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MORGRIDGE COLLEGE OF EDUCATION



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DENVER

SchoolCounseling@Denver

SchoolCounseling@Denver

Online School Counseling Master of Arts

Student Handbook

Handbook Year 2020 – 2021

Department of Counseling Psychology

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 Masters 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 & Inclusion, 2199 S. University, Denver, CO 80208-4840, 303- 871-2891: <https://www.du.edu/diversity-inclusion/>, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204; Phone 303-844-5695.

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

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

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Welcome to SchoolCounseling@Denver!

From the Department Chair:

Welcome to SchoolCounseling@Denver within the Counseling Psychology (CP) Department in the Morgridge College of Education at the University of Denver! There are several distinguishing elements of this program: outstanding and committed faculty, ample opportunities for practical training in diverse 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 a SchoolCounseling@Denver advisor to ensure that all program requirements are met.** It is important to be aware, though, that students are ultimately responsible for knowing and understanding the contents of this Handbook, as well as the policies outlined in the [Graduate Bulletin](#) and the [MCE Policies and Procedures](#).

Please know that all of us in 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!

Ruth Chao, 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 in to the development of a program, like the courses, the faculty, and the textbooks, it is the students that truly make the program what it is. Over the next few years, you will build a community through your experiences in this program. You will have the unique opportunity to sit in a virtual classroom full of aspiring school counselors – all from different walks of life, in different cities, bringing different perspectives into our learning environment. While you will probably stress and worry, and hopefully work very hard along the way, the time you spend in this program will ultimately fly by. We encourage you to keep this in mind and take advantage of opportunities that come your way in an effort to absorb as much as you can. You will take all of the things that make this program so special and build a career out of them. The SchoolCounseling@Denver faculty are privileged by the opportunity to be a part of your journey. We can't wait to see where you go!

Stacy Pinto, PhD, Program Director, SchoolCounseling@Denver

School Counseling Program

SchoolCounseling@Denver Program Contact Information

Name	Position	Location	Phone	Email
Stacy Pinto, PhD	Program Director	KRH 258	303-871-2832	stacy.pinto@du.edu
Dana Wright	Interim Academic Services Associate	KRH 240D	303-871-3590	dana.wright@du.edu
Vacant	Practicum and Internship Coordinator	TBD	TBD	Contact your Program Director

Counseling Psychology Department Contact Information

Name	Position	Location	Phone	Email
Ruth Chao, PhD	Department Chair	KRH 261	303-871-2556	chu-lien.chao@du.edu
Michelle Donovan	Academic Services Associate	KRH 250B	303-871-7674	michelle.donovan@du.edu

Student Success Team

The Student Success Team will serve as students' first point of contact throughout their time in the SchoolCounseling@Denver program. Each student will be assigned a dedicated Student Success Advisor (SSA), 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 72-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. More guidance can be found in the Licensing & Certification section later on in the Handbook.

Mission

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

We accomplish our mission in four ways:

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

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

Program Objectives

The objectives of the SchoolCounseling@Denver program align with the [2016 CACREP Standards](#), with an emphasis on the School Counseling specialty area. 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 Orientation and Ethical Practice – Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.
- Social and Cultural Diversity – Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
- Human Growth and Development – Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.
- Career Development – Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.
- Counseling and Helping Relationships – Students are able to demonstrate the skills necessary to engage

in an effective and therapeutic helping relationship.

- Group Counseling and Group Work – Students demonstrate competency in preparing and facilitation of group counseling.
- Assessment and Treatment Planning – Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.
- Research and Program Evaluation – Students will demonstrate an understanding of research methods to inform evidence-based practice.
- School Counseling Focus – Students will demonstrate an understanding of and ability to apply the foundations, contextual dimensions, and practice of school counseling as a specialty area.

Department of Counseling Psychology (CP) Faculty

School Counseling Core Faculty

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

Jillian Blueford, Ph.D., University of Tennessee, Knoxville, 2019. Clinical Assistant Professor. National Certified Counselor. 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. (KRH 133, 303-871-6594, jillian.blueford@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 master's degree from Western Michigan University, and his doctorate 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 interest includes discovering our Purpose (career and life), undocumented students, social justice issues, entrepreneurship. (KRH 242, joseph.johnson951@du.edu)

John O'Malley, Ph.D., University of Wyoming, 2018. Clinical Assistant Professor. Licensed School Counselor (CO); National Certified Counselor. Pronouns: he/him. Dr. John O'Malley earned his BM from the University of Denver, his master's degree from the University of Nebraska at Kearney, and his PhD in Counselor Education and Supervision from the University of Wyoming. His previous work has taken him from coast to coast and in between, working at the University of California Riverside, Northeastern Illinois University, Johns Hopkins University, Northwestern University, and most recently Johnson & Wales University Denver campus as an assistant professor and program lead. Dr. O'Malley is a proud member of the American Counseling Association, American School Counselor Association, and Association for Counselor Education and Supervision. His research interests include self-concept development, school counseling, and learning disabilities. (KRH 132, 303-871-2857, john.omalley@du.edu)

Stacy Pinto, Ph.D., Montclair State University, 2018. Clinical Assistant Professor. Program Director for SchoolCounseling@Denver MA program. Certified School Counselor (NJ); National Certified Counselor; Licensed Associate Counselor (NJ). Pronouns: she/they. Dr. Pinto's experience spans a variety of counseling settings, including K-12 and higher education environments, and both in-home and community-based mental health services. 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, Affectional, Intersex, and Gender Expansive Identities, the Association for Counselor Education and Supervision, and the American School Counselor Association. (KRH 258, 303-871-2832, stacy.pinto@du.edu)

Bethany Rían, Ph.D., University of Nevada, Reno, 2019. Visiting Assistant Professor of Practice. Licensed School Counselor (NV, CA, NJ); Clinical Professional Counselor Intern (NV); National Certified Counselor. Pronouns: she/they. Dr. Rían earned her B.A. from Georgian Court University, her M.S. from Monmouth University, and her Ph.D. in Counselor Education and Supervision from the University of Nevada, Reno. Dr. Rían has a variety of counseling experiences as both a clinician and as a school counselor at every level in public and charter settings. Her research interests include ecotherapy, transgender children's issues, and social justice in PK-12 education. Dr. Rían has served on the board for the Nevada School Counselor Association, and is an active member of the American School Counseling Association and the Association for Counselor Education and Supervision. (530-536-0361, bethany.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.

