



**Morgridge College
of Education**
UNIVERSITY OF DENVER

STUDENT HANDBOOK

SchoolCounseling@Denver

Online School Counseling Master of Arts

Handbook Year 2023 – 2024

Department of Counseling Psychology

University of Denver

INTRODUCTION

The SchoolCounseling@Denver Student Handbook provides students with policies and procedures to assist them as they progress through the requirements of the SchoolCounseling@Denver Master of Arts 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](#), as well as the University of Denver Graduate Education policies available in the [Graduate Bulletin](#). 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, Equity, & Inclusion, 2199 S. University, Denver, CO 80208-4840, 303-871-2891: <https://www.du.edu/equity>, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204; Phone 303-844-5695.

The 90-credit Master of Arts in School Counseling program (SchoolCounseling@Denver) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards through 2030. Accreditation information can be found by locating the University of Denver on the [CACREP Program Database](#). Students admitted prior to the Fall 2023 quarter will complete the previously offered 72-credit degree program (also accredited by CACREP), unless otherwise documented with Program leadership.

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 school and community settings, a commitment to social justice in both our curriculum and our research, and the friendly and supportive nature of DU and our community. Fundamental to the Department's success are its outstanding students, and YOU could be one of these 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 their SchoolCounseling@Denver Faculty 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 SchoolCounseling@Denver and 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!

Patton Garriott, PhD, Department Chair, Counseling Psychology

FROM THE PROGRAM DIRECTOR

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 into 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 A. Pinto, PhD, Program Director, SchoolCounseling@Denver

SCHOOL COUNSELING PROGRAM

SCHOOLCOUNSELING@DENVER PROGRAM CONTACT INFORMATION

Name	Position	Location	Phone	Email
Stacy Pinto, PhD	Program Director, School Counseling	KRH 132	303-871-2832	stacy.pinto@du.edu
Matthew Garcia	Academic Services Associate, @MCE programs	KRH 250C	303-871-3590	matthew.w.garcia@du.edu
Jillian Blueford, PhD	Practicum and Internship Specialist, School Counseling	KRH 133	303-871-6594	jillian.blueford@du.edu
Becca Breen, MA	Practicum and Internship Coordinator, @MCE programs	KRH 240C	303-871-3579	rebecca.breen@du.edu

COUNSELING PSYCHOLOGY DEPARTMENT CONTACT INFORMATION

Name	Position	Location	Phone	Email
Patton Garriott, PhD	Department Chair, Counseling Psychology	KRH 253	303-871-6758	pat.garriott@du.edu
Tara Crampton	Academic Services Associate, Counseling Psychology	KRH 250B	303-871-7674	tara.a.crampton@du.edu

FACULTY ADVISING

Each student will be assigned a Faculty Advisor (FA) by the Program's Academic Services Associate (ASA) prior to their first term in the Program. Students are expected to contact their FA to set up the initial advising meeting within five days of notification that their FA has been assigned. All students are expected to meet with their FA no later than Week 9 of their first quarter in the Program and twice each year for the remainder of the Program. Prior to their initial meeting with their FA, all students are expected to:

- carefully review this Handbook,
- complete the associated [SchoolCounseling@Denver Student Handbook Quiz](#), and
- pass the quiz with a score of 100% (multiple attempts are permitted).

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), a full-time staff member 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 90-quarter hour online Master of Arts 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. Additionally, this Program may provide the educational experience required for additional licenses and/or certifications in your state, beyond that school counselor credential (e.g., professional counselor). Further guidance can be found in the Licensing & Certification section later 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 PK-12 school system(s) and across the communities in which they serve.

PROGRAM OBJECTIVES

The objectives of the SchoolCounseling@Denver program align with the [2024 CACREP Standards](#), with an emphasis on the School Counseling specialty area. The objectives listed here will be met throughout your coursework in the SchoolCounseling@Denver program and details of how each course meets associated objectives and standards can be found in the individual course syllabi.

- Professional Counseling 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 Identities and Experiences – Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
- Lifespan 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 Practice and 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 Diagnostic Processes – 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, with emphasis on promoting the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.

DEPARTMENT OF COUNSELING PSYCHOLOGY (CP) FACULTY

SCHOOL COUNSELING CORE FACULTY

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

Clark Ausloos, Ph.D., University of Toledo, 2020. Clinical Assistant Professor. Pronouns: he/him/his. Dr. Ausloos is a licensed school counselor and a licensed professional clinical counselor in the state of Ohio, as well as a national certified counselor. Dr. Ausloos has an active research agenda, focusing on the experiences of queer and trans youth, particularly in schools. Dr. Ausloos serves on several professional boards, including the National Board for Certified Counselors, and the Society for Sexual, Affective, Intersex, and Gender Expansive Identities. (920-948-2467, clark.ausloos@du.edu)

Jillian Blueford, Ph.D., University of Tennessee, Knoxville, 2019. Clinical Assistant Professor. Practicum & Internship Specialist for SchoolCounseling@Denver. Licensed Professional Counselor. National Certified Counselor. Certification in Thanatology (Death, Dying, & Bereavement). Pronouns: she/her. Dr. Blueford's professional clinical background includes working in a variety of settings with children, adolescents, adults,

and families primarily to address concerns related to grief and loss. Her research interests include counselor preparation in grief counseling, grief and loss issues for children and adolescents, and creating school systems for grieving students. Dr. Blueford is an active member of multiple professional counseling associations, such as the American Counseling Association, Association for Counselor Education and Supervision, American School Counselor Association, and the Association for Death Education and Counseling. (303-871-6594, jillian.blueford@du.edu)

Kelly Gentry, Ph.D., Montclair State University, 2022. Clinical Assistant Professor. Licensed School Counselor (NJ); Licensed Professional Counselor (NJ). Pronouns: She/her. Dr. Gentry earned both her Ph.D. in Counseling and M.A. in Counseling, with a concentration in School Counseling, from Montclair State University. She has a private mental health counseling practice working with teens and adults, as well as facilitating groups for women who have experienced trauma. She has worked in various roles in higher education over the past 15 years including academic advisor, women’s center coordinator, and manager of career services. Dr. Gentry’s research interests include gender-based violence, gender issues in career development, and mental health issues among women. She is active in professional organizations such as Counselors for Social Justice and the American College Counseling Association and is Past-President of the New Jersey Career Development Association. (301-200-1884, kelly.gentry@du.edu)

Lindsay Harman, Ph.D., University of the Cumberland, 2021. Clinical Assistant Professor. Certified School Counselor (SC); Licensed Professional Counselor (SC); National Certified Counselor. Pronouns: she/her. Dr. Harman earned her B.A. from Wake Forest University, M.A. from West Virginia University, and Ph.D. in Counselor Education and Supervision from the University of the Cumberland. She worked as a professional school counselor and leader in a variety of PK-12 schools for fourteen years. Dr. Harman is active in professional organizations such as the Palmetto State School Counselor Association, the American School Counselor Association, the American Counseling Association, and the Association for Counselor Education and Supervision. Her research interests include comprehensive school counseling programming, school counselor supervision, and social/emotional learning in PK-12 education. (lindsay.harman@du.edu)

Joe Johnson, Ph.D., University of Florida, 2016. Clinical Assistant Professor. Pronouns: he/him. Dr. Joe earned his B.A. from Saginaw Valley State University, his M.A. from Western Michigan University, and his Ph.D. from the University of Florida. He has worked in K-12 education, higher education, in corporate America, and as an entrepreneur. He is a licensed school counselor (MI). His research interests include discovering our Purpose (career and life), undocumented students, social justice issues, and entrepreneurship. (joseph.johnson951@du.edu)

Stacy Pinto, Ph.D., Montclair State University, 2018. Clinical Assistant Professor. Program Director, School Counseling. Certified School Counselor (NJ); National Certified Counselor; Licensed Professional Counselor Candidate (CO). Pronouns: she/they. Dr. Pinto’s experience spans a variety of counseling and educational settings (i.e., K-12, higher education, in-home and community-based mental health). Her research interests include queer identity intersections, sexual identity language and labeling, and inclusive educational environments. Dr. Pinto is active in professional organizations such as the Society for Sexual, Affective, Intersex, and Gender Expansive Identities (SAIGE), the Colorado Counseling Association, the Association for Counselor Education and Supervision, and the American School Counselor Association. She currently serves as President-Elect of SAIGE, Past-President of Colorado SAIGE, and is a member of the Editorial Board for the *Journal of LGBTQ Issues in Counseling*. (303-871-2832, stacy.pinto@du.edu)

Sage Rian, Ph.D., University of Nevada, Reno, 2019. Clinical Assistant Professor. Licensed Professional Counselor (NV, CO); Licensed School Counselor (NV); National Certified Counselor. Pronouns: they/them. Dr. Rian earned their B.A. from Georgian Court University, M.S. from Monmouth University, and Ph.D. in Counselor Education and Supervision from the University of Nevada, Reno. Dr. Rian has experience in clinical and school settings, and actively maintains a private practice focused on serving the queer community. Dr. Rian's research interests center ecotherapy and gender diversity, which also drives their advocacy work as an executive board member of the Nevada Gender Clinic and the Foundation for Sexual and Gender Affirmation and Research. (sage.rian@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.

