While there are certain pieces that go in to the development of a program, like the courses, the faculty, and the textbooks, it is the students that truly make the program what it is. Over the next few years, you will build a community through your experiences in this program. You will have the unique opportunity to sit in a virtual classroom full of aspiring school counselors – all from different walks of life, in different cities, bringing different perspectives into our learning environment. While you will probably stress and worry, and hopefully work very hard along the way, the time you spend in this program will ultimately fly by. We encourage you to keep this in mind and take advantage of opportunities that come your way in an effort to absorb as much as you can. You will take all of the things that make this program so special, and build a career out of them. The SchoolCounseling@Denver faculty are privileged by the opportunity to be a part of your journey. We can't wait to see where you go!

Stacy Pinto, PhD, Program Lead, SchoolCounseling@Denver

School Counseling Program

General Contact Information

Stacy Pinto, Ph.D.
Program Lead, SchoolCounseling@Denver
KRH 258, 303-871-2832
Email: stacy.pinto@du.edu

Vanessa McWhirt
Academic Services Associate, SchoolCounseling@Denver
KRH Desk 240D, 303-871-3590
Email: vanessa.mcwhirt@du.edu

Ruth Chao, Ph.D.
Chair, Department of Counseling Psychology
KRH 261, 303-871-2556
Email: chu-lien.chao@du.edu

Student Success Team

The Student Success Team will serve as students' first point of contact throughout their time in the SchoolCounseling@Denver program. Each student will be assigned a dedicated Student Success Advisor (SSA) who will be the first point of contact for any university-related questions and will provide resources for student success. Students will also work with the SSA in the following ways:

Onboarding: Your SSA will guide you through the student onboarding process to ensure you are fully prepared to start your first term.

After classes begin: You will connect regularly with your SSA to ask questions, work through challenges and plan for upcoming circumstances.

Student Success Team Contact Information:

Phone: 844-552-9121
Extension 1: 24/7 – Urgent Technical Assistance Around Live Classes
Extension 2: 24/7 – General 2DU Technical Support
Extension 3: Student Success Advisors, General Program Questions (not 24/7)
Email: studentsuccess@morgridgeonline.du.edu

Program Summary

The SchoolCounseling@Denver program is housed within the Department of Counseling Psychology (CP) in the Morgridge College of Education (MCE). In this program, students develop basic individual, group, and career counseling skills. They also receive extensive training in basic counseling skills and receive on-site supervision at their practicum and internship settings. Please see the appropriate sections regarding the required courses later in this document. The 72 quarter hour online Master's degree in School Counseling allows students to apply for licensure as a school counselor in Colorado (through the Colorado Department of Education [CDE]) and various other states. Licensing requirements vary from state to state. Check with the licensing board for the state you are interested in. Some states may require specific classes or degrees for licensure that are not required for Colorado. More guidance can be found in the Licensing & Certification section later on in the Handbook.

Mission

The **Morgridge College of Education's** mission is to be a force for positive change in the lives of individuals, organizations and communities through unleashing the power of learning.

We accomplish our mission in four ways:

- Through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings
- Through actively reaching out beyond our College to engage in learning partnerships with others
- Through contributing high-quality research to our respective fields
- Through modeling excellence in all of our own educational programs

Within MCE, the **SchoolCounseling@Denver's** mission is to develop the next generation of school counselors to become agents of change, embracing a holistic approach to meeting the academic, career, and social/emotional needs of students from diverse backgrounds within the P-12 school system(s) and across the communities in which they serve.

Program Objectives

The objectives of the SchoolCounseling@Denver program align with the [2016 CACREP Standards](#), with an emphasis on the School Counseling specialty area:

- Professional Orientation and Ethical Practice – Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.
- Social and Cultural Diversity – Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
- Human Growth and Development – Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.
- Career Development – Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.
- Counseling and Helping Relationships – Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
- Group Counseling and Group Work – Students demonstrate competency in preparing and facilitation of group counseling.
- Assessment and Treatment Planning – Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.
- Research and Program Evaluation – Students will demonstrate an understanding of research methods to inform evidence-based practice.
- School Counseling Focus – Students will demonstrate an understanding of and ability to apply the foundations, contextual dimensions, and practice of school counseling as a specialty area.

Department of Counseling Psychology (CP) Faculty

School Counseling Core Faculty

Faculty in this section will be the primary faculty and advisors for SchoolCounseling@Denver students.

Stacy Pinto, Ph.D., Montclair State University, 2018. Clinical Assistant Professor. Program Lead for SchoolCounseling@Denver MA. Certified School Counselor (NJ); National Certified Counselor; Licensed Associate Counselor (NJ). Research interests: queer issues across the lifespan; intersectionality; language and labeling. (KRH 258, 303-871-2832, email: stacy.pinto@du.edu)

John O'Malley, Ph.D., University of Wyoming, 2018. Clinical Assistant Professor. Licensed School Counselor (CO); National Certified Counselor. Research interests: learning disabilities; restorative practices; post-secondary transition (KRH 132, 303-871-2857, email: john.omalley@du.edu)

Jillian Blueford, Ph.D., University of Tennessee, Knoxville, 2019. Clinical Assistant Professor. National Certified Counselor. Research interests: counselor preparation in grief counseling; grief and loss issues for children and adolescents; restricting school systems for grieving students. (KRH 133, email: jillian.blueford@du.edu)

Supporting Department Faculty

Faculty in this and subsequent sections focus on other programs within the CP department. While they may have varied roles in policy and/or development of courses, they will not serve as faculty advisors for SchoolCounseling@Denver students. Additionally, they likely will not serve as online section instructors.

Ruth Chao, Ph.D., University of Missouri-Columbia, 2005. Associate Professor and Chair of the Counseling Psychology Department. Licensed Psychologist. Research interests: multicultural counseling; multicultural competence; racism and mental health; and cross-cultural psychology. (KRH 261, 303-871-2556, email: chu-lien.chao@du.edu)

Jennifer Gafford, Ph.D., University of Denver, 2008. Clinical Assistant Professor. Training Director for MA Clinical Mental Health Counseling program. Licensed Psychologist. Research interests: cognitive therapy, trauma, and clinical supervision. Dr. Gafford has been an adjunct professor for the Psychology department at the University of Colorado at Denver and the Counseling Psychology department at the University of Denver. She is a member of the American Psychological Association, the American Psychology-Law Society, and the International Association of Correctional and Forensic Psychology. (KRH 241, 303-871-6681, email: Jennifer.gafford@du.edu)

Patton Garriott, Ph.D., University of Missouri, 2012. Associate Professor. Research interests: academic persistence and career development of students underrepresented in higher education; multicultural issues and vocational psychology; race and racism. (KRH 253, 303-871-6758, email: pat.garriott@du.edu)

Jesse Owen, Ph.D., University of Denver, 2005. Professor. Dr. Owen earned his B.S. from Ball State University, his master's degree from the University of Miami, and his doctorate from the University of Denver. He worked at Gannon University and the University of Louisville prior to joining the faculty at DU. He is a licensed psychologist and has had a private practice occasionally over the last decade. His research focuses on psychotherapy processes and outcomes as well as romantic relationships. (KRH 259, 303-871-2482; email: jesse.owen@du.edu)

Andrea Pusavat, Ph.D., University of Denver, 2003. Clinical Associate Professor, Co-Director of the Counseling and Educational Services Clinic, and Licensed Psychologist. (KRH 145, 303-871-3230, email: andi.pusavat@du.edu)

Trisha Raque-Bogdan, Ph.D., University of Maryland, 2013. She is a member of the American Psychological Association, and is on the Board of the Division 17 Health Psychology Section. Dr. Raque-Bogdan's areas of research include women's health issues, with a specific focus on cancer survivorship; the relationship between well-being and physical health outcomes; career development; and qualitative research. As a former scholar of Russian history and library science, she enjoys people's life stories and tales of resilience as expressed in history, literature, and the psychotherapy process. (KRH 263, 303-871-4522; email: trisha.raque-bogdan@du.edu)

Maria Riva, Ph.D., University of Pittsburgh, 1990. Professor and Ph.D. Training Director, Department of Counseling Psychology. She is a Fellow of APA. In 2013 she was President of Division 49 (Group) of the APA and in 2006 President of the Association for Specialists of Group Work (Group Division of ACA). Research interests: group counseling and group dynamics; multicultural counseling in groups, group leadership, training and supervision, adolescent development, sexual abuse and violence, and the mental health treatment of adolescents. (KRH 257, 303-871-2484, email: maria.riva@du.edu)

Julia Roncoroni, Ph.D., University of Florida, 2016. Assistant Professor. She is a member of the American Psychological Association. Research interests: health disparities, customized culturally sensitive health promotion and health care, and the integration of health promotion in medicine. (KRH 262, 303-871-3784, email: julia.roncoroni@du.edu)

Department of Counseling Psychology Affiliate Faculty

William Cross, Ph.D., Princeton University, 1976. Clinical Professor with joint positions in the Departments of Counseling Psychology and Higher Education. Dr. Cross holds professor emeritus at CUNY. His work focuses on ethnic-racial-cultural identity development, with particular emphasis on black identity. His recent publications interrogate the structure of the self-concept; the range of identity profiles found among African American adults; cultural epiphanies; the identity implications of cultural false-education and false consciousness; the multiple ways racial identity is enacted in everyday life. In 2014, he was President of Div. 45[APA]. (KRH 226, 303-871-4592, email: william.cross@du.edu)