Ruth Chao, Ph.D., University of Missouri-Columbia, 2005. Professor and Chair of the Counseling Psychology Department. Licensed Psychologist. Dr. Chao was The Counseling Psychology (TCP) International Forum Editor from 2016 to 2019. Research interests: multicultural counseling; multicultural competence; racism and mental health; and cross-cultural psychology. (KRH 261, 303-871-2556, chulien.chao@du.edu)

Lisa Brownstone, Ph.D., University of North Carolina at Chapel Hill, 2017. Visiting Assistant Professor of Practice. Dr. Brownstone (she, her, hers pronouns) completed her PhD in Clinical Psychology at the University of North Carolina at Chapel Hill followed by her predoctoral clinical internship at Denver VA Medical Center and postdoctoral fellowship at Eating Disorder Care (EDCare) of Denver. She stayed on at EDCare of Denver as a licensed psychologist until August 2019, and served as their Binge Eating Disorder Track Coordinator. Her areas of clinical and research specialization include disordered eating and body distress, LGBTQ+ health, trauma, weight stigma, couple therapy, and emotion processing. Dr. Brownstone identifies as a social justice advocate psychologist. Outside of work, Dr. Brownstone plays fiddle and guitar, and loves spending time with her family and fluffy dogs. (KRH 253, 303-871-8666, lisa.brownstone@du.edu)

Jennifer Gafford, Ph.D., University of Denver, 2008. Dr. Gafford is the Training Director for the MA Clinical Mental Health Counseling program and a Licensed Psychologist. Clinical Interests: cognitive therapy, correctional psychology, trauma, and clinical supervision. Dr. Gafford is a board member for the Masters in Psychology and Counseling Accreditation Council and the Council of Master's in Counseling Training Programs. Dr. Gafford represents the mental health community on Denver's Crime Prevention and Control Commission. (KRH 241, 303-871-6681, jennifer.gafford@du.edu)

Patton Garriott, Ph.D., University of Missouri, 2012. Associate Professor. Dr. Garriott earned his BA in Psychology and MA in Counseling Psychology from the University of Kentucky. He completed his predoctoral 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, critical theory, critical whiteness studies, 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, pat.garriott@du.edu)

Hannah Koch, Psy.D., University of Denver, 2016. Visiting Clinical Assistant Professor. Dr. Koch earned her BA from the University of Chicago and her masters and doctoral degrees from the University of Denver Graduate School of Professional Psychology with a focus area in couples therapy and systems theory. Dr. Koch has worked in a variety of clinical settings with varied populations including an inpatient hospital, university counseling centers, and other outpatient settings. She also has experience with behavioral health consulting as well as running a small business. Her research interests include the development of romantic relationships, social justice issues, and diverse couples. (KRH TBD, hannah.koch@du.edu).

Jesse Owen, Ph.D., University of Denver, 2005. Professor. Dr. Owen earned his BS from Ball State University, his master's degree from University of Miami, and his PhD from our very own University of Denver. He has worked at Gannon University and University of Louisville prior to joining the faculty at DU. He is a Professor in the Department of Counseling Psychology at DU. He is also a licensed psychologist with a private practice in Denver and he is the lead psychologist at Lifelong Inc. In addition to these roles, he is the research director at Celesthealth and the Editor of the journal Psychotherapy. His research focuses on psychotherapy processes and outcomes, multicultural orientation (MCO), as well as romantic relationships. He encourages individuals to work with him who have interest in psychotherapy processes, therapist expertise, couple therapy, and multicultural processes. (KRH 259, 303-871-2482, jesse.owen@du.edu)

Andrea Pusavat, Ph.D., University of Denver, 2003. Clinical Associate Professor, Training Clinic Director, and Licensed Psychologist. Dr. Pusavat earned a BA in Psychology at the University of California, Santa Barbara, an MA in Counseling Psychology at Loyola Marymount University, and a PhD in Counseling Psychology at the University of Denver. She completed a pre-doctoral internship at Denver Health Medical Center and a post-doctoral residency at University Health System Detention Health Care Services. She is a member of the American Psychological Association, the Colorado Psychological Association, and the Association of Psychology Training Clinics. She serves on the Board of 9Health Fair and on the 9Health Fair Medical Advisory Committee. She maintains a small private practice serving the Denver community. Dr. Pusavat's clinical and research interests include social justice, clinical supervision, trauma, and interpersonal partner violence. (KRH 145, 303-871-3230, andi.pusavat@du.edu)

Trisha Raque-Bogdan, Ph.D., University of Maryland, 2013. Associate Professor. Dr. Raque-Bogdan is a member of the American Psychological Association and the Chair of the Division 17 Health Psychology Section. She serves on the Editorial Board of the Journal of Counseling Psychology and Journal of Career Assessment. Dr. Raque-Bogdan's areas of research include cancer survivorship (i.e., psychological and relational well-being of cancer survivors, career development of psycho-oncology care providers), navigating work after cancer, access to decent work, positive health psychology, and the centrality of sociocultural systems that intersect with health and career development. She applies social justice principles and intersectionality 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, trisha.raque-bogdan@du.edu)

Maria Riva, Ph.D., University of Pittsburgh, 1990. Professor and Doctoral Training Director, Department of Counseling Psychology. Dr. Riva obtained her BA from Illinois Wesleyan University, her MA from

Southern Illinois University, and her PhD in Counseling Psychology from the University of Pittsburgh. She is a Fellow of APA. In 2013 she was President of Division 49 (Group) of the APA, 2006 President of the Association for Specialists of Group Work (Group Division of ACA), and the President of the Council of the Counseling Psychology Training Programs (CCPTP, 2020-2021). Research interests include treatment of sexual abuse, trauma, group counseling and group dynamics; multicultural counseling in groups, group leadership, training and supervision, group supervision, and the mental health treatment of adolescents. (KRH 257, 303-871-2484, maria.riva@du.edu)

Julia Roncoroni, Ph.D., University of Florida, 2016. Assistant Professor. Dr. Roncoroni is also affiliate faculty at the Interdisciplinary Research Institute for the Study of Inequality (IRISE, DU) and Latinx Center (DU). Dr. Roncoroni's research is in the area of customized, culturally sensitive health promotion and health care. She conducts 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 that impact the health of individuals and their communities, ranging from immigration status and education to quality of received health care. Dr. Roncoroni teaches DU classes in Denver and also in Argentina. She has been nominated Faculty Career Champion by students every year since she's been at DU. She is highly involved with several organizations in the Denver area, most of them focused on immigration and health. (KRH 262, 303-871-3784, julia.roncoroni@du.edu)