Lisa Brownstone, Ph.D., University of North Carolina-Chapel Hill. Clinical Psychology. 2017. Assistant Professor of Practice. Following graduation, Dr. Brownstone (she/they) completed her predoctoral clinical internship at Denver VA Medical Center and postdoctoral fellowship at Eating Disorder Care (EDCare) of Denver. Clinical and research interests include disordered eating and body distress, LGBTQ+ health, trauma, weight stigma, psychotherapy, and qualitative approaches. Outside of work, Dr. Brownstone plays fiddle and guitar, and loves spending time with her family and fluffy dogs. (KRH 241, email: Lisa.Brownstone@du.edu)

Ruth Chao, Ph.D., University of Missouri-Columbia, 2005. Professor, 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)

Patton Garriott, Ph.D., University of Missouri, 2012. Associate Professor and Department Chair. Dr. Garriott earned his BA in Psychology and MA in Counseling Psychology from the University of Kentucky. He completed his doctoral internship at the University of Texas at Austin Counseling and Mental Health Center. Research interests: power, privilege, and oppression in career development; access and equity in higher education, social class, first-generation college students, research methods and measurement. Dr. Garriott is an Associate Editor for the Journal of Diversity in Higher Education and Journal of Career Assessment. He has served as a member of the APA Committee on Socioeconomic Status and Executive Board of the Society for Vocational Psychology. (KRH 253, 303-871-6758, email: Pat.Garriott@du.edu)

Keiko McCullough, Ph.D., Indiana University, 2022. Assistant Professor. Dr. McCullough graduated with Ph.D. in Counseling Psychology from Indiana University Bloomington and completed their internship at the University of California, Los Angeles (UCLA). Their quantitative research explores the relationships between media consumption and psychological and mental health outcomes among marginalized groups. In the qualitative domain, Dr. McCullough examines how psychological constructs such as identities, attitudes, and ideologies are constructed in and through media texts. They are highly interested in diverse research methods and the development of new methodological approaches to better understand the social world. (KRH 254, 303-871-7517, email: Keiko.McCullough@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 a private practice and is the lead psychologist at LifeLong, Inc. He is also the Senior Research Advisor at SonderMind and OrgVitals. He is also the Research Director at Celesthealth. His research focuses on psychotherapy processes and outcomes as well as romantic relationships. (KRH 259, 303-871-2482, email: Jesse.Owen@du.edu)

Geneva Polser, Ph.D., University of Denver, 2020. Clinical Assistant Professor, Director of Counseling and Educational Services Clinic, Licensed Psychologist (CO and TN). Dr. Polser completed her PhD in Counseling Psychology at University of Denver, her MA at University of Louisville, and her BA in Psychology at Christopher Newport University. Dr. Polser's internship was at the Vanderbilt University Counseling Center and her post-doctoral fellowship was at Osher Center for Integrative Medicine at the Vanderbilt University Medical Center. She has experience in relational psychodynamic, emotion-focused, clinical hypnosis, mindfulness-based interventions, EMDR, CBT, and ACT approaches. (KRH 147, 303-871-3230, Geneva.Polser@du.edu)

Trisha Raque, Ph.D., University of Maryland, 2013. Associate Professor and Doctoral Training Director. She is a member of the American Psychological Association and is the Past Chair of the Division 17 Health Psychology Section. She is also on the Editorial Board of the Journal of Counseling Psychology, Journal of Vocational Behavior, and Journal of Career Assessment. Dr. Raque's areas of research include cancer survivorship, navigating work after cancer, access to decent work, positive health psychology, and the centrality of sociocultural and political systems that intersect with health and career development. She applies social justice principles, intersectionality, and anti-racism to cancer survivorship with research and advocacy focused on the nexus of cancer with identities such as gender, sexual orientation, and social class. (KRH 263, 303-871-4522, email: Trisha.Raque@du.edu).

Julia Roncoroni, Ph.D., University of Florida, 2016. Assistant Professor. She is a member of the American Psychological Association. Dr. Roncoroni leads two community-based research programs—Patient-Centered Culturally Sensitive Health Promotion and Patient-Centered Culturally Sensitive Health Care—that promote health and prevent disease in at-risk communities, in particular Latinos. These research programs target different social determinants of health, ranging from immigration status and education to quality of received health care. (KRH 262, 303-871-3784, email: julia.roncoroni@du.edu)

Apoorvee Sawhney, Ph.D., University of Missouri 2022. Clinical Assistant Professor. Training Director for MA Clinical Mental Health Counseling program. Dr. Sawhney completed her Ph.D. and M.Ed. in Counseling Psychology at the University of Missouri and her BA in Psychology at the University of Delhi, India. Dr. Sawhney completed a post-doctoral fellowship at the Counseling and Psychological Services of University of California, Berkeley. Her work is focused on multicultural issues, mentorship, supportive advising relationships for international students and students with marginalized identities, self-compassion, and prevention and advocacy. (KRH 253, 303-871-6758, email: Apoorvee.Sawhney@du.edu)

DEPARTMENT OF COUNSELING PSYCHOLOGY AFFILIATE FACULTY

William Cross, Ph.D., Princeton University, 1976. Emeritus Professor. Dr. Cross holds professor emeritus at CUNY and DU. In 2017 he received the DU University Lecturer Award. The 2020 APA Gold Medal for Life Achievement in the Application of Psychology Award, along with many other awards. 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 APA Division 45. (KRH 355, 303-871-4592, email: William.Cross@du.edu)

RESEARCH FACULTY

Matteo Bugatti, Ph.D., University at Albany, State University of New York, 2020. Research Assistant Professor. Research interests: Measurement-based care; psychotherapy process and outcomes; personalization of psychological interventions; technological advancements in psychotherapy; training and deliberate practice. (KRH 258, email: Matteo.Bugatti@du.edu)

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, cynthia.mcrae@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 toward effectively serving diverse populations. 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. This is particularly relevant to anxiety related to serving populations with whom students lack experience. If students already had all the skills needed to be an effective, social-justice-oriented counselor, they would not need a graduate program like ours! Therefore, the faculty encourages students to remember that the process of becoming an effective counselor involves life-long learning, self-reflection, 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 and actively situates students' learning within the social climate. 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 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 in training, 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. Our curriculum and training are designed to help students to integrate their learning with social justice to become culturally sensitive school counselors. 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 PK-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 [Cultural Center](#), [campus leaders](#), [the Office of Diversity, Equity, & Inclusion](#), 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
(90 credits)

This program allows students to work as counselors in the public schools. It requires a minimum of 90 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 or visit the ETS website at <https://www.ets.org/praxis/prepare/materials/5421> for more information about the exam. 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.**

SCHOOL COUNSELING COURSES

Course Descriptions

The DU Registrar's website contains the official and most current course descriptions within the [DU Course Catalog](#). Select a term, then select the appropriate subject (our courses are listed under the subject "School Counseling," abbreviated as COUN). While formal Prerequisites are indicated within some course descriptions, students are required to adhere to the sequencing guidelines provided in their official Coursework Plan, informed by the **Course Sequencing Guide**, provided within this document.

Required Courses

All 24 courses, listed below, are required to complete the degree.

Course Number	Course Name	Course Credits (Quarter Hours)
COUN 4600	Orientation to Professional Counseling & Ethical Practice	4
COUN 4610	Counseling Techniques	4
COUN 4620	Counseling Theory	4
COUN 4630	Research Methods	4
COUN 4700	Social & Cultural Diversity <i>Formerly known as: Diversity: Multicultural Counseling Psychosocial Issues (4 cr.)</i>	4
COUN 4710	Group Counseling	4
COUN 4720	Assessment & Appraisal <i>Formerly known as: Introduction to Assessment (4 cr.)</i>	5
COUN 4730	Lifespan Development	4
COUN 4740	Roles & Responsibilities of the School Counselor	4
COUN 4750	Exceptionalities	2
COUN 4800	Career Counseling	4
COUN 4801	Developmental Application	2
COUN 4805	Gender & Sexuality	4
COUN 4810	Comprehensive School Counseling Programs	4
COUN 4815	Program Evaluation	2
COUN 4820	Counseling Youth & Families <i>Formerly known as: Counseling Children, Adolescents, and the Family (4 cr.)</i>	4
COUN 4825	Activity-Based Counseling	3
COUN 4830	Diagnosis in Counseling <i>Formerly known as: Mental Health & Substance Use (4 cr.)</i>	4
COUN 4835	Counseling for Trauma, Crisis, & Grief	4
COUN 4840	Educational Strategies & Policies	4
COUN 4850	School Counselor Interventions	4
COUN 4900	Practicum	4
COUN 4910	Internship I	4
COUN 4920	Internship II	4

Students may visit the “Example Syllabi” section of the [SchoolCounseling@Denver Student Resources](#) page to view sample syllabi from past course sections.

Optional Courses

COUN 4001: School Counseling Immersion: This on-campus experience is for students in the SchoolCounseling@Denver online program. **(0 credit hours)**

COUN 4901: School Counseling Field Supervision: This course provides group supervision for students completing supervised field experience in roles and settings with clients relevant to their specialty area. **Prerequisites:** COUN 4900. This prerequisite may be taken concurrently with COUN 4901. **(1 credit hour)**

Note: Any direct and indirect hours obtained between the Autumn and Winter quarters must coincide with enrollment in COUN 4901: School Counseling Field Supervision. If hours are obtained without enrollment in this course, all accrued hours will be voided.

COURSE SEQUENCING GUIDE

The 24-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. Counseling Techniques
 - iv. Research Methods
- 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. Social & Cultural Diversity
 - ii. Group Counseling
 - iii. Assessment & Appraisal
 - 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. Exceptionalities
 - ii. Career Counseling
 - iii. Developmental Application
 - iv. Gender & Sexuality
 - v. Comprehensive School Counseling Programs
 - vi. Program Evaluation
 - vii. Counseling Youth & Families
 - viii. Activity-Based Counseling
 - ix. Diagnosis in Counseling
 - x. Counseling for Trauma, Crisis, & Grief
 - xi. Educational Strategies & Policies
 - xii. School Counselor Interventions
- 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 only offered once each academic year (as articulated below). Details regarding the placement process can be found in the School Counseling Practicum and Internship Handbook.
 - b. Courses
 - i. Practicum (offered in the Autumn quarter only)
 - ii. Internship I (offered in the Winter quarter only)
 - iii. Internship II (offered in the Spring quarter only)

EXAMPLE STUDENT SEQUENCES (SAMPLE PLAN OF STUDY)

Students are expected to take courses in sequence, as described on their official Coursework Plan. The official Coursework Plan is a formal document that has been reviewed and signed by both the student and the Faculty Advisor. Deviation from the official Coursework Plan may result in unexpected disruptions to the student's plan of study and/or intended graduation term. Changes to your course sequence may be made throughout your time in the Program, based on student or program scheduling needs. These changes will require an update to your Coursework Plan. These updates will be coordinated between individual students, their Faculty Advisor, and Program leadership. Students are required to complete a Coursework Plan no later than three weeks after the start of their first quarter in the program, and update the plan as needed.

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.

PRACTICUM & INTERNSHIP

As previously indicated, students will complete a 100-hour practicum and a 600-hour internship experience as a requirement for the School Counseling degree program. Additional information related to this portion of the program can be found within the [SchoolCounseling@Denver Practicum & Internship](#) page and/or the SchoolCounseling@Denver *Practicum and Internship Handbook*, located at <https://morgridge.du.edu/handbooks-forms/>.

Questions related to this process can be directed to the SchoolCounseling@Denver Practicum and Internship Specialist or Program Director, listed in the SchoolCounseling@Denver Program Contact Information section above.

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. Course sequences vary based on start term and preferred program length (i.e., 2, 2.5, or 4 years). Students may also work with their Faculty Advisor to create a Custom Coursework Plan if necessary. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>.

By consulting with their Faculty Advisor, each student will be able to design a coursework plan to complete their degree requirements. It is the student's responsibility to **meet with their 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 third week of the first quarter of the program**, students must file their Coursework Plan (CWP) by submitting a response to the Coursework Plan Survey which will be provided to them via email no later than the time when the Faculty Advisor is assigned. For your reference, a sample CWP is provided in the Appendix of this document as an example of the document that will be generated after you complete the aforementioned *Coursework Plan Survey*. The CWP becomes part of the student's official file. It may be amended or changed. Therefore, the CWP 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 CWP. Any waiver or substitution of a required course must be completed through the Transfer/Substitution of Credits process, articulated later in this document.