Research Faculty

Cynthia McRae, Ph.D., University of Iowa, 1987. Research Professor; Professor Emeritus. Fellow of APA. Research interests: Psychological adjustment to chronic illness with special interests in caregivers; self-efficacy; quality of life; and the placebo effect in health-related issues. (KRH 225, 303-871-2475, email: cynthia.mcrae@du.edu)

J. Michael Faragher, Psy.D., University of Northern Colorado, 1993. Additional credentials: CACIII, NCGCII/BACC. Director of Addiction Specialization for MA clinical mental health concentration, Licensed Psychologist, University of Denver. Research interests include: addictions (e.g., problem gambling, substances) and minority populations. (KRH 225, 303-871-2636, email: mike.faragher@du.edu)

What Students Can Expect From the Program

The process of entering a graduate program can be equally exciting and challenging. Students are often eager to learn and participate in the wide range of opportunities offered to them. With this eagerness, often comes the challenge of maintaining one's boundaries and refraining from taking on too much. Indeed, enrolling in graduate school can be much like a marathon—it is tempting to start fast given the excitement of the moment, however this can also lead to burnout down the road. We as a faculty encourage students to immerse themselves in learning experiences and opportunities for personal and professional growth. We also believe it is important that students be aware of and assess their limits, engage in self-care, and maintain their ethical responsibility to sustain a level of wellness necessary to effectively help clients (ACA, 2014).

It is also common for beginning students to feel like an “imposter” as they begin graduate school. That is, many students erroneously believe they have somehow “fooled” the program faculty into accepting them and that it is only a matter of time before they are “found out” for being incompetent, under-qualified, and in the wrong place. Consequently, some students may shrink away from participating in class, feel overcome by anxiety when helping clients, or even compensate by pretending to be more competent than they actually are. Remember that anxiety is a typical part of the learning process and that students are in a graduate program to receive training. If students already had all the skills needed to become an effective counselor, they would not need a graduate program! Therefore, the faculty encourages students to remember that the process of becoming an effective counselor involves life-long learning and responsiveness to feedback.

School Counseling Values

The SchoolCounseling@Denver program aligns with the greater University of Denver's value of being a university focused on the greater good. Being in the Morgridge College of Education, our program aligns with the College's values in which education serves as the foundation and means for transformation within our society. There are three main values that guide our program: Social Justice, Reflexivity, and Cultural Humility. Students, staff and faculty seek to push themselves in these areas.

School Counseling's developmental and adaptive orientation necessitates an understanding of normal as well as abnormal human development, from individual, couples, family, group, systems, and organizational perspectives. This developmental framework promotes the integration of theory, research, and practice across the content areas of School Counseling. School Counseling promotes the optimal development of individuals, families, groups, and environmental systems from a culture-centered perspective.

School Counseling Values Statement Addressing Diversity

Respect for diversity and for values different from one's own is a central value of School Counseling training programs. The appreciation of diversity is also consistent with the profession of counseling as mandated by the both the American Counseling Association (ACA, 2014) Code of Ethics and the American School Counseling Association (ASCA, 2016) Code of Ethics. We take seriously the ethical codes of both ACA (2014) and ASCA (2016) in regards to diversity and inclusion. The ACA (2014) states “counselor educators actively infuse multicultural/diversity competency in their training and supervision practices” (p. 15). Therefore, students will find themselves both challenged and supported in the areas of diversity, inclusion, and social justice counseling in all courses across the curriculum. By doing this we hope graduates from our program continue in “honoring diversity and embracing a multicultural approach in

support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts” (ACA, 2014, p. 3). In support of the ASCA Code of Ethics (2016), our curriculum helps future school counselors to “work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students” (p. 7). Our program pushes students to be mindful of issues related to identity, power, oppression, and diversity to successfully serve diverse students in all aspects of their lives.

More recently there has been a call for counseling to actively work and advocate for social justice and to prevent further oppression in society. As a school counselor, you will provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society. School Counseling training programs and internships that both employ and espouse school counseling values exist within multicultural communities. These communities contain people of diverse racial, ethnic, and class backgrounds, national origins, religious and spiritual beliefs, political affiliations, physical abilities, ages, genders, gender identities, sexual orientations, and physical appearance. School Counselors believe that training communities are enriched by members’ openness to learning about others who are different from them as well as the acceptance of others. Internship trainers, professors, practicum supervisors (herein “trainers”) and students and interns (herein “trainees”) agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants. Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in School Counseling training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices in the course of their interactions with trainees so as to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. To be clear, you will be asked in classes and supervision to think, discuss, and write about your cultural worldview, identities, and beliefs as it relates to your work as a School Counselor. There are boundaries on personal disclosures that you can discuss with your instructors/supervisors. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

In summary, all members of School Counseling training communities are committed to a training process that facilitates the development of professionally relevant knowledge and skills focused on working effectively with all individuals’ demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one’s beliefs, attitudes, and values on one’s work with all students in the P-12 educational system. Such training processes are consistent with SchoolCounseling@Denver’s core values, respect for diversity and for values similar and different from one’s own. This commitment to diversity is not only consistent with the American Counseling Association and the American School Counselor Association, but within our own University’s mission for Inclusive Excellence.

Chancellor's Statement on Diversity, Equity and Inclusive Excellence

The University of Denver is its people—all its people. We aim to attract bright and motivated students and give them every opportunity to thrive. We rely on engaged faculty who are passionate about their teaching and their scholarship. We depend on talented staff to support the operation and mission of the University.

In an organization so reliant on its people, creating a diverse and inclusive community isn't only the right thing to do; it's critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare our students for an increasingly globalized and connected world.

That diversity extends to identities beyond just race and gender—including sexual orientation, gender identity and expression, socioeconomic status, religion, political and ideological viewpoints, and more.

In 2006, the Chancellor and Provost asked the University's senior leadership to embrace Inclusive Excellence and to begin working in conjunction with our Center for Multicultural Excellence, campus leaders and every member of the University community to realize this vision at DU. We have made significant progress in recent years, thanks to the critical efforts of faculty, staff, students and administrators. We have better integrated a culture of Inclusive Excellence in our processes, systems, mission statements and other structures. But we have more work to do—work that is the responsibility of everyone in our community and that the University's leadership recognizes remains critically important to everything we do.

As the University of Denver prepares to meet the exciting challenges of the growing, thriving and remarkably diverse city in which we live as well as the needs of a changing nation, we will continue to be guided by the principles of Inclusive Excellence. We must continue to strive for an inclusive community that embraces all its members, provides equality of opportunity for all and actively encourages all voices to be heard. Everyone must be welcomed and treated with dignity and respect, and every person's story must be honored. An inclusive community celebrates different cultures, engages in clamorous debates and cultivates the individual and collective flourishing of all of us.

SchoolCounseling@Denver: Online Master of Arts in School Counseling
(72 credits)

This program allows students to work as counselors in the public schools. It requires a minimum of 72 quarter hour credits including a 100-hour practicum, and a 600-hour internship in a school setting with multiple grade levels of students. The internship will provide opportunities to participate in a wide variety of activities, including individual and group counseling, classroom guidance, career and educational planning, assessment, or professional development. Successful completion of all requirements of this program ensures that all state performance competencies for the Colorado Department of Education (CDE), and many other licensing/certifying bodies, have been met. Be reminded that students are responsible for acquiring and understanding the licensure/certification requirements for the state in which they plan to pursue employment as a school counselor.

For example, in order to be certified in School Counseling in the state of Colorado, students must take the state Praxis exam (Professional School Counselor- 5421). Students may call the Educator Licensing Department of the Colorado Department of Education at 303-866-6628 for more information about the exam, or visit the ETS website at <https://www.ets.org/praxis/prepare/materials/5421>. Students typically take the exam near the end of the program or shortly after graduation. **Be reminded that policies and processes will differ from state to state and we encourage all students to check with the Department of Education (or equivalent office) in the state in which you plan to practice for complete certification/licensing details.**

Course Sequencing Guide

The 18 course program is broken up into four distinct sequences: Introductory; Pre-Experiential; Content; Experiential. Each sequence carries specific characteristics that inform a student's course planning. These characteristics are outlined under each sequence, below:

- I. Introductory Sequence
 - a. Characteristics & Parameters: These courses provide the foundation for content in the SC program. These courses should be taken prior to or concurrently with courses in the Pre-Experiential Sequence, as permitted by Prerequisite limitations.
 - b. Courses
 - i. Orientation to Professional Counseling & Ethical Practice
 - ii. Counseling Theory
 - iii. Basic Counseling Techniques
 - iv. Research Methods & Program Evaluation
- II. Pre-Experiential Sequence
 - a. Characteristics & Parameters: These courses provide basic information related to the School Counseling profession. They should be taken after or concurrently with courses in the Introductory Sequence, as permitted by Prerequisite limitations. Upon completion or near-completion of this Sequence, students may begin taking courses in the Content Sequence, as permitted by Prerequisite limitations. All courses in this sequence must be completed prior to engaging in any courses in the Experiential Sequence. Courses in the Pre-Experiential Sequence and Experiential Sequence cannot be taken concurrently.
 - b. Courses
 - i. Diversity: Multicultural Counseling Psychosocial Issues
 - ii. Group Counseling Theory