Department of Counseling Psychology Affiliate Faculty

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

Research Faculty

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

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

What Students Can Expect From the Program

The process of entering a graduate program can be equally exciting and challenging. Students are often eager to learn and participate in the wide range of opportunities offered to them. With this eagerness, often comes the challenge of maintaining one's boundaries and refraining from taking on too much. Indeed, enrolling in graduate school can be much like a marathon—it is tempting to start fast given the excitement of the moment, however this can also lead to burnout down the road. We as a faculty encourage students to immerse themselves in learning experiences and opportunities for personal and professional growth 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 the both the American Counseling Association (ACA, 2014) Code of Ethics and the American School Counseling Association (ASCA, 2016) Code of Ethics. We take seriously the ethical codes of both ACA (2014) and ASCA (2016) in regards to diversity and inclusion. The ACA (2014) states “counselor educators actively infuse

multicultural/diversity competency in their training and supervision practices” (p. 15). Therefore, students will find themselves both challenged and supported in the areas of diversity, inclusion, and social justice counseling in all courses across the curriculum. By doing this we hope graduates from our program continue in “honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts” (ACA, 2014, p. 3). In support of the ASCA Code of Ethics (2016), our curriculum helps future school counselors to “work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students” (p. 7). Our program pushes students to be mindful of issues related to identity, power, oppression, and diversity to successfully serve diverse students in all aspects of their lives.

More recently there has been a call for counseling to actively work and advocate for social justice and to prevent further oppression in society. As a school counselor 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. Importantly, our curriculum and training reflect on social happenings and we 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 P-12 educational system. Such training processes are consistent with SchoolCounseling@Denver’s core values, respect for diversity and for values similar and different from one’s own. This commitment to diversity is not only consistent with the

American Counseling Association and the American School Counselor Association, but within our own University's mission for Inclusive Excellence.

Chancellor's Statement on Diversity, Equity and Inclusive Excellence

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

In an organization so reliant on its people, creating a diverse and inclusive community isn't only the right thing to do; it's critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare our students for an increasingly globalized and connected world. That diversity extends to identities beyond just race and gender—including sexual orientation, gender identity and expression, socioeconomic status, religion, political and ideological viewpoints, and more.

In 2006, the chancellor and provost asked the University's senior leadership to embrace Inclusive Excellence and to begin working in conjunction with our [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 (72 credits)

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

For example, in order to be certified in School Counseling in the state of Colorado, students must take the state Praxis exam (Professional School Counselor- 5421). Students may call the Educator Licensing Department of

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

Course Sequencing Guide

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

- I. Introductory Sequence
 - a. Characteristics & Parameters: These courses provide the foundation for content in the SC program. These courses should be taken prior to or concurrently with courses in the Pre-Experiential Sequence, as permitted by Prerequisite limitations.
 - b. Courses
 - i. Orientation to Professional Counseling & Ethical Practice
 - ii. Counseling Theory
 - iii. Basic Counseling Techniques
 - iv. Research Methods & Program Evaluation
- II. Pre-Experiential Sequence
 - a. Characteristics & Parameters: These courses provide basic information related to the School Counseling profession. They should be taken after or concurrently with courses in the Introductory Sequence, as permitted by Prerequisite limitations. Upon completion or near-completion of this Sequence, students may begin taking courses in the Content Sequence, as permitted by Prerequisite limitations. All courses in this sequence must be completed prior to engaging in any courses in the Experiential Sequence. Courses in the Pre-Experiential Sequence and Experiential Sequence cannot be taken concurrently.
 - b. Courses
 - i. Diversity: Multicultural Counseling Psychosocial Issues
 - ii. Group Counseling Theory
 - iii. Introduction to Assessment
 - iv. Lifespan Development
 - v. Roles & Responsibilities of the School Counselor
- III. Content Sequence
 - a. Characteristics & Parameters: These courses provide advanced content related to the School Counseling profession. Students can begin taking these courses as permitted by Prerequisite limitations. Courses in the Content Sequence and the Experiential Sequence may be taken concurrently. Course planning should consider the course offering schedule of the Experiential Sequence, particularly that courses in the Experiential Sequence are not offered during the Summer quarter.
 - b. Courses
 - i. Career Counseling
 - ii. Comprehensive School Counseling Programs
 - iii. Counseling Children, Adolescents, and the Family
 - iv. Mental Health & Substance Use
 - v. Educational Strategies and Policies for School Counselors

vi. School Counselor Interventions & Strategies

IV. Experiential Sequence

- a. Characteristics & Parameters: Students must complete all courses in both the Introductory Sequence and Pre-Experiential Sequence prior to enrolling in any course within the Experiential Sequence. These courses provide practical experience in the school setting, complemented by supervision in both the school setting and in the classroom setting. Courses in the Experiential Sequence and the Content Sequence may be taken concurrently. Course planning should consider the course offering schedule of this sequence, particularly that courses in this sequence are not offered during the Summer quarter. Details regarding the placement process can be found in the School Counseling Practicum and Internship Handbook.
- b. Courses
 - i. School Counseling Practicum
 - ii. School Counseling Internship I
 - iii. School Counseling Internship II

Example Student Sequences (Sample Plan of Study)

Students are expected to take courses in sequence, as described herein. Below, students will find typical plans of study for two tracks with Fall start dates: full-time; part-time. Some courses must be taken in specific sequence while other courses carry more flexibility. For example, in the fall of the first year, students should begin with Basic Counseling Techniques and Orientation to Professional Counseling and Ethical Practice. Students should note that most classes are offered in each quarter throughout the academic year, except for those categorized as “Experiential” courses: Practicum; School Counseling Internship I; School Counseling Internship II. However, the schedule may change somewhat from year to year so it is essential that students complete a Coursework Plan (see Degree and Coursework Plans section) no later than three weeks after the start of their first quarter in the program, and update the plan as needed. Comprehensive Exams can be taken at any point after the Introductory Sequence, Pre-Experiential Sequence, and the Career Counseling course are completed. It is critical that students **do not take the Comprehensive Exam prior to the completion of these courses**. When students believe they are ready to sign up for the exam, they must submit an approval request to their Faculty Advisor attesting to the completion of the appropriate courses. Upon approval from the Faculty Advisor, students are permitted to register for the Comprehensive Exam at any time.

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

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

Year #	Quarter #	Term	Course(s)
1	1	Fall	Orientation to Professional Counseling & Ethical Practice Basic Counseling Techniques
	2	Winter	Counseling Theory Research Methods & Program Evaluation
	3	Spring	Roles & Responsibilities of the School Counselor Lifespan Development Group Counseling Theory
	4	Summer	Diversity: Multicultural Counseling Psychosocial Issues

			Comprehensive School Counseling Programs Introduction to Assessment
2	5	Fall	School Counseling Practicum Career Counseling Counseling Children, Adolescents, and the Family
	6	Winter	School Counseling Internship I Educational Strategies and Policies for School Counselors Mental Health & Substance Use
	7	Spring	School Counseling Internship II School Counselor Interventions and Strategies
JUNE DEGREE CONFERRAL			

Example Part-Time Program (1-2 courses/quarter), Fall Start (3.75 years)

Note: DU requires all students to complete Masters degree programs within 5 years of official start date.