By the final quarter in the program, a student's Coursework Plan must 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 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 their 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 grows to reach full capacity, courses will typically be offered every quarter (except experiential courses which will not be offered during the summer quarter; Practicum is also not offered in the Spring 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 their 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. 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+ or lower grade requires students to take the course over. Please see the [Graduate Bulletin](#) for additional University information regarding minimum grade requirements.
5. Students are required to submit assignments as Microsoft files, generally .doc or .docx unless otherwise indicated by your instructor. We know that all students may not already have access to Microsoft office, so please be reminded that the University offers free access to Office 365 for all students. This and other resources can be found on IT's [Classroom Resources for Students](#) page.

COMPREHENSIVE EXAMINATION

Each student is required to take a comprehensive examination as a **requirement** for graduation. The SchoolCounseling@Denver program uses the national [Counselor Preparation Comprehensive Examination](#) (CPCE), offered through Pearson, as each student's first attempt to fulfill this requirement. General content areas for the CPCE align with the eight CACREP (2016) common-core areas and include:

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

As such, students must complete the Introductory Sequence, Pre-Experiential Sequence, and the Career Counseling course prior to being eligible for the comprehensive examination. When students believe they are eligible or will soon be eligible to sign up for the exam, they must complete the Comprehensive Exam Intent Survey, located on the Comprehensive Examination section of the [SchoolCounseling@Denver Student Resources](#) page and follow instructions as outlined on that page.

It is critical that students **do not take the comprehensive exam prior to the completion of these specific ten courses. Students must register to complete their first attempt at the exam within three months of becoming eligible and must complete their first attempt at the exam within six months of becoming eligible.** Upon registering for the exam, students should notify their Faculty Advisor of the exam date for which they have officially registered.

DETAILS OF THE CPCE

The CPCE consists of 160 multiple choice items; 20 items from each content area. Seventeen of the 20 questions in each area will be graded, whereas three are considered to be “test” questions. As such, the highest possible score on the exam is 136. The content areas of the CPCE are consistent with the National Counselor Examination, which is required for licensure in Colorado and many other states. Comprehensive examinations can be scheduled at various times throughout the year. The following details related to the Comprehensive Examination can be found on the “Comprehensive Examination” section of the [SchoolCounseling@Denver Student Resources](#) page:

- When to take the exam (within six months of becoming eligible)
- Where to take the exam
- How to register for the exam (note: DO NOT register for the exam until you have been given explicit instruction to do so by program administration)
- Cost of the exam
 - Note that this is based on Pearson’s posted fees at the time of registration, but recent fees have been approximately \$150.
 - Students are encouraged to plan for this fee when managing their education finances.
- Tips for preparing for the exam (e.g., resources, recommended study time)

COMPREHENSIVE EXAM POLICIES & PRACTICES

Additionally, students are expected to be aware of the following policies and practices related to the comprehensive examination.

- **Score Report:** CPCE scores are reported to the SchoolCounseling@Denver program by the CCE once a month, for the preceding month of test-takers (e.g., scores for September test dates would be available to the program around October 15th). While students may receive their raw scores prior to the scores being communicated to the program, final exam results will be communicated to students by the program on an individual basis, via DU email, within eight weeks of the student’s test date. Deviations from this timeline may occur based on communication of scores from the CCE. Any such deviations will be communicated to students as appropriate.
- **Minimum Score:** The CCE reports student scores alongside descriptive statistics related to the administration of the relevant version of the exam. Students are required to score at or above the mean

score reported for each content area in order to pass the comprehensive exam. This cutoff score will be different for each exam section and will vary between exam versions. However, **example** cutoff scores from recent administrations can be found on the “Comprehensive Examination” section of the [SchoolCounseling@Denver Student Resources](#) page. These are provided for reference ONLY and WILL change between exam administrations.

- **Unsuccessful Attempt(s):** Students have three opportunities to pass the comprehensive exam. Students who do not meet minimum requirements in each of the content areas on the CPCE will be required to retake the exam section(s) as described below.
 - **Second Attempt:** Students will be required to take an in-house version of the exam for each individual section that they did not successfully pass on the CPCE, during their First Attempt. Students will be given detailed instructions and scoring information to guide their preparation for this attempt. Section retakes are offered once per quarter, on a pre-determined date posted in the “Section Retake Sessions – Attempt 2” portion of the “Comprehensive Examination” section of the [SchoolCounseling@Denver Student Resources](#) page.
 - **Third Attempt:** Students will be required to take an essay-based exam for each individual section that they did not successfully pass during their Second Attempt. Students will be given detailed instructions and a rubric to guide their preparation for this final attempt.
- **Limit to Attempts:** Students may take the exam a total of three times. If students are not able to meet minimum standards after three attempts, per the descriptions provided above, they will be given the opportunity to state their case to Program Faculty, who will review the student for dismissal from the academic program.
- **Potential Graduation Delay:** Since successful completion of the CPCE is required for graduation, retaking the test after the initial attempt could result in a delay in graduation.
- **Appeal:** The SchoolCounseling@Denver program adheres to the University’s [Procedures for Academic Grievances and Appeals](#), as outlined in the Graduate Bulletin. In the case that a student would like to appeal their academic dismissal based on their performance on the Comprehensive Examination, they should follow the steps outlined by the aforementioned procedure within the timeframes articulated therein.

ADDITIONAL PROGRAM REQUIREMENTS

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

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](#)
- [2022 ASCA Ethical Standards for School Counselors](#)
- [2015 AMCD Multicultural and Social Justice Counseling Competencies](#)
- [2019 ASCA School Counselor Professional Standards & Competencies](#)
- Additional 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.

PROFESSIONAL DISPOSITIONS

The SchoolCounseling@Denver Faculty believe individuals' commitments, behaviors, values, and self-awareness contribute to their growth as competent school counselors and engagements with students and colleagues. SchoolCounseling@Denver students are expected to adhere to professional dispositions articulated below and will be assessed throughout the duration of the program. The tables that follow provide descriptions and examples related to each of the five Professional Dispositions, as well as the rubric for their assessment.

NAME	DESCRIPTION	CONCERNS
Ethical Behavior	<p><i>Adheres to the current ACA Code of Ethics, ASCA Ethical Standards for School Counselors, ethical guidelines in the State of Practice (if applicable), and the DU expectations related to student integrity, honesty, and the honor code as articulated by the Office of Student Rights and Responsibilities. Examples of ethical behavior are respecting the confidentiality of your peers and/or students with which you may be working and referencing the ASCA Ethical Standards when dealing with an issue during practicum.</i></p>	<p><i>Concerns might include plagiarism on any class assignment or activity (including self-plagiarism), inappropriate use of artificial intelligence software in academic contexts, not respecting confidentiality within the classroom, practicum or internship site, and making false claims on any programmatic document (e.g., practicum/internship hours, evaluations).</i></p>
Self-Awareness	<p><i>Demonstrates emotional awareness, accurate self-assessment, eagerness to pursue and accept feedback, openness to growth, and ability to both set boundaries and self-regulate across contexts. This might look like the ability to acknowledge emotional experiences when appropriate, understand how others perceive you (e.g., via self-assessments), integrate instructor and/or site supervisor feedback into practice, and understand the "space" one takes in any setting.</i></p>	<p><i>Concerns might include inability to acknowledge emotional experiences, struggle to understand others' perceptions, inability to admit to missteps and act to address identified areas for growth, exhibits anger or defensiveness when receiving feedback, and behavior shows poor boundaries with peers/instructors.</i></p>
Professional Behavior	<p><i>Demonstrates appropriate and consistent performance and behavior at the graduate level, as reflected in the SchoolCounseling@Denver Student Handbook. This includes adhering to policy, procedures, and expectations outlined in this Handbook. Additionally, this might look like the timely submission of quality assignments, punctuality at your placement site, appearance suitable for environment, effective time management, and timely response to emails and requests from Program faculty/staff.</i></p>	<p><i>Concerns might include late submission of assignments, notable lack of effort toward graduate work, tardiness to class and/or practicum sites, distractedness during class, inappropriate dress for environment (e.g., classroom, placement site), and inappropriate conflict resolution with peers, instructors, and/or site supervisors. Concerns may also include behavior displayed in any context in which a student is acting in association with or representation of the program, department, and/or University.</i></p>

Interpersonal Behavior	<i>Exhibits appropriate interactions, which enhance the growth of others as well as associated interpersonal relationships. This might look like effective communication, emotional stability, active listening, leadership qualities, concern for others, a positive attitude, appropriate use of self-disclosure and discourse related to academic content, and ability to work in a group. These would be in appropriate consideration of the environment and students' developmental context.</i>	<i>Concerns might include overly personalizing academic content or discussions, rudeness or yelling, behavior that may be categorized as controlling or minimizing, inability to work in a group, a prolonged negative attitude, disregarding the experiences of others, and talking over or interrupting others.</i>
Cultural Humility	<i>Demonstrates awareness and understanding of one's own cultural identities while considering and validating the cultural identities of others and approaching culture through a lens of intersectionality. This might look like acknowledging salient identities of others, willingness to acknowledge impact regardless of intent, considering the power and privilege associated with these identities and how those factors may influence an individual's experience, ability to identify and pursue areas for growth around cultural issues, and making efforts to learn about specific student populations with whom you're working.</i>	<i>Concerns might include lack of "other" perspective taking, defensiveness, inability to admit to relevant missteps and act to address identified areas for growth, and discriminatory or insensitive (e.g., racist, sexist, homophobic) comments or jokes about any cultural identity.</i>

Professional Disposition Assessment Rubric

Students will be assessed on each of the previously mentioned professional dispositions using the following rubric. Each disposition is presented on its own page with a corresponding rubric.