- iii. Introduction to Assessment
 - iv. Lifespan Development
 - v. Roles & Responsibilities of the School Counselor
- III. Content Sequence
- a. Characteristics & Parameters: These courses provide advanced content related to the School Counseling profession. Students can begin taking these courses as permitted by Prerequisite limitations. Courses in the Content Sequence and the Experiential Sequence may be taken concurrently. Course planning should consider the course offering schedule of the Experiential Sequence, particularly that courses in the Experiential Sequence are not offered during the Summer quarter.
 - b. Courses
 - i. Career Counseling
 - ii. Comprehensive School Counseling Programs
 - iii. Counseling Children, Adolescents, and the Family
 - iv. Mental Health & Substance Use
 - v. Educational Strategies and Policies for School Counselors
 - vi. School Counselor Interventions & Strategies
- IV. Experiential Sequence
- a. Characteristics & Parameters: Students must complete all courses in both the Introductory Sequence and Pre-Experiential Sequence prior to enrolling in any course within the Experiential Sequence. These courses provide practical experience in the school setting, complemented by supervision in both the school setting and in the classroom setting. Courses in the Experiential Sequence and the Content Sequence may be taken concurrently. Course planning should consider the course offering schedule of this sequence, particularly that courses in this sequence are not offered during the Summer quarter. Details regarding the placement process can be found in the School Counseling Practicum and Internship Handbook.
 - b. Courses
 - i. School Counseling Practicum
 - ii. School Counseling Internship I
 - iii. School Counseling Internship II

Example Student Sequences (Sample Plan of Study)

Students are expected to take courses in sequence, as described herein. Below, students will find typical plans of study for two tracks with Fall start dates: full-time; part-time. Some courses must be taken in specific sequence while other courses carry more flexibility. For example, in the fall of the first year, students should begin with Basic Counseling Techniques and Orientation to Professional Counseling and Ethical Practice. Students should note that most classes are offered in each quarter throughout the academic year, except for those categorized as “Experiential” courses: Practicum; School Counseling Internship I; School Counseling Internship II. However, the schedule may change somewhat from year to year so it is essential that students complete a Coursework Plan (see Degree and Coursework Plans section) in their first quarter, and update the plan as needed. Comprehensive Exams can be taken at any point after the Introductory Sequence, Pre-Experiential Sequence, and the Career Counseling course are completed. It is critical that students **do not take the Comprehensive Exam prior to the completion of these courses**. When students believe they are ready to sign up for the exam, they must submit an approval request to their Faculty Advisor attesting to the completion of the appropriate courses. Upon approval from the Faculty Advisor, students are permitted to register for the Comprehensive Exam at any time.

Please note that these plans of study are simply an example to be used for planning purposes, and not all students will be able to follow this sequence exactly. You will work with your Faculty Advisor to determine the plan that best fits your schedule and start term. This will be reflected in your Coursework Plan.

Example Full-Time Program (2-3 courses/quarter), Fall Start (22 months)

Year #	Quarter #	Term	Course(s)
1	1	Fall	Orientation to Professional Counseling & Ethical Practice Basic Counseling Techniques
	2	Winter	Counseling Theory Research Methods & Program Evaluation
	3	Spring	Roles & Responsibilities of the School Counselor Lifespan Development Group Counseling Theory
	4	Summer	Diversity: Multicultural Counseling Psychosocial Issues Comprehensive School Counseling Programs Introduction to Assessment
2	5	Fall	School Counseling Practicum Career Counseling Counseling Children, Adolescents, and the Family
	6	Winter	School Counseling Internship I Educational Strategies and Policies for School Counselors Mental Health & Substance Use
	7	Spring	School Counseling Internship II School Counselor Interventions and Strategies
JUNE DEGREE CONFERRAL			

Example Part-Time Program (1 course/quarter), Fall Start (4.5 years)

Note: DU requires all students to complete Masters degree programs within 5 years of official start date. Students interested in the Part-Time track must plan accordingly, through collaboration with their Faculty Advisor, to ensure successful and timely completion of the degree requirements.

Year #	Quarter #	Term	Course(s)
1	1	Fall	Orientation to Professional Counseling & Ethical Practice
	2	Winter	Counseling Theory
	3	Spring	Basic Counseling Techniques
	4	Summer	Research Methods & Program Evaluation
2	5	Fall	Diversity: Multicultural Counseling Psychosocial Issues
	6	Winter	Lifespan Development
	7	Spring	Group Counseling Theory
	8	Summer	Introduction to Assessment
3	9	Fall	Roles & Responsibilities of the School Counselor
	10	Winter	Comprehensive School Counseling Programs
	11	Spring	Counseling Children, Adolescents, and the Family
	12	Summer	Career Counseling

4	13	Fall	Educational Strategies and Policies for School Counselors
	14	Winter	School Counseling Practicum
	15	Spring	School Counseling Internship I
	16	Summer	School Counselor Interventions and Strategies
5	17	Fall	School Counseling Internship II
	18	Winter	Mental Health & Substance Use
MARCH DEGREE CONFERRAL			

School Counseling Course Descriptions

The University of Denver Registrar's website contains the official and most current course descriptions, available at http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg. Select a term, then select the appropriate program. However, please see below for an informal list of all courses and courses descriptions, for your reference.

Orientation to Professional Counseling & Ethical Practice: This course provides an introduction to the counseling profession, including an overview of legal, ethical, and structural issues.

Counseling Theory: Basic counseling theories and philosophical principles as a foundation for professional training including history, concepts, techniques and trends.

Basic Counseling Techniques: Basic counseling and interviewing skills; emphasis on building counseling relationships and facilitating client's self-exploration; skills of empathy, advanced empathy, self-disclosure, confrontation and immediacy.

Research Methods and Program Evaluation: This course is designed to provide an introduction and overview of comprehensive program development and evaluation, and research methods. The course will provide direction on the following topics: causation, research hypotheses, independent and dependent variables, sampling, internal and external validity, experimental, quasi-experimental, single-subject, causal-comparative, and correlational designs, measurement and data collection procedures, types of instrumentation and methods for determining reliability.

Diversity: Multicultural Counseling Psychosocial Issues: The purpose of this course is to provide an overview of multicultural and social justice issues in the United States. While this is not a skills training course, implications for multicultural counseling skills will also be discussed. Issues and concepts related to gender, race, ethnicity, sexual orientation, gender identity, and social class will be examined within a framework of privilege and oppression. This course is designed to present a general introduction to multicultural and social justice issues as well as culturally responsive counseling. Due to the extensive amount of material in this area, only some selected issues and topics will be presented. Significant emphasis will also be placed on experiential learning and the application of students' awareness and knowledge accrued throughout the quarter.

Group Counseling Theory: This course is designed to introduce graduate counseling students to group counseling theory, research, and practice. This course will focus on group theory and research but will also provide instruction and experiences in a variety of group techniques. The course is designed for students in counseling psychology, school psychology, and other related fields who work with persons in a group context. This course focuses on the entire age range from children, adolescents, and adults. This course aims

to define therapeutic groups broadly. Students will learn about group theory, research, and techniques through class lectures and discussion, group demonstrations, videotapes on group topics, reading assignments, a group presentation, an experiential task group, a required paper related to the task group presentation, and other required assignments. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Counseling Theory; Basic Counseling Techniques.

Introduction to Assessment: This course is designed to give students an introduction to the essentials of psychological testing, assessment, and report utilization. This course will provide students with exposure to basic objective tests, projective tests, personality tests and other diagnostic techniques. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Research Methods and Program Evaluation.

Lifespan Development: Survey of the principles of development from conception to adulthood, emphasizing biological, environmental, and cultural factors affecting development.

Roles & Responsibilities of the School Counselor: This course will provide an in-depth study into the roles and responsibilities of a school counselor including counselor, consultant, coordinator, and educational leader. Strategies for increasing collaboration among stakeholders and increasing parent involvement will be included. Students will understand the role of the school counselor as an educational leader and advocate for social justice in the school setting. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice

Career Counseling: This course is designed to facilitate student development of knowledge, skills and competencies to engage in counseling clients with career issues; utilize occupational/career resources including technology-based resources and assessments; examine theories of career development and decision-making; develop the ability to evaluate and implement appropriate assessments; collaborate with clients in identifying personal and career goals; and organize and implement program planning and techniques and do so in a diversity of work settings. Lab fee required. **Prerequisites:** Introduction to Assessment; Basic Counseling Techniques; Lifespan Development.

Comprehensive School Counseling Programs: This course will provide students with a framework for developing a comprehensive school counseling program in order to meet the development needs of students in the domains of academic achievement, personal/social development, and career development. Students will become familiar with the American School Counselor Association's National Model and the use of data to inform programmatic decision making. The course is designed to provide students with practical experience in needs assessment, program development and implementation, and program evaluation. **Prerequisites:** Lifespan Development.