Students interested in the Part-Time track must plan accordingly, through collaboration with their Faculty Advisor, to ensure successful and timely completion of the degree requirements.

Year #	Quarter #	Term	Course(s)
1	1	Fall	Orientation to Professional Counseling & Ethical Practice
	2	Winter	Basic Counseling Techniques
	3	Spring	Counseling Theory
	4	Summer	Research Methods & Program Evaluation
2	5	Fall	Lifespan Development
	6	Winter	Group Counseling Theory
	7	Spring	Introduction to Assessment
	8	Summer	Roles & Responsibilities of the School Counselor
3	9	Fall	Diversity: Multicultural Counseling Psychosocial Issues Career Counseling
	10	Winter	Comprehensive School Counseling Programs Counseling Children, Adolescents, and the Family
	11	Spring	Mental Health & Substance Use Educational Strategies and Policies for School Counselors
	12	Summer	School Counselor Interventions and Strategies
4	13	Fall	School Counseling Practicum
	14	Winter	School Counseling Internship I
	15	Spring	School Counseling Internship II
JUNE DEGREE CONFERRAL			

School Counseling Course Descriptions

The University of Denver Registrar's website contains the official and most current course descriptions within the [DU Course Catalog](#). Select a term, then select the appropriate program. However, please see below for an informal list of all courses and courses descriptions, for your reference. Note that, while formal Prerequisites are indicated within some course descriptions, students are required to adhere to the sequencing guidelines provided in the **Course Sequencing Guide** provided above.

COUN 4600: Orientation to Professional Counseling & Ethical Practice: This course provides an introduction to the counseling profession, including an overview of legal, ethical, and structural issues.

COUN 4610: Basic Counseling Techniques: Basic counseling and interviewing skills; emphasis on building counseling relationships and facilitating client's self-exploration; skills of empathy, advanced empathy, self-disclosure, confrontation and immediacy.

COUN 4620: Counseling Theory: Basic counseling theories and philosophical principles as a foundation for professional training including history, concepts, techniques and trends.

COUN 4630: Research Methods and Program Evaluation: This course is designed to provide an introduction and overview of comprehensive program development and evaluation, and research methods. The course will provide direction on the following topics: causation, research hypotheses, independent and dependent variables, sampling, internal and external validity, experimental, quasi-experimental, single-subject, causal-comparative, and correlational designs, measurement and data collection procedures, types of instrumentation and methods for determining reliability.

COUN 4700: Diversity: Multicultural Counseling Psychosocial Issues: The purpose of this course is to provide an overview of multicultural and social justice issues in the United States. While this is not a skills training course, implications for multicultural counseling skills will also be discussed. Issues and concepts related to gender, race, ethnicity, sexual orientation, gender identity, and social class will be examined within a framework of privilege and oppression. This course is designed to present a general introduction to multicultural and social justice issues as well as culturally responsive counseling. Due to the extensive amount of material in this area, only some selected issues and topics will be presented. Significant emphasis will also be placed on experiential learning and the application of students' awareness and knowledge accrued throughout the quarter.

COUN 4710: Group Counseling Theory: This course is designed to introduce graduate counseling students to group counseling theory, research, and practice. This course will focus on group theory and research but will also provide instruction and experiences in a variety of group techniques. The course is designed for students in counseling psychology, school psychology, and other related fields who work with persons in a group context. This course focuses on the entire age range from children, adolescents, and adults. This course aims to define therapeutic groups broadly. Students will learn about group theory, research, and techniques through class lectures and discussion, group demonstrations, videotapes on group topics, reading assignments, a group presentation, an experiential task group, a required paper related to the task group presentation, and other required assignments. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Counseling Theory; Basic Counseling Techniques.

COUN 4720: Introduction to Assessment: This course is designed to give students an introduction to the essentials of psychological testing, assessment, and report utilization. This course will provide students with exposure to basic objective tests, projective tests, personality tests and other diagnostic techniques. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Research Methods and Program Evaluation.

COUN 4730: Lifespan Development: Survey of the principles of development from conception to adulthood, emphasizing biological, environmental, and cultural factors affecting development.

COUN 4740: Roles & Responsibilities of the School Counselor: This course will provide an in-depth study into the roles and responsibilities of a school counselor including counselor, consultant, coordinator, and educational leader. Strategies for increasing collaboration among stakeholders and increasing parent involvement will be included. Students will understand the role of the school counselor as an educational leader and advocate for social justice in the school setting. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice

COUN 4800: Career Counseling: This course is designed to facilitate student development of knowledge, skills and competencies to engage in counseling clients with career issues; utilize occupational/career resources including technology-based resources and assessments; examine theories of career development and decision-making; develop the ability to evaluate and implement appropriate assessments; collaborate with clients in identifying personal and career goals; and organize and implement program planning and techniques and do so in a diversity of work settings. Lab fee required. **Prerequisites:** Introduction to Assessment; Basic Counseling Techniques; Lifespan Development.

COUN 4810: Comprehensive School Counseling Programs: This course will provide students with a framework for developing a comprehensive school counseling program in order to meet the development needs of students in the domains of academic achievement, personal/social development, and career development. Students will become familiar with the American School Counselor Association's National Model and the use of data to inform programmatic decision making. The course is designed to provide students with practical experience in needs assessment, program development and implementation, and program evaluation. **Prerequisites:** Lifespan Development.

COUN 4820: Counseling Children, Adolescents, and the Family: Introduction to counseling children and adolescents, with considerations related to counseling within the family system. Includes survey of major theories, research, and techniques. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Basic Counseling Techniques; Lifespan Development.

COUN 4830: Mental Health & Substance Use: This course covers the identification and treatment of psychological disorders and substance abuse across the lifespan. Special emphasis will be placed on the signs and symptoms in children who are at risk of developing or living in an environment impacted by these disorders. Information will be provided on the effect of common medications on learning, behavior, and mood. **Prerequisites:** Introduction to Assessment.

COUN 4840: Educational Strategies and Policies for School Counselors: This course will provide an overview of the history and current issues in legislation and government policy relevant to school counseling. In addition, it will provide training in learning theories, applied behavioral principles, curriculum and instructional strategies, and classroom management to prepare the school counselor for working with a diverse student population. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Lifespan Development.