	Needs Improvement	Developing	Proficient	Advanced
Ethical Behavior	<p>Engaging in unethical or unlawful behavior including (but not limited to): plagiarism, cheating, breach of confidentiality, making false claims on any programmatic document, any behavior reflecting a lack of ethical judgment and decision making, failure to respect or uphold rules, policies and/or laws, the ACA Code of Ethics, ASCA Ethical Standards, ethical guidelines in the state of practice, and the DU expectations related to student integrity, honesty, and the honor code as articulated by the Office of Student Rights and Responsibilities.</p>	<p>Inconsistent integration of ethical and legal behavior into actions within the program and at practicum site; behavior upholds the ACA Code of Ethics, ASCA Ethical Standards, ethical guidelines in the state of practice, and the DU expectations related to student integrity, honesty, and the honor code as articulated by the Office of Student Rights and Responsibilities; and behavior that conveys appropriate ethical decision making.</p>	<p>Consistent integration of ethical and legal behavior into actions within the program and at practicum site; behavior upholds the ACA Code of Ethics, ASCA Ethical Standards, ethical guidelines in the state of practice, and the DU expectations related to student integrity, honesty, and the honor code as articulated by the Office of Student Rights and Responsibilities; and behavior that conveys appropriate ethical decision making.</p>	<p><i>Ethical Behavior</i> is exemplary. Consistently reliable and truthful in dealings with others; demonstrates behaviors that convey appropriate ethical decision making; demonstrates congruence between belief system and ethical behaviors; behavior reflects adherence to, and understanding of the principles underlying, all relevant laws, ethical codes and policies, including the ACA Code of Ethics, ASCA Ethical Standards, ethical guidelines in the state of practice, and the DU expectations related to student integrity, honesty, and the honor code as articulated by the Office of Student Rights and Responsibilities. Models this disposition for others.</p>

	Needs Improvement	Developing	Proficient	Advanced
Self-Awareness	<p>Inability to acknowledge emotional experiences, struggle to understand others’ perceptions, exhibits anger or defensiveness when receiving feedback, engages in power struggles with authority figures, and behavior that shows poor boundaries with peers/ instructors. Displays limited capacity to predict the impact of their own behavior on others. Inability to show evidence of personal wellness including disheveled appearance, poor grooming, overly fatigued, and/or use of substances.</p>	<p>Inconsistently demonstrates emotional awareness, accurate self-assessment of strengths and weaknesses, eagerness to pursue and accept feedback, openness to growth, ability to both set boundaries and self-regulate across contexts, cooperates and collaborates with others, and utilizes appropriate self-care and coping strategies.</p>	<p>Consistently demonstrates emotional awareness, accurate self-assessment of strengths and weaknesses, eagerness to pursue and accept feedback, openness to growth, ability to both set boundaries and self-regulate across contexts, cooperates and collaborates with others, and utilizes appropriate self-care and coping strategies. Is aware of impact of personal circumstances on ability to help others.</p>	<p><i>Self-Awareness</i> is exemplary. Consistently demonstrates the ability to identify impact on others and understands the “space” one takes in any setting. Consistently sets boundaries and self-regulates across contexts. Corrects mistakes without external prompting. Pursues and integrates feedback into practice. Is aware of the impact of personal circumstances on the ability to help others and addresses it accordingly. Models this disposition for others.</p>

	Needs Improvement	Developing	Proficient	Advanced
Professional Behavior	<p>Difficulty meeting responsibilities within expected timeframes, including class absences, tardiness, missing appointments or obligations without prior notice. A lack of effort toward graduate work, distractedness during class. Inappropriate or unprofessional dress for the environment (e.g., classroom, placement site). Cannot effectively collaborate with authority figures, instructors, and/or peers.</p>	<p>Inconsistent behavioral patterns including meeting responsibilities, timeliness, collaboration, communication, advanced preparation, and effort into graduate work. Inconsistent professional and/or appropriate dress for environment. Addresses academic/professional challenges unprofessionally.</p>	<p>Consistently meets responsibilities within expected timeframes. Consistently attends classes, meetings, and/or appointments on time. Demonstrates effective, advanced preparation and observable effort in graduate work. Consistently demonstrates professional/appropriate dress for environment. Seeks feedback and advice for setting professional boundaries and work/life balance. Seeks out opportunities to collaborate, consult, and/or engage in professional development. Voices professional concerns with relevant stakeholders as appropriate.</p>	<p><i>Professional Behavior</i> is exemplary. Consistently demonstrates professional behavior in all settings. Ability to set boundaries to preserve mental health and engage in self-care. Demonstrates time-management skills. Models self-care and coping for others. Responds to others seeking feedback or advice on setting boundaries and work/life balance. Initiates collaboration and consultation with others and both pursues and promotes professional development for self and others. Models this disposition for others.</p>

	Needs Improvement	Developing	Proficient	Advanced
Interpersonal Behavior	Inability to demonstrate effective communication skills, emotional stability, leadership qualities, and appropriate use of self-disclosure and discourse in relation to environment. Exhibits lack of concern for others, inappropriate behavior such as rudeness or yelling, disregards or minimizes others, and displays inability to work in a group.	Inconsistently demonstrates effective communication skills, emotional regulation, active listening, leadership qualities, concern for others, appropriate use of self-disclosure and discourse related to academic content, and ability to work in a group.	Consistently demonstrates effective communication skills, emotional regulation, active listening, leadership qualities, concern for others, appropriate use of self-disclosure and discourse related to academic content, and ability to work in a group.	<i>Interpersonal Behavior</i> is exemplary. Consistently and consciously exhibits appropriate interactions, which enhance the growth of others as well as associated interpersonal relationships. Possesses appropriate consideration of the environment such as appropriate use of self-disclosure and discourse related to academic content, and displays effective communication skills, emotional stability, active listening, leadership qualities, concern for others, a positive attitude, and ability to work in a group. Models this disposition for others.

	Needs Improvement	Developing	Proficient	Advanced
Cultural Humility	<p>Inability to demonstrate awareness and understanding of one’s own cultural identities and disregards the cultural identities of others. Possesses limited understanding of culture through an intersectional lens. Does not acknowledge the power and privilege associated with individual identities and how those factors may influence an individual’s experience. Engages in discriminatory (e.g., racist, sexist, homophobic) comments or jokes.</p>	<p>Inconsistently demonstrates awareness and understanding of one’s own cultural identities. Struggles to consider and validate the cultural identities of others and to approach culture through a lens of intersectionality. Some effort is seen to acknowledge the power and privilege associated with individual identities and how those factors may influence an individual’s experience.</p>	<p>Consistently demonstrates awareness and understanding of one’s own cultural identities while considering and validating the cultural identities of others and approaching culture through a lens of intersectionality. Acknowledges the power and privilege associated with individual identities and how those factors may influence an individual’s experience.</p>	<p><i>Cultural Humility</i> is exemplary. Consistently and strongly demonstrates awareness and understanding of one’s own cultural identities while considering and validating the cultural identities of others and approaching culture through a lens of intersectionality. Possesses ability to identify and pursue areas for growth around cultural issues and makes efforts to learn about different cultural populations encountered in one’s work. Acknowledges salient identities of others and consciously considers the power and privilege associated with these identities and how those factors may influence an individual’s experience. Models this disposition for others.</p>

Administration of Professional Disposition Assessment

Professional Dispositions are formally assessed by instructors upon completion of the following courses.

- Counseling Techniques
- Social & Cultural Diversity
- Practicum, Internship I, Internship II (built into Initial & Final Evaluations)

In addition to formal assessment, SchoolCounseling@Denver faculty can address concerns regarding Professional Dispositions at any time throughout the program, as needed. Lastly, students will also be asked to rate themselves on Professional Dispositions during the Annual Student Review process.

Note: In cases where students have transferred credit for courses in which Professional Dispositions are assessed, the Program faculty reserves the right to determine an alternative method for assessing Professional Dispositions as needed.

Use of Professional Disposition Assessment Results

Results of the Professional Disposition assessments will be used in a variety of ways. These include being used on a **course-by-course basis**, for an **as-needed Professional Disposition assessment, by site supervisors during experiential courses**, and during the **Student Annual Review process**. Read on for details of each of these circumstances.

- A. Course-by-course basis.** If an instructor rates a student as “needs improvement” on one or more professional dispositions, Program Faculty will discuss the situation during the next regularly scheduled program meeting. Based on the discussion by faculty, the following actions can be taken. The specific action taken is at the discretion of the faculty. These actions are not to be completed in a certain order.
- B. As-needed Professional Disposition assessments.** In situations where concerns about Professional Dispositions are raised by faculty outside of formal assessment, the Program Director will convene a meeting of relevant stakeholders (e.g., instructor, Faculty Advisor, site supervisor, SSA, Department Chair) as needed to address the concerns.
- C. By site supervisors during experiential courses.** If a site supervisor rates a student as “needs improvement” on one or more professional dispositions via the practicum/internship evaluation of student performance form, the instructor teaching the practicum or internship course communicates with the site supervisor to obtain additional information. If needed, the instructor then follows the same process “as if” the instructor had given the “needs improvement” rating.
- D. Student Annual Review process.** Professional Disposition assessments will be used in two ways during the Student Annual Review process.
 - a. Self-assessment.** Students will engage in self-assessment of professional dispositions when they assess themselves on the Student Annual Review survey. If a student rates themselves as “needs improvement” on any professional disposition(s), the student’s faculty advisor will determine whether additional action needs to be taken. Regardless of immediate action, the faculty advisor will address the rating with students during the Annual Student Review process.
 - b. Summary review.** The student's faculty advisor will be provided a summary of the student's professional disposition ratings to date. The faculty advisor will integrate this information into the

Student Annual Review process as appropriate. If needed, the student and their faculty advisor may review and discuss these results during a meeting.

If, at any time, a Professional Disposition concern is shared with program faculty via methods A through C, detailed above, the faculty will first explore details of the situation with relevant stakeholders to determine appropriate action. Next steps may include one or more of the actions articulated in the “Retention, Remediation, & Dismissal Policy” section of this document.

PORTFOLIO ARTIFACTS

Each student is expected to retain copies of assignments, projects, and other course deliverables they have generated throughout the program which best represent their knowledge, mastery of, and expertise in professional school counseling domains. Students are encouraged to use these *artifacts* as resources to build a personal portfolio for use in pursuing employment and will be expected to access these *artifacts* to complete an associated assignment during the School Counseling Internship II course. Details related to this assignment can be found in the School Counseling Internship II course syllabus.

IN-PERSON EVENTS (OPTIONAL)

SchoolCounseling@Denver students may have the option to attend in-person events, typically held on our Denver campus. Past events have included Immersion, awards/initiation ceremonies, and commencement exercises. Details of these events are determined on an annual basis; informed by student demand. Attendance at these events is optional.

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

- **Required:** [American School Counselor Association](#)
 - All students are **required** to join ASCA prior to beginning the School Counseling Practicum course and associated experiences (see Practicum & Internship Handbook for additional information).
 - You can find a coupon toward ASCA membership on the [SchoolCounseling@Denver Student Resources](#) page.
- [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 Specialists in Group Work](#)
- [American Psychological 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](#)
- [Society for Sexual, Affectional, Intersex, and Gender Expansive Identities](#)

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. Students are encouraged to seek out similar organizations within their respective states.