Counseling Children, Adolescents, and the Family: Introduction to counseling children and adolescents, with considerations related to counseling within the family system. Includes survey of major theories, research, and techniques. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Basic Counseling Techniques; Lifespan Development.

Mental Health & Substance Use: This course covers the identification and treatment of psychological disorders and substance abuse across the lifespan. Special emphasis will be placed on the signs and symptoms in children who are at risk of developing or living in an environment impacted by these disorders. Information will be provided on the effect of common medications on learning, behavior, and mood. **Prerequisites:** Introduction to Assessment.

Educational Strategies and Policies for School Counselors: This course will provide an overview of the history and current issues in legislation and government policy relevant to school counseling. In addition, it will provide training in learning theories, applied behavioral principles, curriculum and instructional strategies, and classroom management to prepare the school counselor for working with a diverse student population. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Lifespan Development.

School Counselor Interventions and Strategies: This course focuses on developmentally appropriate evidence-based interventions and strategies used in a school setting for prevention and intervention in order to support and promote academic achievement and post-secondary success. Intervention strategies for common behavioral and social issues that occur in school will be presented, as well as culturally competent strategies for working with students and their families. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Lifespan Development.

School Counseling Practicum: A minimum of 100 hours supervised practice in School Counseling for Master's students in the School Counseling MA program, with weekly seminar. Students must be supervised by a licensed school counselor. **Prerequisites:** Basic Counseling Techniques with a minimum grade of C, Orientation to Professional Counseling & Ethical Practice; Pre-Experiential Sequence (Diversity: Multicultural Counseling Psychosocial Issues; Group Counseling Theory; Introduction to Assessment; Lifespan Development; Roles & Responsibilities of the School Counselor)

School Counseling Internship I: A minimum of 300-hour supervised field practice in a school setting for Master's students in the School Counseling MA program, with weekly seminar. Students must be supervised by a licensed school counselor. **Prerequisites:** School Counseling Practicum.

School Counseling Internship II: A minimum of 300-hour supervised field practice in a school setting for Master's students in the School Counseling MA program, with weekly seminar. Students must be supervised by a licensed school counselor. **Prerequisites:** School Counseling Internship I.

Degree and Coursework Plans

The Coursework Plan provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>.

By conferring with their faculty advisor, each student will be able to work out a course plan to complete degree requirements. It is the student's responsibility to **meet with a faculty advisor during the first quarter** of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan. **By the end of the first quarter of the program**, students must file their Coursework Plan (CWP) with the SchoolCounseling@Denver Academic Services Associate. The Coursework Plan becomes part of the student's official file. It may be amended or changed. Therefore, the Coursework Plan that students submit their first quarter in the program does not have to be the final version submitted to the Office of Graduate Education (OGE). However, the faculty advisor *must* formally approve all changes to the Coursework Plan. Any waiver or substitution of a required course must be approved by the student's faculty advisor and a Course Substitution or Waiver form (<http://www.du.edu/education/resources/current-students/forms.html>) must accompany the Coursework Plan. **By the final quarter in the program**, a student's Coursework Plan should accurately reflect the courses they have taken and the quarters they

completed them, and must be signed by their faculty advisor. Students are required to schedule formal advising meetings with the Faculty Advisor at least twice each academic year. It is recommended that students meet with the Faculty Advisor quarterly.

A blank Coursework Plan is provided at the end of this document, as well as on the MCE website on the [Counseling Psychology page](#). The form must be completed electronically, signed by both the student and advisor, and filed with the SchoolCounseling@Denver Academic Services Associate before the end of the first quarter of enrollment.

A student's Coursework Plan serves as a legal document at graduation time. Prior to graduation, the Academic Services Associate checks the Coursework Plan against the student's transcript, making sure that the student has taken the classes that are listed on the Coursework Plan. Thus, the Coursework Plan should remain a living document and be updated as necessary by the student and faculty advisor.

For additional information on University Policy as it relates to degree programs, please see the Graduate Bulletin at: <http://bulletin.du.edu/graduate/>.

Helpful Tips

1. Once the SchoolCounseling@Denver program reaches scale, courses will typically be offered every quarter (except experiential courses which will not be offered during the summer quarter). However, the program is designed to be sequential. Thus, when students are planning their schedule, it is helpful to consult the *Sample Plan of Study* listed in this handbook under the Example Student Sequences section. Students should be advised, however, that the timing of some course offerings can, and do, change. When in doubt, students should **check with the faculty advisor**.
2. Students will receive a grade of Incomplete in experiential courses if they do not complete the requisite hours. The "I" remains on a student's transcript along with the new grade. Thus, students should try to complete all work within the quarter. On the other hand, in some situations (e.g., illness; emergency), an incomplete is necessary and helpful. Students should make sure to talk to their course instructor if they are having difficulty completing the work for the course. Complete information on the University policy for Incomplete grades can be found at: <http://www.du.edu/registrar/records/incompletegrade.html>
3. Students should ask their advisor about course requirements before scheduling.
4. Several courses require minimum grades in order to meet prerequisite and/or graduation requirements. All courses must be passed with a B- or better in order to meet any prerequisite requirements (e.g., B- or better in School Counseling Practicum before taking School Counseling Internship I). Any C + C or C-grade requires students to take the course over. Please see the [Graduate Bulletin](#) for additional University information regarding minimum grade requirements.

Additional Program Requirements

In addition to required coursework, SchoolCounseling@Denver students should also be aware of the following program components.

Portfolio

Each student will be required to complete an electronic Portfolio consisting of a variety of deliverables built in to the program's coursework. The purpose of the Portfolio is to remind students of the learning that took place throughout the program and to equip students to provide examples of their work throughout the job search or for the pursuit of further education. The Portfolio will be created using the DU Portfolio website, <https://portfolio.du.edu>. Each course will carry a deliverable for the Portfolio, which will be described in the course syllabus. Examples of coursework and associated deliverables are listed below. Note that deliverables are determined based on the course syllabus, and may vary from the details listed here.

- Basic Counseling Techniques: Session I Reaction Paper
- Orientation to Professional Counseling & Ethical Practice: Professional Orientation and Ethical Practice Paper
- Group Counseling Theory: Group Proposal
- Career Counseling: Career Intervention Paper
- School Counseling Internship I/II: developmental lesson plan; two photos of your work in action

Upon the completion of the designated deliverable in each class, students will be required to upload the deliverable to their individual Portfolio website. Completion of all Portfolio tasks will be tracked during biannual Faculty Advising sessions, will be reviewed during School Counseling Internship II, and is required prior to graduation. *Note: all deliverables must be generated and submitted with respect for confidentiality in mind. Portfolio pages will be public.*

Comprehensive Examination

Each student is also required to take a Comprehensive Exam. General content areas for the Counselor Preparation Comprehensive Examination (CPCE) include:

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

Comprehensive Exams can be scheduled at various times during the academic year. Exams can be taken at an approved Pearson VUE facility (<https://www.cce-global.org/AssessmentsAndExaminations/CPCE>). Please visit <http://www.pearsonvue.com/cpce> for information on how to locate a testing center near you. Students will be charged the posted fee for the exam (i.e., the 2019 testing fee is \$150). Students are encouraged to plan for this fee when managing finances associated with their education.

As described earlier, Comprehensive Exams can be taken at any point after the Introductory Sequence, Pre-Experiential Sequence, and the Career Counseling course are completed. It is critical that students **do not take the Comprehensive Exam prior to the completion of these courses**. When students believe they are ready to sign up for the exam, they must submit an approval request to their Faculty Advisor attesting to the completion of the appropriate courses. Upon approval from the Faculty Advisor, students are permitted to register for the Comprehensive Exam at any time.

Familiarity with and Adherence to Ethical Codes & Relevant Competencies

All students are responsible for reading, understanding, and adhering to Ethical Codes and Multicultural Competencies outlined by relevant professional organizations. Specifically, students must be familiar with:

- 2014 ACA Code of Ethics: [English version](#); [Spanish version](#)
- [2016 ASCA Ethical Standards for School Counselors](#)
- [2015 AMCD Multicultural and Social Justice Counseling Competencies](#)
- Additionally Competencies relevant to specific roles and populations, as listed on the American Counseling Association's [Competencies](#) page.
- Ethical Codes and relevant Competencies within the state that the student is practicing and/or licensed/certified.

Immersion Experience (Optional)

SchoolCounseling@Denver students have the option to attend an immersion experience at our Denver campus. During this experience, students will have the opportunity to meet classmates and professors, network with University of Denver alumni and complete in-person exercises to enhance their school counselor identity, knowledge, awareness, and skills. Details of and expenses related to this opportunity will be provided to students as they become available each academic year.

Involvement in Professional Counseling Organizations and Activities (Optional)

The academic program serves as a foundation for success as a school counselor. However, there are many opportunities for engagement in the profession that will enhance knowledge, experience, and impact related to practice. Please see information on a selection of opportunities for Professional involvement below. Note that the organizations listed are examples; the list is not exhaustive. We encourage you to seek out professional organizations that are appropriate for your interests, experience, and/or geographic location.