COUN 4850: School Counselor Interventions and Strategies: This course focuses on developmentally appropriate evidence-based interventions and strategies used in a school setting for prevention and intervention in order to support and promote academic achievement and post-secondary success. Intervention strategies for common behavioral and social issues that occur in school will be presented, as well as culturally competent strategies for working with students and their families. **Prerequisites:** Orientation to Professional Counseling & Ethical Practice; Lifespan Development.

COUN 4900: School Counseling Practicum: A minimum of 100 hours supervised practice in School Counseling for Master's students in the School Counseling MA program, with weekly seminar. Students must be supervised by a licensed school counselor. **Prerequisites:** Basic Counseling Techniques, Orientation to Professional Counseling & Ethical Practice; Pre-Experiential Sequence (Diversity: Multicultural Counseling Psychosocial Issues; Group Counseling Theory; Introduction to Assessment; Lifespan Development; Roles & Responsibilities of the School Counselor)

COUN 4910: School Counseling Internship I: A minimum of 300-hour supervised field practice in a school setting for Master's students in the School Counseling MA program, with weekly seminar. Students must be supervised by a licensed school counselor. **Prerequisites:** School Counseling Practicum.

COUN 4920: School Counseling Internship II: A minimum of 300-hour supervised field practice in a school setting for Master's students in the School Counseling MA program, with weekly seminar. Students must be supervised by a licensed school counselor. **Prerequisites:** School Counseling Internship I.

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 and Internship Placement Handbook*, located at <https://morgridge.du.edu/handbooks-forms/>.

Questions related to this process can be directed to the SchoolCounseling@Denver Practicum and Internship Coordinator or Program Director.

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 conferring with their Faculty Advisor, each student will be able to work out a course plan to complete degree requirements. It is the student's responsibility to **meet with 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 the [Coursework Plan Survey](#). 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 approved by the student's Faculty Advisor and a Course Substitution or Waiver form (<http://www.du.edu/education/resources/current-students/forms.html>) must accompany the CWP.

By the final quarter in the program, a student's Coursework Plan should accurately reflect the courses they have taken and the quarters they completed them, and must be signed by their Faculty Advisor. Students are required to schedule formal advising meetings with the Faculty Advisor at least twice each academic year. It is recommended that students meet with the Faculty Advisor quarterly.

A 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. Several courses require minimum grades in order to meet prerequisite and/or graduation requirements. All courses must be passed with a B- or better in order to meet any prerequisite requirements (e.g., B- or better in School Counseling Practicum before taking School Counseling Internship I). Any C+, C, or C- grade requires students to take the course over. Please see the [Graduate Bulletin](#) for additional University information regarding minimum grade requirements.
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.

Additional Program Requirements

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

Portfolio

Each student will be required to complete an electronic Portfolio consisting of a variety of deliverables built in to the program's coursework. The purpose of the Portfolio is to remind students of the learning that took place throughout the program and to equip students to provide examples of their work throughout the job search or for the pursuit of further education.

Supporting Websites & Documents

- Portfolio Instructions can be found at: <http://portfolio.du.edu/downloadEditorItem/68572>
- The Portfolio will be created using the DU Portfolio website, <https://portfolio.du.edu>.
- An Example Portfolio has been created for your reference. You will be required to log in to Portfolio to view this site: <http://portfolio.du.edu/SCPortfolioEx>

Portfolio Contents

Each course will carry a deliverable for the Portfolio, which will be described in the course syllabus. Examples of coursework and associated deliverables are listed below. Specific deliverables are determined based on your course syllabi and may vary from the details listed here. *Note: all deliverables must be generated and submitted with respect for confidentiality in mind. Portfolio pages will be public.*

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

Upon the completion of the designated deliverable in each class, students will be required to upload the deliverable to their individual Portfolio website.

Portfolio Tracking & Submission

- **Tracking:** Completion of all Portfolio tasks will be tracked during biannual Faculty Advising sessions and during the Annual Student Review process.
- **Submission:** Submission of the completed Portfolio will be a required assignment for Internship II.

Comprehensive Examination

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

1. Human Growth and Development
2. Social and Cultural Diversity
3. 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

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

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

The CPCE consists of 160 multiple choice items; 20 items from each content areas. Seventeen of the 20 questions in each area will be graded, whereas three are considered to be “test” questions.

- **Minimum Score:** Students are required to score 65% in each content area (minimum of 11 items correct) in order to pass the comprehensive exam.
- **Unsuccessful Attempt(s):** Students who do not meet minimum requirements in each of the content areas will be required to retake the exam at their own cost.
- **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.
- **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, they will be dismissed from the academic program.
- **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 CPCE, they should follow the steps outlined by the aforementioned procedure within the timeframes articulated therein.

Familiarity with and Adherence to Ethical Codes & Relevant Competencies

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

- 2014 ACA Code of Ethics: [English version](#); [Spanish version](#)
- [2016 ASCA Ethical Standards for School Counselors](#)
- [2015 AMCD Multicultural and Social Justice Counseling Competencies](#)
- [2019 ASCA School Counselor Professional Standards & Competencies](#)
- Additionally Competencies relevant to specific roles and populations, as listed on the American Counseling Association’s [Competencies](#) page.
- Ethical Codes and relevant Competencies within the state that the student is practicing and/or licensed/certified.

Immersion Experience (Optional)

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

Involvement in Professional Counseling Organizations and Activities (Optional)

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

National Counseling Organizations

- [American Association for Marriage and Family Therapy](#)
- [American College Counseling Association](#)
- [American Counseling Association](#)
- [American College Personnel Association](#)
- [Association for Counselor Education and Supervision](#)
- [American Mental Health Counselors Association](#)
- [Association for Specialists in Group Work](#)
- [American Psychological Association](#)
- [American School Counselor Association](#)
- [Council for Accreditation of Counseling and Related Educational Programs](#)
- [National Association of Student Personnel Administrators](#)
- [National Association for Alcoholism and Drug Abuse Counselors](#)
- [National Board for Certified Counselors](#)
- [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 state.

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

Licensure & Certification

Upon completion, the SchoolCounseling@Denver degree program prepares students for a variety of credentials across various states. While it is designed to lead to eligibility for licensure or certification as a school counselor, it can also lead to licensure as a professional counselor (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, students are responsible for acquiring and understanding the licensure/certification requirements for the state in which they plan to apply for licensure/certification.

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

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

- Requirements of emergency authorization can be found [here](#).
- The emergency authorization can be renewed one time for an additional year. Requirements for renewing an emergency authorization can be found [here](#).
- When the program receives official CACREP accreditation, students working as school counselors under an emergency authorization will need to complete the requirements for a Colorado Initial Special Services Provider Licensure. Requirements for initial licensure can be found [here](#).