- [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 (visit the [Department of Regulatory Agencies website](#) for information on the professional counseling license in the state of Colorado). Because these regulations change with time and location, students are encouraged to communicate directly with state certifying/licensing boards. As a reminder, all students are responsible for acquiring and understanding the licensure/certification requirements for the state in which they plan to apply for licensure/certification. While Program Faculty and/or Staff can support students in navigating state requirements, as needed, they are not qualified to advise on specific state licensure and/or certification processes or eligibility.

Note for Colorado School Counselor licensure: This program fulfills the academic eligibility requirements for Colorado state licensure as a school counselor.

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, [ASCA's State Certification Requirements website](#) can be helpful in finding state-by-state school counselor licensing/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 (for information on Colorado School Counselor license application information, visit [Standard Requirements for all Colorado Initial Special Services Licenses](#)). Additional information on the PRAXIS exam, including a sample study guide and test dates, can be located [here](#). 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 complete the test.

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

1. Successfully complete the courses necessary prior to taking the Comprehensive exam, based on the coursework planner and information provided in this Handbook.
2. Take the Counselor Preparation Comprehensive Examination (CPCE).
3. Take the PRAXIS, or other requisite test, per your state's requirements. If required by your state, students are advised to complete the PRAXIS before graduation, particularly if you reside in Colorado or any other state that requires candidates to pass the PRAXIS prior to the Program verifying your eligibility for licensure/certification.
4. Apply for graduation (approximately 6-9 months prior to attended graduation term).
5. Complete any additional coursework, as articulated on the coursework plan.
6. Apply for School Counselor license/certification through appropriate state licensing board or agency.

Requesting Program Verification

At the time of application for licensure/certification, students may be required by the state in which they are applying for licensure/certification, to complete steps toward verifying their educational preparation. To meet this requirement, students are required to complete the [Program Verification Request](#) survey as early as possible to allow adequate time for processing.

Colorado Residents: The Program **cannot** complete the CDE's Approved Program Verification form until you have successfully passed the appropriate School Counselor Praxis exam. To expedite the process, please submit your Praxis scores within the survey linked above at the same time you submit your form.

Note: The program reserves the right to deny verification requests based on relevant documented violations of program, college, or University policy.

Change in Location

Students are required to notify the University and Program of changes in geographic location. All students were originally admitted to their degree program based on their location at the time of application. If you are moving, we can no longer assure you that completion of the SchoolCounseling@Denver program will meet the licensure/certification requirements of your new location. Students are responsible for taking the following steps:

- a. review the state-specific licensure/certification information provided within the .pdf linked in the Certification section of <https://morgridge.du.edu/school-counseling/>;
- b. engage in due diligence related to the applicability of the program in your new location.

Once you have completed these steps, you may, at your own risk:

- a. continue in the SchoolCounseling@Denver program;
- b. complete your placement requirements in your new location, with the understanding that the eligibility criteria and requirements of the placement site and site supervisor will remain consistent with program standards.

To initiate the formal processing of your Change in Location with the SchoolCounseling@Denver program, please contact your Faculty Advisor as soon as possible to discuss your plans and request the **Change of Location Declaration & Attestation** form. Instructions for submission can be found on the form itself. Note that the completion of the form will not formally update your University records; you **must** take appropriate steps with University administration to update your records as appropriate.

For information on implications of a Change in Location to the placement process (i.e., practicum and internship), review the "Important Placement Policies" section of the SchoolCounseling@Denver Practicum & Internship Handbook.

NATIONAL CERTIFIED COUNSELOR (NCC)

The National Board for Certified Counselors (NBCC) offers the National Counselor Examination (NCE), which leads to the designation of "National Certified Counselor," or "NCC." Students are encouraged to explore eligibility options for this designation after degree completion. Visit the [National Certified Counselor \(NCC\)](#) section of the NBCC website for additional information.

GRADUATE STUDENT RESOURCES & TIPS

Graduate school provides tremendous opportunity to learn and grow, both professionally and personally. It also exposes students to increased stress and demanding schedules while maintaining the expectation that students perform at their best. To do this, it is essential that students take advantage of available resources and guidance.

RESOURCES

SchoolCounseling@Denver and the DU community offer a variety of resources to support you throughout your graduate program. The list below, while not exhaustive, provides a great place to start.

Registration

Students must register for courses via the University registration system, one quarter at a time. Official registration windows are posted by the Office of the Registrar via their annual “Registration & Billing Calendar” which can be found here: [Office of the Registrar Calendars & Deadlines](#).

Note: Students who are repeating a course after receiving below “B-” in the course during a previous term and students who have transferred/substituted credits into the program from another institution/program may need to seek an override from Program administration to register. This can be done by emailing the Program’s Academic Services Associate, copying the Program Director, and indicating that you would like to request an override to register for a specific course. Your email must include: (a) your 87#, (b) the name, course number, section number, and CRN of the course(s) for which you intend to register, and (c) the quarter in which you intend to register for the course. Prior to your override being processed, you will be required to have an updated, accurate Coursework Plan on file.

DU Health & Counseling Center

Students have access to various services provided through the University [Health & Counseling Center](#). This includes access to [My SSP](#), which provides 24/7 telemental health via online chat and phone contact with a My SSP advisor / counselor.

Digication Pages & Socials

While your University email address is the primary form of communication between the Program and students, other resources are available to supplement and/or augment official Program communications.

A variety of Digication pages have been built to help you stay up to date on program information and easily access relevant resources throughout your time in the program.

- SchoolCounseling@Denver Student Resources: <https://du.digication.com/scstudentresources/>
- SchoolCounseling@Denver Syllabus Policies and Services: <https://du.digication.com/scstudentresources/syllabus-policies-and-services>
- SchoolCounseling@Denver Practicum & Internship: <https://du.digication.com/scpi/>

Additionally, students are encouraged to engage with the Program via social media.

- Join the student-run Facebook page at: <https://www.facebook.com/groups/3894912700574882>
- Follow on Instagram: [@DUSchoolCoun](#)
- Follow on X (formerly known as Twitter): [@DUSchoolCoun](#)

School Counseling LibGuide

The University Libraries offer specially tailored content through the creation of a “LibGuide” or library guide for specific content areas. The discipline-specific LibGuide for SchoolCounseling@Denver can be found at <https://libguides.du.edu/schoolcounseling>.

University Writing Center

The [University Writing Center](#) works with all University of Denver students, staff, and faculty as part of the Writing Program's mission to create and sustain a robust culture of writing on the DU Campus. The Writing Center offers individual consultations, pre-recorded webinars, and many other resources and opportunities.

DISABILITY SERVICES

The University of Denver and, specifically, the SchoolCounseling@Denver program, is committed to equitable access and inclusion of those with disabilities. Students who have a disability (e.g., physical, medical, mental, emotional, learning) and who want to request accommodations are strongly encouraged to contact the Disability Services Program (DSP); 303.871.3241; dsp@du.edu; 1999 E. Evans Ave.; 4th floor of Ruffatto Hall. Information is also available on the [Disability Services website](#). It is important to note that accommodations cannot be applied retroactively or without proper documentation, so please allow adequate time for your accommodations to be processed by the Disability Services Program and communicated to your instructor(s).

CAREER SERVICES

Offices of Career & Professional Development

The [University of Denver Offices of Career & Professional Development](#) (OCPD) enhance the career success of students and alumni by providing career education through coaching, programming and resources, facilitating connections between students, alumni, parents/families and employers, and offering experiential learning and/or professional development opportunities relevant to students and alumni at all stages of their careers. Some featured services are listed below.

- **Advice & Resources:** Visit [Advice & Resources](#) for tips and resources to support your career trajectory.
- **Big Interview:** Use [Big Interview](#) to learn and practice your interview skills, whether you're interviewing for a job, an internship, or graduate school.
- **Events & Programs:** Opportunities provided by the OCPD include virtual workshops, fairs, and other [Events & Programs](#) to build your career readiness.
- **Resumes & Cover Letters:** Access [Resumes & Cover Letters](#) for support with resume writing and cover letters as you prepare to apply for field placement, jobs, or additional graduate studies.

Virtual Career Center (VCC)

The Virtual Career Center (VCC) is a non-credit-bearing, self-paced resource that you have access to throughout your time in the SchoolCounseling@Denver program. The VCC includes career development exercises, job search tools and materials to support your professional goals. In addition to self-service materials, the VCC allows you to connect with our Career Services team. The Career Services team is dedicated to helping students advance on their career paths by providing a range of support through topical webinars and one-on-one advising.

The VCC offers the following services:

- Career planning webinars
- Job search coaching
- Resume and cover letter reviews
- Interview preparation assistance
- Salary negotiation support and offer evaluation coaching

You will gain access to this resource after your 2DU account is activated, and you can find the course in 2DU under "My Courses." If you have any questions about navigating the VCC or connecting with our Career Services Team, please contact your Student Success Advisor."

SELF-CARE

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. Consider the following techniques:

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 [Cultural Center](#) (303-871-3111), 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, or Academic Services Associate.

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. Students are required to submit assignments as .doc or .docx files unless otherwise indicated. Office365 is available to students at no cost. Visit the DU Information Technology page to learn more: <https://www.du.edu/it/classroom-resources-students>.
3. **A quality digital recorder is essential for this program, particularly during placement experiences.** Ideally, this would be a small digital recorder as they tend to be more convenient and less obtrusive when recording a session.
4. 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.
5. 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.
6. **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 (and beyond) students can also be helpful.
7. 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](#). 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 contacting the Program Director to complete the appropriate approval process and associated paperwork (students are welcome to review the Graduate Course Substitution or Waiver Approval Form [here](#), for reference). The student must submit the syllabi and other supporting documentation (e.g., transcript) for review. The Counseling Psychology Department Chair will also need to sign off on the waiver. At times, other Faculty will be consulted 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/SUBSTITUTION OF CREDITS

The [Graduate Bulletin](#) provides specific criteria related to the transfer/substitution of credits.

Definitions

A credit "**transfer**" refers to applying credits earned outside of the University of Denver (DU) to a program within DU. The request for the transfer should be made prior to or during the first quarter of attendance as a University of Denver degree-seeking student and no later than the term preceding that in which the student wishes to graduate.

A course "**substitution**" refers to applying courses/credits already appearing on the DU transcript to specific program requirements. This applies to both courses/credits taken within DU and courses/credits that have been transferred to DU.

Process

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. Requests for transfer of credits that have been earned prior to enrolling in the School Counseling program must be approved during the first quarter of attendance as a degree-seeking student. This process can be initiated prior to a student's first term, as soon as they are admitted into the Program.

Requests for **transfer** and/or **substitution** of credits will be evaluated by the Program Faculty on a course-by-course basis to ensure content represented by those credits is consistent with content in the SchoolCounseling@Denver curriculum. The process consists of the following steps, in succession.