National Counseling Organizations

- [American Association for Marriage and Family Therapy](#)
- [American College Counseling Association](#)
- [American Counseling Association](#)
- [American College Personnel Association](#)
- [Association for Counselor Education and Supervision](#)
- [American Mental Health Counselors Association](#)
- [Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling](#)
- [Association for Specialists in Group Work](#)
- [American Psychological Association](#)
- [American School Counselor Association](#)

- [Council for Accreditation of Counseling and Related Educational Programs](#)
- [National Association of Student Personnel Administrators](#)
- [National Association for Alcoholism and Drug Abuse Counselors](#)
- [National Board for Certified Counselors](#)

Regional Counseling Organizations

- [North Atlantic Regional Association for Counselor Education and Supervision](#)
- [Rocky Mountain Association for Counselor Education and Supervision](#)
- [Western Association for Counselor Education and Supervision](#)
- [Southern Association for Counselor Education and Supervision](#)
- [North Central Association for Counselor Education and Supervision](#)

State Counseling Organizations

Note: Colorado organizations are listed below as examples. We encourage you to seek out similar organizations within your respective state.

- [Colorado Counseling Association](#)
- [Colorado School Counselor Association](#)
- [Colorado State Board of Licensed Professional Counselor Examiners](#)
- [Colorado School Counselor License Requirements](#)

Licensure & Certification

Upon completion, the SchoolCounseling@Denver degree program prepares students for a variety of credentials across various states. While it is designed to lead to eligibility for licensure or certification as a school counselor, it can also lead to licensure as a professional counselor. Because these regulations change with time and location, students are encouraged to talk directly with state certifying/licensing boards. As a reminder, students are responsible for acquiring and understanding the licensure/certification requirements for the state in which they plan to apply for licensure/certification. For more information on getting licensed in the state of Colorado, please visit the following website: <http://cdn.colorado.gov/cs/Satellite/DORA-Reg/CBON/DORA/1251632266340>.

Note for Colorado licensure: This program fulfills the academic eligibility requirements for Colorado state licensure as a school counselor. According to a revision of the CO Educator Licensing Act in 2016 (<https://www.cde.state.co.us/postsecondary/school-counselor-corps-license-and-endorsement-fact-sheet>), students applying for a school counselor license in the state of Colorado after July 1st, 2021 must graduate from a CACREP accredited program. The 72-credit Master of Arts in School Counseling program from The Morgridge College of Education is designed to adhere to the standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accreditation from CACREP will be sought when the program becomes eligible to apply in the fall of 2020.

If the program is still pursuing CACREP accreditation when a student graduates, the student can apply for a one-year emergency authorization through the Colorado Department of Education in order to work as a school counselor. Requirements of said emergency authorization can be found here:

<http://www.cde.state.co.us/cdeprof/checklist-initialemergency>. The emergency authorization can be renewed one time for an additional year. Requirements for renewing an emergency authorization can be found here: <http://www.cde.state.co.us/cdeprof/checklist-authrenewalemergency>.

When the program receives official CACREP accreditation, students working as school counselors under an emergency authorization will need to complete the requirements for a Colorado Initial Special Services Provider Licensure. Requirements for initial licensure can be found here:

<http://www.cde.state.co.us/cdeprof/checklist-initialspecialserviceprovider>.

While policies similar to the policy listed above may exist in states other than Colorado, we encourage all students to acquire and understand the licensure/certification policies and requirements for the state in which they plan to apply for licensure/certification.

School Counselor Licensing/Certification Information

Students should be aware of the timeline for applying for and obtaining licensure/certification in their desired state. To this end, students should discuss their plan for applying for licensure/certification with their faculty advisor a minimum of one year prior to their projected completion date.

The American School Counseling Association (ASCA) maintains a list of different school counselor licensing/certification information. While ASCA does its best to keep this information current, state requirements may change and/or be updated frequently. Although students must consult the direct state board that licenses or endorses school counselors, the following guide can be helpful in finding state-by-state school counselor licensing/certification requirements, which can be found here: <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>

Many states will require a licensure exam specific to their state. For example, applicants for licensure in Colorado will be required to pass the PRAXIS Professional School Counselor test (5421), along with graduating from an approved institution, and submitting the application for licensure (Colorado School Counselor license application information and application can be found at https://www.cde.state.co.us/cdeprof/licensure_ssp). For more information on the PRAXIS exam, including a sample study guide and test dates, click here: <https://www.ets.org/praxis/prepare/materials/5421>. Because the PRAXIS is administered by the Educational Testing Services (ETS), students can take the PRAXIS in any state and can test as many times as needed until passed. If a test is required, students are responsible for checking their state's guidelines for when they should plan to enroll in and take the test in order to obtain licensure/certification.

In sum, below is a step-by-step process for you to complete the SchoolCounseling@Denver program and apply for licensure as a school counselor:

STEP 1: Successfully complete the courses necessary prior to taking the Comprehensive exam, based on the coursework planner and information provided in this Handbook.

STEP 2: Take the Counselor Preparation Comprehensive Examination (CPCE).

STEP 3: Take the PRAXIS (you can take the PRAXIS before you graduate), or other requisite test, per your state's requirements.

STEP 4: Complete any additional coursework, as articulated on the coursework planner.

STEP 5: Apply for graduation.

STEP 6: Apply for School Counselor license/certification through appropriate state licensing board or agency.

National Certified Counselor (NCC)

The National Board for Certified Counselors (NBCC) offers the National Counselor Examination (NCE). All counselors who meet the graduate degree and curriculum requirements are eligible to sit for the NCE. You can register for the NCE as soon as your degree is conferred. Those who successfully pass the exam are able to place the initials “NCC” after their name. **For additional information, contact information for the NBCC can be found at <http://nbcc.org/about/contact>.**

Graduate Student Self-Care and Preparation

Graduate school provides tremendous opportunity to learn and grow, both professionally and personally. Graduate school also exposes students to increased stress and demanding schedules while maintaining the expectation that students perform at their best.

While in graduate school, students may experience physical exhaustion, increased irritability, exaggerated expectations of self, negative change in eating habits, decreased sleep, and a decrease in self-care practices. There are several techniques that students can use to help maintain balance as they navigate the graduate journey, and ultimately, facilitate optimal physical and mental health.

Techniques to Consider:

1. Intentionally maintain relationships with family and friends. Call friends and family frequently and keep them part of your support system.
2. Take time to eat well, get enough sleep, and exercise regularly. You will not be able to function at your best if your body is not fueled appropriately. Eating healthy snacks throughout the day is vital to your health and well-being. Getting enough sleep and exercise is a good way to maintain and maximize resilience and balance, while buffering stress.
3. Regularly take some time off weekly to do something enjoyable. Budget this personal time just as you would any class or meeting. Whatever you choose to do, take time for yourself to meet your personal needs.
4. When you begin to experience anxiety over anything related to your academic program (e.g., papers, readings, finances, loneliness, loss of lifestyle, a returned paper or test), reach out to another student. Chances are that other students are experiencing or have experienced a similar reaction. Reach out to students within and outside of your cohort, as students further along in the program may be able to offer a helpful perspective.
5. Remember that you are in a training program and that this experience begins upon admission. It is not helpful to compare yourself to others; instead remain focused on the progress you are making with the path you have set for yourself. The program values collaboration – not competition between students.
6. Maintain outside interests including physical activity, music, movies, and time with friends/family.
7. While relationships with partners and significant others are more important because of the need for support during graduate school, there is also less time for such relationships. Make and take time

for little moments together and budget this time just as you would for any class, meeting, or time for yourself.

8. We value diversity and celebrate students of all different backgrounds. Interested students are encouraged to contact student organizations or the Center for Multicultural Excellence (303-871-2942), for current diversity programming information and opportunities.
9. If you have concerns about the program or other things, you may want to discuss them with your Student Success Advisor, Faculty Advisor, Academic Services Associate, or Academic Advisor.

General Tips about the Program and Procedures

1. Although there are numerous options available for financial aid and scholarships, the majority of Master's students need to work at least part-time. Don't be discouraged; it is possible to juggle school work, practicum, and a part-time job. Keep in mind, however, that you need to take care of yourself, so schedule time during the week to engage in self-care.
2. **A quality digital recorder is essential for this program.** Ideally, this would be a small digital recorder as they tend to be more convenient and less obtrusive when recording a session. Some students have also purchased transcribers which are helpful in practicum.
3. Keep a schedule of your assignments, activities, and commitments. While you may feel rather compulsive writing everything down, it certainly helps to feel organized. Organization may reduce last minute anxiety.
4. Consider local bookstores and online retailers as alternatives to the DU bookstore. Many of the texts we use are in stock (both new and used) at lower cost. If you buy used texts, be sure to check the edition/copyright dates and get the correct edition.
5. **Ask faculty for help** - with classwork, tests, comprehensive exams, course requirements, or anything! Professors are truly nice people but they usually won't seek you out. You need to go to them. Second-year students can also be helpful.
6. During the Experiential sequence, it will be helpful for you to advocate with your onsite supervisor if you feel like you need to have additional clients/students. Your instructor can also help you know how to talk to your supervisor about the configuration of your hours on your practicum site.