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

School Counselor Licensing/Certification Information

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

The American School Counseling Association (ASCA) maintains a list of different school counselor licensing/certification information. While ASCA does its best to keep this information current, state requirements may change and/or be updated frequently. Although students must consult the direct state board that licenses or endorses school counselors, [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 take the test in order to obtain licensure/certification.

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

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 (you can take the PRAXIS before you graduate), or other requisite test, per your state's requirements.
4. Complete any additional coursework, as articulated on the coursework planner.
5. Apply for graduation.
6. Apply for School Counselor license/certification through appropriate state licensing board or agency.

National Certified Counselor (NCC)

The National Board for Certified Counselors (NBCC) offers the National Counselor Examination (NCE), 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.

Portfolio Pages

A variety of Portfolio 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: <http://portfolio.du.edu/scstudentresources>
- SchoolCounseling@Denver Syllabus Policies and Services: <http://portfolio.du.edu/scsyllabuspolicies/>
- SchoolCounseling@Denver Practicum & Internship: <http://portfolio.du.edu/scpi>

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>.

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. Some students have also purchased transcribers which are helpful in practicum and internship.
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 completing the form found [here](#). The student must submit the syllabi and other supporting documentation (e.g., transcript) in order for the Faculty Advisor to review. The Counseling Psychology Department Chair will also need to sign off on the waiver. At times, the Faculty Advisor may consult with other instructors to ensure the substituted course is of similar scope and quality. Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed Coursework Plan.

Transfer/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 credits must be approved during the first quarter of attendance as a degree-seeking student.

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. To inquire about transfer/substitution of credit, a full syllabus for each request must be submitted to the Program Director. Note that course assignments may also be requested at the Program Director’s discretion. The Program Director or appropriate designee will evaluate each request and make a recommendation to be voted on by the core SchoolCounseling@Denver Faculty. 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 will be determined. This decision will be made by the Program Director and Faculty Advisor assigned upon admission to the program. 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 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. At that point, the student will need to complete the appropriate paperwork (i.e., [Transfer of Credit Request](#), [Graduate Course Substitution or Waiver Approval Form](#)) through collaboration with the SchoolCounseling@Denver Academic Services Associate. 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.

Restrictions

- There are specific courses within the SchoolCounseling@Denver curriculum that are not eligible to be transferred or substituted. This is based on the need for students' preparedness related to these content areas to be evaluated by course instructors. These courses include *School Counseling Practicum*, *School Counseling Internship I & II*, and *Diversity: Multicultural Counseling Psychosocial Issues*.
- The transfer/substitution credit maximum for the SchoolCounseling@Denver program is 12 quarter credits.
- Under no circumstance will a course transfer/substitution reduce the number of credits required for the degree.

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.

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.

NAME	DESCRIPTION	CONCERNS
Ethical Behavior	<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>	<i>Concerns might include plagiarism on any class assignment (including self-plagiarism), 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>
Self-Awareness	<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>	<i>Concerns might include inability to acknowledge emotional experiences, struggle to understand others' perceptions, exhibits anger or defensiveness when receiving feedback, and behavior shows poor boundaries with peers/ instructors.</i>
Professional Behavior	<i>Demonstrates appropriate and consistent performance and behavior at the graduate level, as reflected in the SchoolCounseling@Denver Student Handbook. This might look like the timely submission of quality assignments, punctuality at your placement site, appearance suitable for environment, and effective time management.</i>	<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, and inappropriate dress for environment (e.g., classroom, placement site).</i>
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 discourse related to academic content, and ability to work in a group; considering the environment and students' developmental context as appropriate.</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>

<p>Cultural Humility</p>	<p><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></p>	<p><i>Concerns might include lack of “other” perspective taking, defensiveness, inability to admit to 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></p>
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Students will be assessed on each of the above professional dispositions using the following rubric.

Needs Improvement	Developing	Proficient	Advanced
<p>Student demonstrates none or limited behavior (e.g., on assignments, in discussion, during engagement with others) related to the professional disposition.</p>	<p>Student demonstrates inconsistent behavior (e.g., on assignments, in discussion, during engagement with others) related to the professional disposition.</p>	<p>Student demonstrates consistent behavior (e.g., on assignments, in discussion, during engagement with others) related to the professional disposition.</p>	<p>Student demonstrates strong and consistent behavior (e.g., on assignments, in discussion, during engagement with others) related to the professional disposition.</p>

Administration of Assessment

Professional Dispositions are formally assessed by instructors during week 10 of the following courses. In addition to formal assessment, SchoolCounseling@Denver faculty can address concerns regarding professional dispositions at any time throughout the program. Lastly, students will also be asked to rate themselves on Professional Dispositions during the Annual Student Review process.

- Basic Counseling Techniques
- Diversity: Multicultural Counseling Psychosocial Issues
- School Counseling Practicum
- School Counseling Internship II

NOTE: In cases where students have transferred credit for the Basic Counseling Techniques course, the Program Director and student’s faculty advisor will determine an alternative method for assessing Professional Dispositions.

Use of Assessment Results

Students will discuss professional disposition results annually during the Student Annual Review process. The student’s faculty advisor will be provided a summary of student’s professional disposition ratings to date. The student and their faculty advisor will review and discuss these results during a meeting.

If an instructor rates a student as “needs improvement” on one or more professional dispositions, SchoolCounseling@Denver 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.

In situations where concerns about Dispositions are raised by faculty outside of formal assessment, the Program Director will convene a meeting of core faculty and the associated instructor, if adjunct, to address the concerns outside of regularly scheduled program meetings. At a minimum, the meeting will include the Program Director and the student’s faculty advisor. *Note:* If the Program Director is also the student’s faculty advisor, another core faculty member will be included. The instructor who submitted the form, other faculty, the Department Chair, and/or the student’s Site Supervisor will be involved as needed.

- **Email to Student** – The student’s faculty advisor will send an email to the student’s DU email address informing of the professional disposition that “needs improvement” along with resources and instructions for further communication.
- **Meeting with Student (no formal Remediation Plan)** – The student’s faculty advisor will send an email to the student’s DU email address requesting that the student schedule a meeting with said faculty advisor to review the professional disposition(s) that “need improvement.” The student will be advised that said meeting needs to occur within **five business days** after receiving the email. After the meeting occurs and during the next Program Meeting, the faculty advisor will re-address the student’s situation and work with the SchoolCounseling@Denver faculty to decide next steps.
- **Meeting with Student (formal Remediation Plan)** – Please refer to the Formal Warning, Probation, and Remediation Process section of this document for details of the Remediation Plan.
- **Dismissal** – For more information about initiating dismissal of a student from the program, please see the [DU Graduate Bulletin](#) “Termination and Dismissal” and “Procedures for Academic Grievances and Appeals” sections as well as the [SchoolCounseling@Denver Handbook](#). NOTE: In most cases, a decision to dismiss a student will occur after the student has been placed on a formal remediation plan. However, there may be extreme cases where dismissal is the appropriate action without a formal remediation plan.