1. Email the Program Director to request review of the transfer/substitution credits. The email must include (a) a full syllabus from each course being submitted for consideration and (b) a copy of your unofficial transcript indicating the term in which the course was taken and the grade earned in the course. Additional information may be requested by the Program as needed.
2. Upon email approval from the Program Director or ASA, complete the following required University forms as instructed.
 - a. [Transfer of Credit Form](#)
 - b. [Graduate Course Substitution or Waiver Approval Form](#)
3. As students progress through the program, it may be necessary to request prerequisite overrides from the Program ASA prior to being eligible to register for courses that have prerequisites which were fulfilled by transferred/substituted credits. Contact the Program ASA prior to the opening of the registration window for the quarter in which you will need the override to ensure a seamless registration process.

Upon submission of the Request email in step 1, above, the Program Director and/or appropriate designee will evaluate each request and make a recommendation. Considerations for transfer/substitution of credits will include how the potential course(s) align with the requirements for similar courses within the SchoolCounseling@Denver curriculum, specifically related to how CACREP curricular standards are addressed within the course(s) in question, and how the syllabi course descriptions and course objectives align between courses. This includes differences in the focus of course content between theory and practice, specific life stages versus the full lifespan, and community-based training versus school-based training.

If transfer/substitution credits are accepted for courses that contain a Key Performance Indicator (KPI) and/or in which Student Dispositions are assessed, an alternate KPI assessment and/or method of assessing the disposition for that student may be determined as needed, at the discretion of the Program Director. Potential alternative methods for KPI assessment include performance on the Comprehensive Exam and specific skill assessment during a clinical course. Potential alternative methods for Student Disposition assessment include performing the disposition assessment in a different course or having the Faculty Advisor complete the assessment based on specific criteria.

Once a decision has been made regarding the request(s) for **transfer** and/or **substitution** of credit, the Program Director will communicate the decision to the student/prospective student via email. At that point, the student will need to complete the appropriate paperwork, as listed in step 2, above, through collaboration with the SchoolCounseling@Denver Academic Services Associate and/or Program Director. Note that, once the appropriate form has been completed, it is the student's responsibility to update their Coursework Plan with their Faculty Advisor, so that the transfer/substitution is clearly indicated on the most recent plan. Please note that once the appropriate form(s) have been processed by OGE, during quarterly registration you must request overrides from the program Academic Services Associate in the case that a pre-requisite for a course you are registering for was substituted by another course.

Restrictions

- Approval of transfer/substitution of credits is subject to the Program's discretion, with a focus on ensuring alignment of content and rigor in preparation. Courses that are often evaluated more carefully include (a) those related to the social justice orientation of the Program, (b) those related to the experiential coursework and/or experience, and (c) those that were taken in a program that did not have a school counseling focus.
- Supplementary Content: While most courses within the curriculum are eligible for transfer/substitution, Program faculty reserve the right to require additional assignments, activities, or assessments related to transferred/substituted course content areas. This requirement will be communicated to students at the time that the transfer/substitution paperwork is processed. If any Supplementary Content requirements are identified, students will be placed on Probation until all requirements are met.
- The transfer/substitution credit maximum for the SchoolCounseling@Denver program is 22.5 quarter credits.
- Under no circumstance will a course transfer/substitution reduce the number of credits required for the degree.

Support with the Process

The transfer/substitution process can take some time to complete and will look different for each student. If you have any questions related to the status of your transfer(s)/substitution(s), please reach out directly to the Program's ASA and/or Director for support and/or clarification.

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 Faculty Advisor, Program Director, 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

Policies and procedures of the SchoolCounseling@Denver program have been developed toward facilitating success for students in our program and the students that they will go on to serve after graduation. Successful completion of a program in school counseling is based on the demonstration of effectiveness and awareness across critical domains, discussed throughout this section. These policies and procedures guide faculty in their professional responsibility to continuously review and evaluate student development and preparedness to enter the field of school counseling.

PROGRAM EXPECTATIONS OF STUDENTS

Self-Advocacy

Faculty strongly encourage students to be proactive in communicating their needs with their faculty advisor, course instructors, and any other relevant stakeholders within the institution (e.g., [Disability Services Program](#)) Students are encouraged and expected to engage in self-advocacy related to their needs throughout the School Counseling program. When appropriate, students should advocate within the institutional 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 relevant Course Lead and/or the Faculty Advisor, then the Program Director, then the Department Chair, etc.). Note that we understand that there may be situations that call for escalation in a different way. In these cases, we encourage students to consult with a trusted faculty or staff member.

Course Communications

All general communications related to individual courses will be managed through the respective course wall. Announcements and other communications will be posted to the course wall by faculty, tagging @Class, initiating notifications to be sent to all enrolled students. Students are responsible for monitoring their course wall and updating their 2DU "Notification Settings" to allow for course wall notifications as appropriate.

Email Expectations

In alignment with University policy ([Email as Official University Communication Policy](#)), email 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, including their "Junk" folder, and provide a timely response when appropriate. DU faculty and staff will also operate under these expectations. To effectively and professionally communicate with DU faculty and staff, and in preparation for professional communications beyond your time in the Program, 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

Due to the online nature of the SchoolCounseling@Denver program, the credentialing procedures for each student will differ by state. As a reminder, students are required to be familiar with the credentialing requirements of the state in which they intend to practice. As students near the end of the SchoolCounseling@Denver program, they are encouraged to begin the process of preparing the materials necessary for credentialing in their state.

The faculty in the SchoolCounseling@Denver 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 a Faculty Advisor within the Program. The Faculty Advisor is able and equipped to assist each student with the processes that may lead to credentialing and employment in the state in which you intend to practice. 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). In the case that students require formal endorsement, letters, or other documentation from the Faculty Advisor or other stakeholders within the institution, the student should notify the appropriate individual with as much notice as possible. Last minute requests cannot be guaranteed. Note that the program reserves the right to deny endorsement in the case of document gatekeeping concerns related to the student's performance.

ANNUAL STUDENT REVIEW

Each academic year, the School Counseling faculty meet to review the progress of each individual student, excluding those who began in the term during which the review occurs. 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 and Program Director summarizing their progress in the program, providing specific feedback from the Faculty Advisor, 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, and/or personal level will be given an indication of the areas in which improvement is needed in the annual review letter as well as via a meeting with their advisor (or in some cases the Counseling Psychology Department Chair or other School Counseling faculty). There are three 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. **Satisfactory:** The student is making satisfactory progress in the program.
2. **Satisfactory with Provisions:** The student is making satisfactory progress in the program and shows potential signs for concern. Feedback related to the concern(s) will be documented in the student's letter. This student may be required to contact their Faculty Advisor within five business days of receiving the letter to arrange an appointment and discuss next steps. This will be indicated on the student's letter if required.
3. **Unsatisfactory:** The student is not making satisfactory progress in the program. Feedback related to the concern(s) will be documented in the student's letter and the student is required to contact their Faculty Advisor within five business days of receiving the letter to discuss next steps and a potential meeting. Next steps could include probation, remediation plan, and/or dismissal from the program. **

**Note that option 3 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 remediation or dismissal action:

1. Failure to maintain minimum academic standards
2. Unsatisfactory performance in counseling practica or internship
3. Academic misconduct or dishonesty
4. Criminal conviction of misconduct that affects ability to practice or be licensed/certified
5. Failure to comply with established University or program timetables and requirements
6. Unethical practices and/or unprofessional conduct
7. Behavioral impairments that obstructs the training process and/or threatens client welfare
8. Violation of Professional Dispositions

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 SchoolCounseling@Denver program places students on probation whenever their degree program or 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. Credits carrying below a "B-" will not be accepted as meeting degree requirements. 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" (i.e., C+, C, or 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 (i.e., C+, C, or C-) or lower. Students may refer to the Graduate Bulletin for the [Repeating Courses policy](#). Students earning a D or F in a course(s) will result in automatic review by the Faculty and may result in dismissal from the academic program.

In support of this policy and in an effort to actively remediate student performance and manage expectations, the receipt of one or more grades below B- will yield the following:

- One grade below B- Student will be issued a "Formal Warning"
- Two grades below B- Student will be placed on "Probation"
- Three grades below B- [Academic Dismissal](#), based on "severe academic or behavioral misconduct," will be initiated, per University process

Students are encouraged to review the "Grievances & Appeals" section of this document and the

“Procedures for Academic Grievances and Appeals” section of the Graduate Bulletin for information related to student rights as they apply to academic dismissal.

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 formal warning, probation, or dismissal.

3. Academic misconduct or dishonesty

Academic misconduct or dishonesty by a student includes, but is not limited to, disruption of classes, inappropriate application of artificial intelligence software to academic assignments and/or activities, 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 them 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. Plagiarism includes directly quoting another source without appropriate use of quotation marks and/or in-text citations (see APA Style Guide, 7th edition).

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 DU Office of Graduate Studies 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 [MyDU](#) 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 Studies Policy Manual](#). It is also expected that students will make reasonable and consistent progress toward their degree. "Reasonable and consistent" means that students register for at least 8 credits per quarter during their first year in the program, and 20 credits per year thereafter until course work is completed. Students who are not making "reasonable and consistent" progress toward their degree may be put on probation or dismissed from the program.

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.

8. Violation of Professional Dispositions

As previously stated, SchoolCounseling@Denver students are expected to adhere to the Professional Dispositions articulated earlier in this document. Professional Dispositions for each student are evaluated at formal points throughout the program and can also be assessed any time a faculty or staff member has concerns related to student behavior. See the Professional Dispositions section of this document for information related to the Dispositions themselves, the assessment processes, how the assessment results are used, and/or potential results of a violation of Professional Dispositions.

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.

RETENTION, REMEDIATION, & DISMISSAL POLICY

The SchoolCounseling@Denver program wants to see students succeed. When a student's behavior does not align with institutional (i.e., DU, MCE, Program) policies and procedures, professional honor or ethical codes or standards of practice, and/or presents academic misconduct or other problematic behaviors, the program will engage in action through appropriate retention, remediation, and/or dismissal processes outlined in this section. Note that the University has separate policies and procedures related to student expectations (see "Violation of the DU Honor Code" section) and additional action, beyond that of the Program, may be applied as appropriate.

Throughout the retention and remediation processes, the Faculty Advisor and/or Program Director will collect information, as needed, regarding the students' circumstances to ensure accuracy and fairness throughout the process. The Program will determine the appropriate level of intervention based on the severity of the student's circumstances. Once the Program determines the appropriate action, the student will be notified of action being taken via their University email address. All actions will be documented within Program records. Actions under this policy are listed below.