Non-Practicum Clinical Experience

Some students are working in practicum sites without being enrolled in the practicum class. Students who are in this position must inform the faculty. **If students are not enrolled in a practicum class, hours obtained in these sites will not be counted as practicum hours** (and cannot be used on an Internship application). Any student working in a non-practicum clinical position must register with the Colorado Department of Regulatory Agencies (DORA) - Division of Registrations - Mental Health Licensing Section, and become listed in the Registered Psychotherapists Grievance Board database directory. Contact DORA at: <http://www.dora.state.co.us/>. For students outside of Colorado, consult with your Faculty Advisor regarding the appropriate regulatory agency prior to completing any hours.

MCE & University Policies & Procedures

All College and program policies are administered under the University of Denver's [Graduate Bulletin](#), which are considered the minimum requirements for all members of the University community. The University of Denver reserves the right to make changes in the regulations, rules, fees, or other aspects of the policy manual without advance notice. Please see the Morgridge College of Education Policies and Procedures at: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

Please note that faculty exceptions to policies, as stated in this handbook, may be made on a case-by-case basis and do not set precedent for future policy, procedures, or exceptions.

Waiver or Substitution of Courses

If the faculty advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found [here](#). The student must submit the syllabi and other supporting documentation (e.g., transcript) in order for the faculty advisor to review. The Counseling Psychology Department Chair will also need to sign off on the waiver. At times, the faculty advisor may consult with other instructors to ensure the substituted course is of similar scope and quality. Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed Coursework Plan.

Transfer of Credit

Degree-seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a Master's degree is limited to 10 quarter hours. Refer to specific criteria in the [Graduate Bulletin](#). Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the faculty advisor, will initiate a request to transfer-in credits by completing the form found at this link: <http://www.du.edu/media/documents/graduates/transfer.pdf>. This form must be signed by both the faculty advisor and the Counseling Psychology Department Chair.

Non-SchoolCounseling@Denver Courses

Degree-seeking students in SchoolCounseling@Denver may be advised to take classes in other units at DU or at other institutions to complement the course work completed within the SchoolCounseling@Denver curriculum. This may happen for a variety of reasons. Please note that courses taken outside of your degree program will not be counted as part of the degree unless the course has been approved by the advisor, Department Chair, and other stakeholders as indicated in the Graduate Bulletin. Written approval must be obtained prior to taking the course, and submitted with a revised Coursework Plan to the SchoolCounseling@Denver Academic Services Associate.

Policies and Procedures of SchoolCounseling@Denver

Successful completion of a program in School Counseling is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty have a professional responsibility to evaluate the academic, professional, and personal development of students in the training programs. The evaluation procedures serve two main purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their academic, professional and personal development.
2. To provide the faculty with information about the progress of students that will facilitate decision making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession with evidence of satisfactory performance in academic course work but with weakness in required practical skills, or behaviors, that are unethical, illegal, or unprofessional.

The Student Review and Retention Policy enables faculty to discuss and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled department faculty meetings. At that time, any questions about students may be raised for faculty consideration.

Annual Review

In the Winter/Spring quarters, the School Counseling faculty meet to review the progress of students. The purpose of the review is to determine whether a student is making satisfactory progress in graduate training. All students will receive a letter from the Department Chair summarizing their progress in the program, providing specific feedback, as needed, on an annual basis. Minimal levels of satisfactory achievement are based on multiple factors including (but not limited to) course grades, clinical work, site supervisor feedback, and professional and ethical behaviors. Students are then encouraged to meet with advisors and/or faculty to discuss the outcome of their annual review.

A student deemed not to be performing at a high academic, professional, personal, and/or scientific level will be given an indication of the areas in which improvement is needed in the annual review as well as via a meeting with their advisor (or in some cases the Counseling Psychology Department Chair or other School Counseling faculty). If the student is demonstrating outstanding performance those accomplishments are also noted in the annual review. There are four possible outcomes and in all cases a letter addressing specific outcomes will be given to the student and placed in the student's departmental file:

1. The student is demonstrating exceptional skill and progress in their program.
2. The student is making satisfactory progress in the program.
3. The student is not demonstrating satisfactory progress but the issues are not deemed serious enough to be placed on probation. This student is notified to make an appointment with their advisor in order to receive feedback and to identify appropriate remediation procedures expected of the student. This remediation plan will be documented and re-reviewed at a specified time noted in the remediation plan. This outcome is also referred to as formal warning.
4. If, in the professional judgment of the department faculty (based on a faculty vote), a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including, but not limited to, course work, practica, internships, and violations of the student code of conduct), the faculty may either place the student on probation (with the creation of a remediation plan) or dismiss the student from the program.

**Note options 3 and 4 can be enacted at any time during a student's training.

For information on the University policy regarding the student process for appealing academic and student status related decisions, students should see the Graduate Bulletin at <http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/>

Student advancement in the program is intended to assure that each student maintains adequate progress in gaining knowledge, skills, competencies, and behaviors required for graduation and professional practice. The following are examples of circumstances/performances that may be the basis for dismissal action:

- Failure to maintain minimum academic standards
- Unsatisfactory performance in counseling practica or internship
- Academic misconduct or dishonesty
- Criminal conviction of misconduct that affects ability to practice or be licensed/certified
- Failure to comply with established University or program timetables and requirements
- Unethical practices and/or unprofessional conduct
- Behavioral impairment that obstructs the training process and/or threatens client welfare

The following subsections are offered to clarify the list above:

1. Failure to maintain minimum academic standards

Students are required to maintain a 3.0 GPA in both their overall graduate work and their degree program. The Counseling Psychology Department places students on probation whenever their cumulative graduate GPA falls below 3.0 (on a 4.0 scale). Students will receive a letter informing them of their probationary status. Students are expected to be aware that they must maintain a 3.0 GPA during their graduate studies and, should they drop below a 3.0, they have one quarter to raise their GPA. Students on probation have one quarter to raise their GPA to 3.0 and return to regular status. A student failing to meet this requirement will not be permitted to re-enroll unless recommended by the department and approved by the MCE Associate Dean. As a matter of departmental policy, no incomplete grades may accrue during a probationary semester, and any incomplete grades assigned prior to the probationary period must be completed by the end of the probationary semester or the student remediation plan.

In the Counseling Psychology department, grades of B- or greater are considered passing, whereas grades lower than B- are considered failing. Also, as a matter of departmental policy, students may not accrue more than two "C's" or lower in their graduate program--whether those courses are within the department or courses taken through other departments. A third "C" in the program will result in the student's dismissal from the program, regardless of the student's overall grade point average. Students must retake all courses (up to two) in which they earned a C or lower. Students earning a D or F in a course(s) will result in automatic review by the Counseling Psychology faculty.

2. Unsatisfactory performance in counseling practica or internship

Upon the recommendation of the student's clinical supervisor at their practicum or internship site and, after a performance review by the program faculty, a student who is judged to have failed to meet the program's expectations for the quantity or quality of clinical work or supervision during any counseling practica or internship, may be recommended to the School Counseling Department faculty for review for dismissal as outlined in the Student Review and Retention Plan.

3. Academic misconduct or dishonesty

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, giving or receiving of unauthorized aid on examinations, or in the preparation of notebooks, themes, reports, or other assignments, or, knowingly misrepresenting the source of any academic work, falsification of research results, plagiarizing another person's work, violation of regulation or ethical codes for the treatment of human subjects, or otherwise acting dishonestly in research. Of note, it is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the ACA (2010) Code of Ethics. As a result, the department faculty wants to clarify that it is similarly unacceptable to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

An instructor may, with due notice to the student, treat as unsatisfactory any student work that is a product of academic misconduct or dishonesty. If an instructor deems other judiciary action for academic misconduct or dishonesty by a student to be advisable, or if a student wishes to protest a grade based on work judged by an instructor to be a product of academic misconduct or dishonesty, the case shall be reported to the Chair of the Counseling Psychology Department. If suitable solutions are not reached, the case shall be reported to the MCE Associate Dean.

4. Criminal conviction of misconduct that affects ability to practice or be licensed/certified

A student whose conduct, within or outside of the program, has resulted in the conviction of a crime that would preclude licensing or certification as a school counselor may be dismissed from the program by action of faculty.

5. Failure to comply with established University or program timetables and requirements.

The Office of Graduate Education policy allows for master students to complete their degree program within 5 years. Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension. The student initiates the petition via [PioneerWeb](#) and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request. Petition procedures and instructions are detailed in the [Graduate Bulletin](#). It is also expected that students will make reasonable and consistent progress toward their degree.

6. Unethical practices and/or unprofessional conduct

As students or professionals, Master's students in School Counseling are expected to follow the American Counseling Association (2014) Code of Ethics and the DU "Code of Student Conduct." Failure to abide by these standards while enrolled as a student in the School Counseling program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, personal, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or

assignments, or possibly undergoing a psychological evaluation and/or psychotherapy at the student's expense. Students may also be placed on probation. If the terms of probation are not met or remediation is not successful as determined by the faculty, students may be dismissed from the program (see below).

7. Behavioral impairments that obstruct the training process and/or threaten client welfare

Student conduct that, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and that obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment. Examples of impairment having the potential for student dismissal or referral include, but are not limited to: substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of University rules for student conduct.

Violation of the DU Honor Code

All members of the University community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that responsibility for upholding these principles lies with the **individual** as well as the entire community.