If a site supervisor rates a student as “needs improvement” on one or more professional dispositions via the practicum/internship evaluation 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.

Self-assessment of professional dispositions occurs when a student assesses themselves on the Student Annual Review survey. If a student rates themselves as “needs improvement” on any professional dispositions, 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.

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 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.

E-mail Expectations

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

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

Procedures for Credentialing and Recommendation for Employment

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 much notice as possible. Last minute requests cannot be guaranteed.

Annual Student Review

In the Summer and Winter quarters, depending on the start term of each student, the School Counseling faculty meet to review the progress of students. Students admitted in the fall and winter terms will undergo the Annual Review during each summer; students admitted in the spring and summer terms will undergo the process each winter. 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 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

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 Counseling Psychology faculty and may result in dismissal from the academic program.

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

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

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

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

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

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

6. Unethical practices and/or unprofessional conduct

As students or professionals, Master's students in School Counseling are expected to follow the American Counseling Association (2014) Code of Ethics and the DU "Code of Student Conduct." Failure to abide by these standards while enrolled as a student in the School Counseling program will lead to probationary status and/or may be grounds for dismissal from the program. Students who are not functioning effectively in any of the following areas as determined by the faculty: academic, ethical, personal, interpersonal, or practice areas will be advised of deficiencies and required to remediate them. This may include retaking courses or practicum, other tasks or assignments, or possibly undergoing a psychological evaluation and/or psychotherapy at the student's expense. Students may also be placed on probation. If the terms of probation are not met or remediation is not successful as determined by the faculty, students may be dismissed from the program (see below).

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

Student conduct that, in the opinion of the faculty and/or the student's supervisors, is the result of behavioral impairment and that obstructs, interferes with, or threatens the training of fellow students or welfare of clients, students, faculty or supervisors may result in student dismissal from the program or referral for remediation. In the case of referral for remediation, the student may be asked or required to withdraw from classes and may be placed on a leave of absence from the program until such time as the student is able to demonstrate to the satisfaction of the faculty that she/he is able to return to the program without impairment. Students may, as part of their remediation, be asked to consult other professionals including psychotherapists and engage in consultation or psychological treatment. Examples of impairment having the potential for student dismissal or referral include, but are not limited to:

substance abuse, dual relationships with clients or students/supervisees for whom the student is responsible; lying or misrepresenting oneself to clients, faculty or supervisors; failure to refer or practicing outside of one's area of competence without appropriate supervision; chronic lateness and/or absence from academic and clinical responsibilities; behavior that interferes with or jeopardizes the well-being of clients, students, faculty, or supervisors; unsupervised practice; and infractions of University rules for student conduct.

Violation of the DU Honor Code

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

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

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

Retention, Remediation, and Dismissal Policy

The SchoolCounseling@Denver program wants to see students succeed. However, when a student violates DU, MCE, program, or professional honor or ethical codes, or presents academic misconduct, or other problematic behaviors, the program will take action through appropriate disciplinary processes outlined in this section.

The program may provide the student a **Formal Warning** or place the student on **Probation**. Note that the program decides whether the student will receive a **Formal Warning** or **Probation**, depending on the severity of the student's problems/issues/behavior. In cases of more egregious circumstances, faculty may decide to place a student on **Probation** without ever issuing a **Formal Warning**.

In either case, if a student is issued **Formal Warning** or placed on **Probation**, they will receive a **Notification of Disciplinary Action** letter from the Program Director documenting the nature of the action being taken (i.e., **Formal Warning, Probation**), associated circumstances, and next steps in the process. This letter 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 letter to discuss the procedures that will be used regarding the disciplinary action.

Throughout the disciplinary and remediation processes, the Faculty Advisor and/or Program director will collect information and evidence, as needed, regarding the students' circumstances to ensure accuracy and fairness throughout the process.

Disciplinary Action

Formal Warning. A *Formal Warning* provides a student with the opportunity to address emerging concerns and/or issues prior to reaching a point at which being placed on Probation is required. A student who has received a *Formal Warning* will work with their Faculty Advisor to identify potential remedies for the circumstances. This may include the creation of a Remediation Plan (see below).

Probation. A student will be placed on *Probation* in the case that the faculty have identified significant concerns related to the DU, MCE, program, or professional honor or ethical codes, including misconduct related to the *SchoolCounseling@Denver Professional Dispositions*. A student who has been placed on *Probation* will work with their Faculty Advisor to create a Remediation Plan (see below).

Remediation Plan

Upon receiving the *Notification of Disciplinary Action* letter from the Program Director, students have five business days to schedule a meeting with their Faculty Advisor to discuss the procedures that will be used regarding the *Probation* or *Formal Warning*. If this includes a Remediation Plan (i.e., required for Probation, optional for *Formal Warning*), the Faculty Advisor will use this 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 core School Counseling faculty 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. 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.

Note that the Disciplinary 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.

More specifically, if the department faculty determines the student should be placed on *Probation* or given a *Formal Warning*, the following steps will be taken:

1. The Program Director will notify the student, in writing, that the student is on *Probation* or is being given a *Formal Warning*. Additionally, the student shall meet with the Faculty Advisor (the meeting should be scheduled within five business days from date of notification) to discuss the procedures that will be used regarding the *Probation* or *Formal Warning*, and associated remediation process.
2. The Program Director, in collaboration with the student and 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 department faculty; this may also include potential next steps if goals are not met.
3. After approval from the core School Counseling 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. Given the nature of the online program, both actual and electronic signatures are acceptable. 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. The *Remediation Plan: Faculty Review* form (for Faculty Use only) will be used to facilitate this process. 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 Program Handbook. There are three potential **Reevaluation Decision** options. Based on the re-review, the Program Director will make one of the following recommendations to the core School Counseling faculty.
 - 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 probation and/or remediation:** if progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the department faculty's discretion.
 - c. **Dismissal from the program:** if the student has failed to attain the behavioral goals and there is no expectation that they can reasonably attain them in the near future.
 5. Upon faculty approval of the Program Director's recommendation, the student will be notified in writing, by the Program Director, of the **Reevaluation Decision**. This notification will include a copy of the completed *Remediation Plan: Faculty Review* form.
 6. The student will be requested to sign and date the *Remediation Plan: Faculty Review* form, which represents the **Reevaluation Decision**. The signed document will be emailed to the student's DU email address, and a copy will be placed in the student's file in the CP Department.
 7. Depending upon the **Reevaluation Decision**, it will be requested that the student meet with the Faculty Advisor for feedback concerning the decision and to review the options available to the student.
 8. If "**Dismissal from the program**" is recommended by the faculty:
 - a. **Notification:** The Department Chair will send a written notification to the student by certified mail. A copy of the notice will be placed in the student's permanent file in the CP department.
 - b. **Student Response:** The student will be given 30 days, within the regular academic year, in which to (a) prepare and present to the CP faculty a written response to the notification, and (b) request, in writing, a faculty review of the dismissal recommendation, if the student chooses.
 - c. **Meeting with Faculty:** Upon receipt of a written request from the student regarding the

dismissal recommendation during the 30-day period described above, a faculty meeting will be held to provide the student with the opportunity to present their case to the faculty.