- I. **Remediation Notice** – Students are notified of one of three possible Remediation Notice Statuses, which each carry different circumstances. Once the remediation process has been initiated for a student, they will receive an email notification, to their DU email address, which will clearly indicate the relevant Remediation Notice Status, articulated below (note: if a Status is not indicated, the remediation process has not been initiated). Regardless of Status, students are expected to respond to Program communication(s) within the timeframes articulated at the time of communication, typically within five (5) business days. *If a student does not respond within the articulated time frame, the faculty reserves the right to update and/or escalate the concern and associated status as appropriate.* All active Remediation Notices will be regularly reviewed by Program Faculty and followed up on as appropriate.
 - A. **Status: Green** – Provides students with an opportunity to increase awareness of and access

- support related to areas in need of remediation prior to the need for formal intervention. This Status does not include a formal retention/remediation process. Actions may include, but are not limited to the following:
- i. Email to Student – The student’s faculty advisor or relevant instructor will send an email to the student’s DU email address informing them of the circumstance(s) (e.g., the professional disposition that “needs improvement”) along with resources and instructions for further communication.
 - ii. Meeting with Student – The student’s faculty advisor or relevant instructor will send an email to the student’s DU email address requesting that the student schedule a meeting with them to review the circumstance(s) (e.g., the professional disposition(s) that “needs improvement”).
- B. **Status: Yellow** – Provides students with the opportunity to formally address emerging issues and/or concerns while highlighting the seriousness of the circumstances. Actions may include, but are not limited to the following:
- i. Collaboration with Faculty Advisor – The student may be required to maintain a specific cadence of meetings and/or communication with their Faculty Advisor to address the emerging concerns.
 - ii. Formal Remediation Plan – The student **may** be placed on a Remediation Plan through collaboration with Program Faculty (e.g., Faculty Advisor, Program Director). This Plan would articulate details of the circumstances and specific actions/activities required to address the emerging concerns.
- C. **Status: Red** – Provides students with the opportunity to formally address significant and/or persistent issues and/or concerns with emphasis on the seriousness of the circumstances. Actions will include, but are not limited to the following:
- i. Formal Remediation Plan – The student **will** be placed on a Remediation Plan through collaboration with Program Faculty (e.g., Faculty Advisor, Program Director). This Plan will articulate details of the circumstances and specific actions/activities required to address the emerging concerns.
 - ii. Restricted from Experiential Coursework – A student with a Remediation Notice Status of “Red” is not permitted to enroll in any courses within the experiential course sequence, nor are they permitted to begin any associated service at a placement site, unless special permission is provided in writing by Program leadership. Permission will only be granted in extenuating circumstances and if it aligns with the requirements set forth by the associated school district in which the student will be placed.
- II. **Dismissal from the Program** – For more information about dismissal from the program, please see the [DU Graduate Bulletin](#) “Termination and Dismissal” and “Procedures for Academic Grievances and Appeals” sections as well as the aforementioned Retention, Remediation, and Dismissal Policy section of this document. *Note: A decision to dismiss a student will typically occur if the student has not satisfied the conditions of their remediation plan. However, there may be cases where dismissal is the appropriate action without preceding remediation action.*

Note that the Retention and Remediation Processes outlined herein are at the department level. Unless escalated, this information is not reported to the Office of Graduate Education or included in the student’s official transcript.

Notification Process

Remediation Notices of Green will be communicated to students via informal email communication, sent to the student's DU email address.

Remediation Notices of Yellow or Red or notification of Dismissal from the Program will be communicated to students via email communication and will include a formal *Notification* letter from the Program. The letter will document the nature of the action being taken, associated circumstances, and next steps in the process. It will be sent to the student's DU email address and the following stakeholders will be copied on the communication: Faculty Advisor, Department Chair, Academic Services Associate. A copy of the letter will also be filed in the student's record within the Counseling Psychology department. Students are required to schedule a meeting with their Faculty Advisor within five business days of the date of the *Notification* letter to discuss the procedures that will be used regarding the action being taken.

Remediation Plan

If the procedures to address the action being taken include a Remediation Plan (i.e., optional for Yellow status; required for Red status), the Faculty Advisor will use the Program's Remediation Plan form to develop the formal, written Remediation Plan in collaboration with the student and Program Director, and other faculty as needed.

The Remediation Plan will be approved by the Program Director and the Counseling Psychology Department Chair. Once approved, the Plan will be signed by the student, the Faculty Advisor, and the Program Director. The main focus of the remediation plan is to facilitate students' improvement and success. Once fully executed, a copy of the plan will be emailed to the student's DU email address and a copy will be placed in the student's departmental file.

More specifically, if the Program faculty determines the student should be placed on a Remediation Plan, the following steps will be taken:

1. The Program Director will notify the student, in writing, of the action being taken. Additionally, the student shall meet with the Faculty Advisor (the meeting should be scheduled within five business days from date of notification) to discuss the procedures that will be used regarding the action being taken, including the associated remediation process.
2. The Program Director, in collaboration with the student, Faculty Advisor, and potentially other faculty, will develop a plan for remediation of the student's behavior. The *Remediation Plan: Initial Plan* form (for Faculty Use only) will be used to facilitate this process. This plan will
 - a. define the student's problem areas; this may also reference Professional Dispositions and associated concerns,
 - 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 attainment(s) will be demonstrated, and
 - e. designate a date for goal attainment and/or reevaluation (must be within six months of date of initiation) by Faculty; this may also include potential next steps if goals are not met.

3. After approval from the Program faculty and the Counseling Psychology Department Chair, the approved plan will be signed and dated by the student, the student's Faculty Advisor, and the Program Director. Note that the student must sign, date, and return the plan within five (5) business days, unless otherwise indicated by Program Faculty. Failure to adhere to this timeline may escalate the circumstances and/or prompt additional review by Faculty. Given the nature of the online program, both actual and electronic signatures are acceptable, but the form must be emailed via the student's official DU email address. Upon all signatures being attained, the Program Director will email the approved, signed plan to the student, copying the Department Chair and Faculty Advisor, and a copy will be retained in the student's file in the CP Department.
4. At or near the date for reevaluation, the student's progress or lack thereof will be reviewed by the core School Counseling faculty. Reevaluation will include a review of any and all associated documentation provided by the faculty, student, and/or other relevant parties. Note that reevaluation will take place in light of the current Student Handbook. There are three potential **Reevaluation Decision** options. Upon completion of the review, the Program Director will facilitate a faculty vote to establish consensus to move forward with one of the following **Reevaluation Decision** options.
 - a. **Continuation in the program:** The specified concerns no longer present a significant problem and the student is allowed to continue in the program. Students present significant improvement to satisfy expectations within the timeframe in the remediation plan.
 - b. **Continued remediation (same or adjusted status):** If progress is documented on the first evaluation, an updated remediation 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.
5. Upon consensus being established, the student will be notified via their DU email address, by the Program Director, of the **Reevaluation Decision**.
6. Depending upon the **Reevaluation Decision**, it may be requested that the student meet with the Faculty Advisor and/or other faculty/staff, as needed, for feedback concerning the decision and to review the options available to the student.
7. If "**Dismissal from the program**" is recommended by the faculty:
 - a. **Notification:** The Department Chair will send a written notification to the student by DU email. A copy of the notice will be placed in the student's permanent departmental file.
 - b. **Student Response (optional):** The student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the School Counseling faculty a written response to the notification, and (b) request, in writing, a faculty review of the dismissal recommendation, if the student chooses. **Note that this response is considered to be the "First Level: Informal Resolution" of the University's Formal Grievance and Appeal Process, which is outlined below.**
 - c. **Faculty Review:** Upon receipt of a written request from the student regarding the dismissal recommendation during the 30-day period described above, the faculty will review the written response.
 - d. **Faculty Deliberation:** Following review of the written response, the Program faculty will (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.
- e. **Notification of Deliberation Results:** Written notification of the decision will be emailed to the student's DU email address by the Department Chair, copying the Program Director.
 - f. **If Dismissal is upheld:** If the dismissal decision is upheld, the Department Chair will forward a formal dismissal recommendation to the MCE Associate Dean and the DU Office of Graduate Education.
8. If the student is not satisfied with the department faculty's decision, the student may file an appeal in accordance with the procedures outlined below.

GRIEVANCES & APPEALS

Academic Grievances and Appeals

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, the Program Director, and/or the Department Chair may act in a consultative role in this process. If the student cannot work out the grievance directly with the faculty member or other student, the student may direct the concern, in writing, to the Program Director or Department Chair. If the grievance is not solved to the student's satisfaction, the student may seek resolution of complaints or grievances through the University of Denver's grievance and appeals procedures outlined below.

Note: If the grievance concerns a claim of discrimination or is a title IX matter, you should also contact the [Office of Equal Opportunity & Title IX](#).

The [Procedures for Academic Grievances and Appeals](#) process is outlined in detail within the [Graduate Bulletin](#) and reviewed in summary below.

First Level: Informal Resolution

Second Level: Submission of the Formal Grievance or Appeal to Program Director/Chair

Important: 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.

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

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

See the formal policy, linked above, for details related to each level, as well as information on the Scope of Review, Deviation from Procedures, Grievance or Appeal Record, and Failure to Meet Deadlines.

Grade Appeals

If a student would like to appeal a specific grade, they must follow the [Procedures for Grade Appeals](#), detailed within the [Graduate Bulletin](#), and reviewed in summary below.

First Level: Appeal to the Faculty Member

Second Level: Appeal to the Department Chair/Program Director

Third Level: Appeals Committee

See the formal policy, linked above, for details related to each level, as well as information on the Scope of Review, Timeline, and Appeal Record.

PROGRAM ENGAGEMENT OPPORTUNITIES

The SchoolCounseling@Denver Program provides a variety of opportunities for students to engage with program- and discipline-based leadership and advocacy activities. Nominations and/or self-nominations for all program engagement opportunities should be submitted via the following survey:

- [SchoolCounseling@Denver Program Engagement Opportunities Survey](#)

STUDENT REPRESENTATIVES

Each cohort from each program within the CP department has two to three student representatives. The representatives act as liaisons between faculty and students. Throughout each academic year, the Department will solicit applications for available student representative positions. Each Training/Program Director will select representatives based on the information provided through the application process. Note that the service term for student representatives is one year with the option for renewal to be decided with the Training/Program Director during the Spring term of each academic year. The service of the student representatives will be documented in the student annual review. Responsibilities of SchoolCounseling@Denver Student Representatives are listed below.