The purpose of this Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

Students should refer to the [Morgridge College of Education Policies and Procedures](#), the [University Graduate Bulletin Policies](#), and the [Honor Code & Student Conduct Policies and Procedures](#) website for further information on the rationale, authority, and enforcement of the University's Honor Code.

Probation and Remediation Processes

If a student is placed on probation or receives a formal warning, a remediation plan will be developed by the student, the Faculty Advisor, and potentially other faculty as needed. This plan will be approved by the Counseling Psychology Department faculty. This plan will be in writing and will be signed by the student, the Faculty Advisor, and the Department Chair. A copy of the plan will be provided to the student and a copy will be placed in the student's departmental file. More specifically, if the department faculty

determines the student should be placed on probation or given a formal warning, the following steps will be taken:

1. The Department Chair will notify the student, in writing, that the student is on probation or is being given a formal warning. Additionally, the student shall meet with the Faculty Advisor (the meeting should be scheduled within five business days from date of notification by the Department Chair) to discuss the procedures that will be used regarding the probation or formal warning, and associated remediation process.
2. The student, the student's Faculty Advisor, and potentially other faculty will develop a plan for remediation of the student's behavior. This plan will (a) define the student's problem areas, (b) identify the expected behavior patterns or goals, (c) specify possible methods that could be used to reach these goals, which may include personal counseling, self-structured practica, behavioral change, and/or additional academic/course work, (d) delineate specific goals and how goal attainments will be demonstrated, and (e) designate a date for goal attainment and/or reevaluation (must be within six months of date of initiation).
3. After approval from the CP faculty, a copy of the approved plan will be signed and dated by the student, the student's Faculty Advisor, and the Department Chair. Given the nature of the online program, both actual and electronic signatures are acceptable. Upon all signatures being attained, a copy of the approved, signed plan will be provided to the student and a copy will be retained in the student's file in the CP Department office.
4. At or near the date for reevaluation, the student's progress or lack of it will be reviewed by the department faculty. Reevaluation will include a review of the faculty evaluations and any documentation provided to the advisor by the student.
5. After re-review, the faculty has three options of recommendation:
 - a. **Continuation in the program:** the specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b. **Continued probation and/or remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.
 - c. **Dismissal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that they can reasonably attain them in the near future.
6. The student will be notified in writing, by the Department Chair, of the reevaluation decision and it will be requested that the student make an appointment with the Faculty Advisor and training director/program lead for feedback concerning the decision.
7. The student will be requested to sign and date the reevaluation decision. One copy will be given to the student, and one copy will be placed in the student's file in the CP Department office.
8. Depending upon the reevaluation decision by the department faculty (as outlined in 5 a, b, and c. above), the student and the Faculty Advisor will review the options available to the student.
9. If dismissal from the program is recommended by the faculty, the Department Chair will send a

written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the CP office.

10. If dismissal from the program is recommended, the student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the faculty a written response to the notification, and (b) request, in writing, a faculty review of the termination recommendation, if the student chooses.
11. Upon receipt of a written request from the student regarding the termination recommendation during the 30-day period described in step A (10), a faculty meeting will be held to provide the student with the opportunity to present their case to the faculty.
12. Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.
13. Written notification of the decision will be provided to the student by the Department Chair.
14. If the dismissal decision is upheld, the Department Chair will forward a formal dismissal recommendation to the MCE Associate Dean.

If the student is not satisfied with the department faculty's decision, the student may file a grievance in accordance with the procedures outlines below.

Grievances

If a student has a grievance involving another student or a faculty member, it is preferable for the student to work it out with that person. Students' Faculty Advisors and the Department Chair may act in a consultative role in this process. If student cannot work out the grievance directly with the faculty member or student, the student may direct the concern to the Department Chair personally or in writing. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. If the grievance concerns a claim of discrimination or is a title IX matter you should include the contact information of that office <http://www.du.edu/equalopportunity/>. The process is outlined in the [Graduate Bulletin](#) and reviewed here briefly:

First Level: Informal Resolution

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance or appeal.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to the Office of Equal Opportunity or an appropriate supervisor who must immediately notify the Office of Equal Opportunity.

Second Level: Submission of the Formal Grievance or Appeal to Department Chair or Associate Dean

If a student elects to file a formal grievance or appeal, it must be filed within 45 calendar days into the next quarter after the contested decision or grade was officially recorded and during which the student is enrolled at DU. All grievances and appeals must be filed in writing, signed and dated by the student and include supporting documentation at the time it is filed. The grievant/appellant must minimally provide the following:

1. a clear description of the decision being grieved or appealed,
2. the basis or bases for challenging the decision,
3. the identity of the party or parties who made the decision,
4. the specific remedy or remedies requested, and
5. a description of all informal resolution attempted.

The decision of the Department Chair (in cases where it is not appropriate to go to the Department Chair, the Associate Dean can be informed) must be issued in writing within 30 days of receiving the grievance and shall include all of the following:

1. a copy of the student's formal grievance,
2. relevant findings of fact,
3. decision and the reasons for the decision reached, and
4. the remedy which is either granted or denied and/or any alternative remedies suggested.

Third Level: Submission of the Formal Grievance or Appeal to Dean

The party who finds the resolution unsatisfactory may appeal the decision in writing to the dean of the academic unit within five working days of receiving the Program Director or Department Chair's written decision.

The Dean may render a decision on the matter or may refer the grievance or appeal to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance or appeal.

The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 days after the date that the dean's office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all affected parties within five working days after receiving the committee's recommendation.

Fourth Level: Submission of the Formal Grievance or Appeal to Provost

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within five working days of receiving the dean's decision. The Provost will hear only those grievances and appeals based on problems of process or concerns of bias, retaliation, or other improprieties unrelated to protected class status and not on differences in judgment or opinion concerning academic performance. Within five working days after receiving the appeal, the Provost may refer grievances or appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as chair.

Anyone called upon by the Provost or the Provost's designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from the designee.

Scope of Review

Any University agent charged with reviewing a formal grievance or appeal may gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base the decision on documented evidence.

Deviation from Procedures

These guidelines provide basic steps for resolving appeals and grievances. The steps may vary based upon the structure of the academic unit or the particularities of the situation. The provost or his/ her designee may choose to approve or may direct a deviation from these procedures, for example, postponement of a time limit or elimination or addition of a step in the process, in order to ensure an effective and timely resolution.

Grievance or Appeal Record

Documentation in support of a grievance or appeal will be held by the person responsible for considering the grievance or appeal at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance or appeal record as well. The complete grievance or appeal record will consist of the original grievance or appeal, all documentary evidence and all formal decisions made at each step of the process.

Failure to Meet Deadlines

If after a formal grievance or appeal is filed, the University agent charged with review of the grievance or appeal fails to meet any deadline at any stage of the process, the grievant/ appellant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant/ appellant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant/ appellant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

Other Policies

Professional Behavior

Students are expected to display professional behavior within their courses, throughout their time in the School Counseling program, and beyond. Professional behavior includes, but is not limited to, respectful communication (e.g., respecting diverse perspectives; appropriate language), advocating within the hierarchy (e.g., if a student has an issue with an instructor, it should be addressed with the instructor directly first, then brought to the Program Lead, then the Department Chair, etc.), appropriate attire, and be considerate of other's time (e.g., group work; punctual to class and meetings).

E-mail Expectations

E-mail is the primary, official form of communication between the SchoolCounseling@Denver program and its students. As such, the expectation is that students regularly monitor their DU e-mail address and provide a timely response when appropriate. DU faculty and staff will also operate under these expectations. In order to effectively and professionally communicate with DU faculty and staff, students are expected to adhere to the following guidelines:

1. Emails must have a clear subject and related course title, if relevant.
2. Address the email recipient with an acknowledgment and by their formal title (e.g., Dear Dr. Vasquez; Good morning Professor Anderson).
3. Avoid beginning your email with a question.
4. Be mindful of appropriate spelling and grammar.
5. End your email by signing your name.
6. Proofread your email for errors such as those related to auto-correct and wrong words with correct spelling (e.g., "principle" when you mean "principal").

Procedures for Credentialing and Recommendation for Employment

The faculty in the school counseling program are committed to helping students with the licensing and credential processes that will lead to being employed as a school counselor upon completion of the program. To help with this, each student is provided with both a faculty advisor and an academic advisor within the College. Each of these professionals are able and equipped to personally help each student with the credentialing and licensing process that will lead to employment. Furthermore, the faculty offer two online workshops via zoom during fall quarter and spring quarter of every academic year with the intention of helping students with the credentialing and employment process. Additionally, your faculty advisor is available for both scheduled and ad-hoc meetings regarding employment-related needs (e.g., resume review; mock interview; job search).

Meetings

Student and Faculty Informational Meetings

The CP department schedules monthly department meetings on the first Tuesday of the month. The purpose is to allow faculty and students to informally discuss issues relevant to graduate school and professional development. There are student representatives from both the MA and PhD programs who attend the faculty meetings. The MA and PhD student representatives are usually elected by classmates at the beginning of the

academic year. If students are interested in being a representative, please let the program chair know. If students have a concern, they may ask a student representative to present it to the faculty or they may petition the faculty by letter addressed to the program coordinator. If students plan to petition the faculty, it is useful to talk to the program chair or another faculty member before writing a letter. Representatives from the SchoolCounseling@Denver program will be invited to either call or use online conferencing software (e.g., Zoom) to attend faculty meetings, or collect and send feedback or questions directly to the Department Chair.