- d. **Faculty Deliberation:** Following the student's presentation, the department faculty will meet to (a) review the student's progress in the program, (b) review the student's behaviors as related to expected professional and personal behaviors, (c) review the student's remediation progress, and (d) render a decision as to whether the dismissal recommendation is to be upheld.
 - 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.
9. If the student is not satisfied with the department faculty's decision, the student may file a grievance 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

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

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. At the start of 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 Student Representatives:

- Meet regularly with the Training/Program Director. This is the opportunity for the student representatives to share the initial concerns on behalf of all students related to the program.
- Attend first ten minutes of monthly faculty meetings. Communicate questions and concerns of the cohort to the faculty. Student Representatives will have the option to attend monthly faculty meetings in person or via Zoom.
- Communicate relevant information with cohort.
- Communicate concerns of the cohort with the faculty.
- Exhibit leadership for engagement with the faculty and program.

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.

Mentoring Program

Within the first year of the program, mentoring will take place between students and faculty. However, as the program grows, mentoring opportunities will become available between new and current students as well. The faculty will convey those opportunities to students as they become available. Several meaningful topics for the mentoring program include, but are not limited to: academic experiences, research experiences, practicum-related issues, job information, and network building.

Agencies and Students

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

Workers' Compensation Coverage

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

Liability Insurance Coverage

All students in the SchoolCounseling@Denver program are required to obtain their own malpractice/liability insurance and maintain it throughout their practicum and internship experiences. Students obtain this insurance through membership with the American 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

All accepted and enrolled students the SchoolCounseling@Denver program will be automatically subscribed to the program's distributed email list via their DU email address. The SchoolCounseling@Denver subscription email address is: **MCE-SCHOOLCOUNSELING@du.edu**. If you would like to update your subscription to include an alternate email address, please contact your program's Academic Services Associate. This list is used to deliver official *program* notices, job and internship opportunities, and discussion of matters among students and faculty. Note that, if you choose to unsubscribe from this list, you will not receive important program-related communications.

Additionally, we suggest that all students in an MCE program subscribe to their department's distributed email list, using their PREFERRED email address. Similar to the program-specific list, this list is used to deliver official *departmental* notices, job and internship opportunities, and discussion of matters among students and faculty. Students may go to <https://listserv.du.edu/mailman/listinfo/cnpprogram-1> in order to subscribe.

Student Training

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

Computer and Software Purchases

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

Quick Forms for Students and Advisors

Exceptions to Academic Policy/Extension of Program

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

Application for Graduation

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

Application for “I” (Incomplete) Grade 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: http://www.du.edu/registrar/media/documents/incomplete_application.pdf

Waiver or Substitution of Courses

Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at: <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Application for Independent Study, Independent Research, Directed Study

The student initiates this form each quarter, as necessary. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar. This form is found at: <http://www.du.edu/registrar/media/documents/independentstudy.pdf>

Transfer of Credit

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of the form available at: <http://www.du.edu/media/documents/graduates/transfer.pdf>

APPENDIX
Sample Coursework Plan



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

Student Name: Sample Student
 Student ID #: 871234567
 Student Email: sample.student@du.edu
 Faculty Advisor: Dr. Stacy Pinto
 Start Date: Summer 2020
 Intended Sequence of Study: 2 Year Plan of Study
 Intended Immersion Years: 2021

Program Requirements	Course No. (COUN-)	Cr. Hrs.	Completion Term	Portfolio Artifact Upload
Program Area Requirements				
Orientation to Professional Counseling & Ethical Practice ²	4600	4	Summer 2020	
Basic Counseling Techniques ²	4610	4	Summer 2020	
Counseling Theory ²	4620	4	Fall 2020	
Research Methods and Program Evaluation ²	4630	4	Fall 2020	
Diversity: Multicultural Counseling Psychosocial Issues ³	4700	4	Spring 2021	
Group Counseling Theory ³	4710	4	Winter 2021	
Introduction to Assessment ³	4720	4	Spring 2021	
Lifespan Development ³	4730	4	Winter 2021	
Roles & Responsibilities of the School Counselor ³	4740	4	Winter 2021	
Career Counseling ⁴	4800	4	Spring 2021	
Comprehensive School Counseling Programs	4810	4	Summer 2021	
Counseling Children, Adolescents, and the Family	4820	4	Summer 2021	
Mental Health & Substance Use	4830	4	Winter 2022	
Educational Strategies and Policies for School Counselors	4840	4	Fall 2021	
School Counselor Interventions and Strategies	4850	4	Spring 2022	
SUBTOTAL		60		
Experiential Coursework				
School Counseling Practicum (100 hours)	4900	4	Fall 2021	
School Counseling Internship I (300 hours)	4910	4	Winter 2022	
School Counseling Internship II (300 hours)	4920	4	Spring 2022	
SUBTOTAL		12		
Transfer Credit	N/A			N/A
Immersion Experience	N/A	N/A		N/A
Comprehensive Exam (a passing score is required)	N/A	N/A	Summer 2021	N/A
SUMMARY OF PROGRAM REQUIREMENTS				
Program Area Requirements		60		
Experiential Coursework		12		
Transfer Credits		XX		
TOTAL		72		

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

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

³Course must be completed prior to any experiential coursework.

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

⁵Transfer credits must be approved through the appropriate process (see Graduate Bulletin).

Student Acknowledgement

My signature below indicates the following...

- I have selected the 2 Year Plan of Study with a start date of Summer 2020 and have reviewed and approve of the course sequence as outlined on the previous page of this document.
- 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



A digital signature box containing a handwritten signature in black ink. The signature is written over a horizontal line. To the left of the signature is a small grey 'x' icon, and to the right is the word 'clear' in red text.

Faculty Advisor Signature



A digital signature box containing a handwritten signature in black ink. The signature is written over a horizontal line. To the left of the signature is a small grey 'x' icon, and to the right is the word 'clear' in red text.

Today's Date (mm/dd/yyyy)

06/19/2020