- Required
 - Attend a monthly meeting with the Program Director and fellow Representatives.
 - Communicate relevant information with cohort.
 - Communicate concerns of the cohort with the faculty.
 - Collaborate with program leadership toward program improvement.
 - Exhibit leadership for engagement with the faculty and program.
 - Lead student-driven initiatives as needed.
 - Represent the program in various capacities on an as-needed basis. Past opportunities include co-hosting webinars with faculty for prospective students and serving as a point of contact for prospective students who are interested in speaking with a current student. Meet regularly with the Program Director. This is the opportunity for the student representatives to share the initial concerns on behalf of all students related to the program.
- Optional
 - Attend first fifteen minutes of monthly department faculty meetings on the first Tuesday of each month during the academic year, at 10:00am MT, via Zoom, to communicate questions and concerns of the cohort to the faculty as needed.

COLORADO SCHOOL COUNSELOR ASSOCIATION GRADUATE STUDENT LIAISONS

The Graduate Student Liaisons to the Colorado School Counselor Association (CSCA) are appointed from the student body of a Colorado school counseling program annually, on a rotating basis. Every few years, when available to DU students, this is an incredible opportunity for students who reside in Colorado to network within the profession and build leadership skills in preparation to enter the field. Additionally, Liaisons provide a service

to our program and its students by representing SchoolCounseling@Denver on a state level. Additional details are included below.

- **Description:** The CSCA invites two student representatives from one CACREP-accredited program in Colorado to serve in the role of “Graduate Student Liaison.” The Graduate Student Liaison program is an intentionally structured opportunity, designed to promote networking, professional development, connection with both the profession and practitioners, and both advocacy and influence in the discipline within the state of Colorado. Learn more about the role by reviewing the “Graduate Student Liaison” section of the [CSCA Roles and Functions](#) document (pp. 27-28).
- **Commitment:** The appointment term is one academic year, beginning in July. However, new Liaisons are asked to attend the April board meeting and the June leadership retreat, leading up to their appointment. Expenses for both events are covered by CSCA. The general time commitment related to the position will be roughly a couple hours a month. This will be mostly related to communication, including disseminating information as well as checking and responding to emails. Additionally, Liaisons help to plan the annual CSCA conference each October, during which time the responsibilities may be slightly heavier than usual. During the appointment term, Liaisons will be expected to attend board meetings in September, January, and April. Room and board related to in-person attendance at Board Meetings will be covered by the Colorado School Counselor Association.
- **Eligibility Requirements:** To be eligible, students must:
 - be a current Colorado resident;
 - be enrolled in the SchoolCounseling@Denver program for the duration of their term as Liaison.
- **Appointment Process:** Students are appointed to these positions through a nomination process that takes place in the Winter term upon DU’s turn in the rotation. Nominations are accepted from Program faculty, staff, and students, including self-nominations. Nominations can be submitted at any time but must be submitted no later than March 1st for the upcoming academic year, after which time the review process will take place. Program faculty and staff review the eligible nominees and vote to select the Liaisons, who will be notified of their invitation to serve by April 1st.

ALUMNI & CURRENT STUDENT REPRESENTATIVE TO THE SCHOOLCOUNSELING@DENVER ADVISORY COUNCIL

The SchoolCounseling@Denver Advisory Council is a representative group of stakeholders assembled to review and advise on the SchoolCounseling@Denver MA program. The purview of the Council will be multidimensional, including program and policy development, implementation, and revision. The Council will give voice to stakeholders through dialogue and critique while ensuring that the program is preparing students for the needs of the field from the perspective of those in the field.

The Council is composed of representative program faculty, current and former students, personnel from P-12 schools, and additional stakeholders. Nominations for student representatives (i.e., one student enrolled in the program, one alumni representative) are accepted at any time, but must be submitted by March 1st each year to be considered to serve for the subsequent academic year. See the [SchoolCounseling@Denver Advisory Council CHARTER](#) for additional information related to the function and operation of the Council, its positions, and expectations related to service in these roles.

RESEARCH OPPORTUNITIES

A variety of research opportunities exist within the Counseling Psychology department.

- **Student Research:** Students are encouraged to collaborate with one another on research projects and participate in local, regional, and national conferences and scholarship opportunities accordingly.
- **Faculty Research:** Masters students are invited but not expected to participate in faculty research opportunities. Students interested in pursuing formal research opportunities should contact a faculty member for information on participation in their research. Students are also encouraged to visit the “Research Opportunities” section of the [SchoolCounseling@Denver Student Resources](#) page for specific, ongoing research initiatives.

CHI SIGMA IOTA, DELTA UPSILON CHAPTER

Chi Sigma Iota (CSI) is an international counseling honor society focused on the development and sustainability of the counseling professional. In January 2023, CSI International accepted and approved the charter of DU's Delta Upsilon Sigma chapter. To access professional development and other member resources, visit <https://www.csi-net.org/>.

CSI members are current students who have a) completed at least one quarter in the program, b) have at least a 3.5 GPA, and c) are currently in good standing. Alumni are welcome to join as well. Eligible students will be invited annually and asked to participate in the CSI Initiation Ceremony, typically held in June (virtually and in-person). More information can be found on the [SchoolCounseling@Denver Student Resources](#) page.

MENTORING PROGRAM

The School Counseling Mentoring Program (SCMP) is an optional mentoring experience that was developed to help foster peer relationships between mentors and mentees. It was designed to strengthen and sustain students in meeting their academic goals and making their experience at the University of Denver exciting and fulfilling. Visit the “Mentoring Program” section of the [SchoolCounseling@Denver Student Resources](#) page for more information.

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

SCiTs may be covered under the University's Workers' Compensation program if injured while performing the essential duties of the practicum or internship. The University's Enterprise Risk Management Office manages the University's Workers' Compensation Program. Please contact the Practicum & Internship Specialist should an event occur.

Additionally, field placement agencies are encouraged to 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 University of Denver's [Department of Enterprise Risk Management](#).

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 School Counselor 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 Director, and potentially the Department Chair, who will help assess this risk and then address the problem if needed.

COMMUNICATION CHANNELS, TECHNOLOGY

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

THE CULTURAL CENTER

Other resources can be found at The Cultural Center, 1927 S. York St. <https://www.du.edu/culturalcenter/>, e-mail cmeinfo@du.edu, phone (303) 871-3111.

DISTRIBUTED EMAIL LIST/LISTSERV

All accepted and enrolled students in the SchoolCounseling@Denver program will be automatically subscribed to the email lists for both the School Counseling Program and Counseling Psychology Department, via their DU email address. These lists are used to deliver official program notices and discussion of matters among students and faculty.

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 Bulletin for descriptions of academic exceptions:

<http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/exceptions/>.

APPLICATION FOR GRADUATION

Application deadlines occur approximately two quarters prior to the intended quarter of graduation. Review the [Graduation Application](#) information provided by the Registrar for details and instructions on how to apply for Graduation via [MyDU](#).

APPLICATION FOR “I” (INCOMPLETE) GRADE FORM

The Incomplete Grades Policy can be found at: <https://www.du.edu/registrar/records/incompletegrade.html>.

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: https://www.du.edu/sites/default/files/2021-11/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:

<https://www.du.edu/sites/default/files/2020-11/Graduate%20Course%20Substitution%20or%20Waiver%20Approval%20Form.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: <https://www.du.edu/sites/default/files/2021-11/Application%20for%20Independent%20Study%2C%20Directed%20Study%20and%20Independent%20Research.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:

<https://www.du.edu/sites/default/files/2020-11/Transfer%20of%20Credit.pdf>.

APPENDIX

SAMPLE COURSEWORK PLAN



Coursework Plan: SchoolCounseling@Denver MA
Handbook Year: 2023-2024

Student Name: [REDACTED]
 Student ID #: [REDACTED]
 Student Email: [REDACTED]
 Faculty Advisor: [REDACTED]
 Start Date: Fall 2023
 Intended Sequence of Study: Custom
 Intended Immersion Years: 2024

Program Requirements	Course No. (COUN-)	Cr. Hrs.	Completion Term
Program Area Requirements			
Orientation to Professional Counseling & Ethical Practice**	4600	4	Fall 2023
Counseling Techniques**	4610	4	Fall 2023
Counseling Theory**	4620	4	Fall 2023
Research Methods**	4630	4	Winter 2024
Social & Cultural Diversity***	4700	4	Spring 2024
Group Counseling***	4710	4	Spring 2024
Assessment & Appraisal***	4720	5	Spring 2024
Lifespan Development***	4730	4	Winter 2024
Roles & Responsibilities of the School Counselor***	4740	4	Winter 2024
Career Counseling****	4800	4	Fall 2024
Comprehensive School Counseling Programs	4810	4	Summer 2024
Counseling Youth & Families	4820	4	Summer 2024
Exceptionalities	4750	2	Winter 2025
Gender & Sexuality	4805	4	Spring 2025
Counseling for Trauma, Crisis, & Grief	4835	4	Summer 2025
Activity-Based Counseling	4825	3	Summer 2025
Diagnosis in Counseling	4830	4	Summer 2024
Developmental Application	4801	2	Spring 2025
Program Evaluation	4815	2	Summer 2025
Educational Strategies and Policies	4840	4	Fall 2024
School Counselor Interventions	4850	4	Spring 2025
SUBTOTAL		78	
Experiential Coursework			
Practicum (100 hours)	4900	4	Fall 2024
Internship I (300 hours)	4910	4	Winter 2025
Internship II (300 hours)	4920	4	Spring 2025
SUBTOTAL		12	
Transfer Credit	N/A		
Immersion Experience	N/A	N/A	
Comprehensive Exam (a passing score is required)	N/A	N/A	Eligible: Fall 2024
SUMMARY OF PROGRAM REQUIREMENTS			
Program Area Requirements		78	
Experiential Coursework		12	
Transfer Credits		xx	
TOTAL		90	

*Portfolio will be reviewed during biannual meetings with the Faculty Advisor.
 **Course must be completed within the first four quarters and prior to any experiential coursework.
 ***Course must be completed prior to any experiential coursework.
 ****Course must be completed prior to completing the Comprehensive Exam.
 *****Transfer credits must be approved through the appropriate process (see Graduate Bulletin).

Student Acknowledgement

My signature below indicates the following...

- I have selected a custom plan of study with a start date of Fall 2023 and have reviewed and approve of the course sequence as outlined on the previous page of this document.
- I agree that I will register for each course in the quarter specified in my coursework plan for the entirety of my program. If I need to deviate from the coursework plan, I will meet with my faculty advisor prior to the term when the change will occur to adjust my coursework plan.
- I confirm that I have reviewed and understand the "Failure to maintain minimum academic standards" policy, including the minimum required course grade of a B-, referenced in the Student Handbook.
- 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 have scheduled an initial meeting with my faculty advisor. 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.

Click here to confirm understanding of the information presented within this document

Student Signature



Faculty Advisor Signature