Note that there will be additional scheduled meetings (e.g., webinars; panel discussions; town hall meetings) available for all students to attend. These meetings will provide students with an excellent way to engage with faculty, experts in the field, and one another throughout the program.

Research Opportunities

A variety of research opportunities exist within the Counseling Psychology department. The CP Faculty encourage SchoolCounseling@Denver students to collaborate on individual research projects and participate in local, regional, and national conferences accordingly. Students interested in pursuing formal research opportunities should contact a faculty member if they would like to be considered for a research team.

Mentoring Relationship Between New and Second Year Students

Within the first year of the program, mentoring will take place between students and faculty. However, as the program grows, mentoring opportunities will become available between new and current students as well. The faculty will convey those opportunities to students as they become available.

Agencies and Students

This information is provided to clarify University of Denver procedures and responsibilities pertaining to workers' compensation coverage, student liability insurance coverage, and off-campus University related work and activities.

Workers' Compensation Coverage

Students are not covered by the University of Denver for injuries sustained while working in field placement positions. Field placement agencies should consult the Division of Workers' Compensation (303) 575-8700 or their professional accountant for advice on workers' compensation coverage as it relates to students in salaried positions. Further clarification of policies related to workers' compensation coverage may be obtained from the Risk Management Director at the University of Denver at (303) 871-2327.

Liability Insurance Coverage

All students in the SchoolCounseling@Denver program are required to obtain their own malpractice/liability insurance and maintain it throughout their practicum and internship experiences. Students obtain this insurance through membership with the American Counseling Association ([Liability Insurance](#)). Student policies are available for reduced rates.

Notice of Potential Risk

Please be advised that clinical or research activities performed in field placement settings may carry with them certain attendant risks. Each student must assess whether or not their level of training and amount of supervision provided by the agency is suitable to the routine and/or unique requirements and demands of the field placement environment in which they work. If a student has a concern about the risk level of the practicum or internship site, they need to speak to the Practicum/Internship Instructor and Program Lead, and potentially the Department Chair, who will help assess this risk and then address the problem if needed.

Communication Channels, Technology

The Ombuds Office

The Ombuds Office at the University of Denver provides confidential and informal assistance to faculty, staff, and students regarding conflicts with or within the University of Denver. For further information on the Ombuds Office, please visit: <http://www.du.edu/ombuds/>.

Office of Equal Opportunity

The Office of Equal Opportunity is responsible for ensuring compliance with the University's anti-discrimination policies related to race, ethnicity, national origin, age, religion, disability, genetic information or veteran status and promoting full compliance with all applicable federal, state and local discrimination laws. For more information, please visit: <http://www.du.edu/equalopportunity/>. Equal Opportunity can assist with:

- Consultation concerning issues of possible discrimination, harassment or retaliation
- Investigation of complaints of discrimination, harassment and/or retaliation
- Education designed for your department or organization that focuses on prevention
- Consultation or training for search and screening committees
- Consultation regarding reasonable accommodations for participants with disabilities and for religious accommodations
- Consultation regarding disability access problems
- In conjunction with the Center for Multicultural Excellence, activities to improve the climate for diversity in your department or organization

Office of Title IX

The Office of Title IX is responsible for ensuring compliance with the University's anti-discrimination policies related to sex or gender, sexual orientation, gender identity, gender expression, and promoting full compliance with all applicable federal, state and local discrimination laws. For more information, please visit: <http://www.du.edu/equalopportunity/titleix/index.html>.

The Office of Title IX can assist with:

- Consultation concerning issues of possible gender-based discrimination, harassment, violence, or retaliation
- Investigation of complaints of gender-based discrimination, harassment, or retaliation
- Investigation of sexual misconduct matters including sexual assault (non-consensual sexual

contact)

- Investigation of relationship violence matters including domestic violence and dating violence
- Investigation of stalking
- Education designed for your department or organization that focuses on prevention
- Consultation on appropriate support for pregnant or parenting students, faculty and staff

Center for Multicultural Excellence

Other resources can be found at the Center for Multicultural Excellence, 1981 S. University Blvd. www.du.edu/cme, e-mail cmeinfo@du.edu, phone (303) 871-2942.

Distributed Email List

All accepted and enrolled students in an MCE program should immediately subscribe to their program's distributed email list, using their PREFERRED email address. These lists are used to deliver official program notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to <https://listserv.du.edu/mailman/listinfo/cnpprogram-1> in order to subscribe.

Student Training

The University Technology Services (UTS) offers a [Student Resources](#) page to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Canvas.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptop Preferred Vendors](#) page for more information. DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the bookstore website (<https://www.bkstr.com/denverstore/home/en>) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Quick Forms for Students and Advisors

Exceptions to Academic Policy/Extension of Program

Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions: <http://bulletin.du.edu/graduate/>. The application portal for Academic Exceptions is found in PioneerWeb on the MyWeb tab, Student and Financial aid section.

Application for Graduation

Application deadlines occur on the first day of the quarter *before* the student will graduate. The graduation application portal is found in [PioneerWeb](#) on the MyWeb tab, under Student and Financial Aid.

Application for “I” (Incomplete) Grade

This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of “I” and an expiration date. All incompletes not changed to grades in one year default to a grade of F. This form is found at:

http://www.du.edu/registrar/media/documents/incomplete_application.pdf

Waiver or Substitution of Courses

Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at:

<http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Application for Independent Study, Independent Research, Directed Study

The student initiates this form each quarter, as necessary. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar. This form is found at:

<http://www.du.edu/registrar/media/documents/independentstudy.pdf>

Transfer of Credit

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of the form available at:

<http://www.du.edu/media/documents/graduates/transfer.pdf>

Continuous Enrollment (CE) Approval Form

The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval. This form is found at: <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>

APPENDIX
Coursework Plan: SchoolCounseling@Denver MA
 Handbook Year: 2019-2020

Student Name: _____ Student #: _____

Student Email: _____@du.edu Faculty Advisor: _____

Student Start Term (circle one): Fa Wi Sp Su Student Start Year: _____

Intended Course of Study (circle one): Full-Time Part-Time

Program Requirements	Course No. (COUN-)	Cr. Hrs.	Completion Term	Portfolio Artifact Uploaded ¹
Program Area Requirements			(e.g., Spring 2020)	(e.g., 11/15/19)
Orientation to Professional Counseling & Ethical Practice ²	4600	4		
Basic Counseling Techniques ²	4610	4		
Counseling Theory ²	4620	4		
Research Methods and Program Evaluation ²	4630	4		
Diversity: Multicultural Counseling Psychosocial Issues ³	4700	4		
Group Counseling Theory ³	4710	4		
Introduction to Assessment ³	4720	4		
Lifespan Development ³	4730	4		
Roles & Responsibilities of the School Counselor ³	4740	4		
Career Counseling ⁴	4800	4		
Comprehensive School Counseling Programs	4810	4		
Counseling Children, Adolescents, and the Family	4820	4		
Mental Health & Substance Use	4830	4		
Educational Strategies and Policies for School Counselors	4840	4		
School Counselor Interventions and Strategies	4850	4		
SUBTOTAL		60		
Experiential Coursework				
School Counseling Practicum (100 hours)	4900	4		
School Counseling Internship I (300 hours)	4910	4		
School Counseling Internship II (300 hours)	4920	4		
SUBTOTAL		12		
Transfer Credit ⁵	N/A			N/A
Immersion Experience	N/A	N/A		N/A
Comprehensive Exam (a passing score is required)	N/A	N/A		N/A
SUMMARY OF PROGRAM REQUIREMENTS				
Program Area Requirements		60		
Experiential Coursework (700 hours)		12		
Transfer Credits		XX		
TOTAL		72		

¹Portfolio will be reviewed during biannual meetings with the Faculty Advisor.

²Course must be completed within the first four quarters and prior to any experiential coursework.

³Course must be completed prior to any experiential coursework.

⁴Course must be completed prior to completing the Comprehensive Exam.

⁵Transfer credits must be approved through the appropriate process (see Graduate Bulletin). Attach transfer credit details, as well as the associated transcript, to this document.

Student Initials

I confirm that I have reviewed and understand the “Failure to maintain minimum academic standards” policy, referenced in the Student Handbook.

I have met with my Faculty Advisor, and I have acquired and take responsibility for understanding the licensing and/or certification requirements in the state in which I plan to practice/pursue employment as a school counselor.

I acknowledge that I am required to meet with my faculty advisor at least twice each academic year, and revisit this Coursework Plan as necessary. I also understand that any changes to this Coursework Plan must be approved by my faculty advisor, updated on this document, and submitted to the Academic Services Associate prior to the opening of the registration window impacted by the change.

- Check here to confirm understanding of the information presented within this document (Coursework Plan: SchoolCounseling@Denver MA, Handbook Year: 2019-2020, pp. 1-2).

Date: _____

Student's Signature: _____

Faculty Advisor's Signature: _____