STUDENT HANDBOOK

2025-2026

COUNSELING

School of Education
& Human Development
UNIVERSITY OF COLOMIOIDENVER

CU IN THE CITY

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School of Education
& Human Development
UNIVERSITY OF COLORADO **DENVER**

ABOUT THE HANDBOOK

The purpose of the handbook is to provide students with general information concerning the Counseling Program at the University of Colorado Denver. It is intended to clarify relevant information, policies, procedures, requirements and expectations. At student orientation or through faculty advisement, students admitted into the Counseling Program are provided with information on how to access the handbook on our website. Each specialty track (program) has its own handbook as well.

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

It is the **responsibility of the student** to read and become familiar with the information in this handbook. To confirm that you have read this handbook and have understood the responsibilities, policies and procedures outlined herein, please sign the Informed Consent in this handbook and submit it to your faculty advisor or to Counseling Program Academic Advisor for inclusion in your student file.

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COUNSELING PROGRAM INFORMATION

Description of Counseling Program

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in clinical mental health settings, school systems, private practice, and business settings. Information for current students about the University of Colorado Denver, the School of Education & Human Development, and the Counseling Program is available at
https://education.ucdenver.edu/academic-services/student-resources/program/counseling

The programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The overall philosophy of the Counseling Program is to prepare master's level counselors, therapists, and student affairs professional with academic and professional credentials and personal dispositions to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

Counseling Program Mission Statement

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

The Counseling Program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families, and systems.
2. Who welcome and support diversity, including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally responsive.
3. Who embody integrity and culturally sensitive ethics in their professional practice.
4. Who are committed to lifelong learning, personal growth, and professional development; and who advocate on behalf of their professional identity as counselors, therapists, and student affairs professionals.

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

Navigating Digital and Online Program Aspects

Students will be expected to be able to use campus email, the University's learning management system, Canvas, and UCDAccess for course registration. Students should also be familiar word processing programs (Microsoft Word), and other programs required to view course materials such as PDF files. Phones or other small devices may be suitable for some tasks on UCD technology platforms, but all students will be required to have ongoing regular access to a full-sized, keyboard computer. There are multiple computer labs on campus that students can access. A list of locations, hours, and resources for campus computer centers can be found here: https://www.ucdenver.edu/offices/office-of-information-technology/get-help/cu-denver-student-computer-labs-and-study-spaces.

Students are encouraged to contact the Office of Information and Technology (https://www1.ucdenver.edu/offices/office-of-information-technology) if they would like additional training, support, or resources regarding the use of technology. This includes live support and training modules for Canvas. Help with online research can be found through the research desk at the Auraria library, https://library.auraria.edu/services/askus.

If you have difficulty accessing University digital platforms, please contact your faculty mentor. If you require adaptive technology that is not available in a given platform you can contact the CU Denver Disability Resources Office in addition to your faculty mentor: https://www.ucdenver.edu/offices/disability-resources-and-services.

Tevera

As a CACREP accredited program, the University is required to meet certain standards through our assignments and rubrics. We use a platform called Tevera to house all our assignments and rubrics to ensure we are meeting these requirements, which allows us to track the key performance indicators needed for our accreditation. As a student, you will create a Tevera account and submit assignments through that platform. Tevera will also be an integral part of practicum and internship. You will use the site to track your hours throughout both practicum and internship. Your site supervisor can sign off on your hours through the site too. Tevera will be a resource available to students long after graduation so you can access past information to help with licensure and use it as a networking tool.

Overall Program Objectives

Program Objective #1: Cultural Responsiveness and Advocacy
- The program will exhibit a commitment to cultural responsiveness and advocacy, and will prepare students to practice professional counseling and student affairs in diverse settings and with diverse client populations, as well as through curriculum content and student composition.

Program Objective # 2: Professional Practice
- The program will prepare students to apply, in an ethical manner, culturally responsive, evidence-based frameworks to their understanding and practice of professional counseling, as well as to the larger systems that affect the counseling profession and the clients they serve.

Program Objective #3: Professional Behavior and Ethics

- The program will prepare students for LPC and/or School Counseling licensure in Colorado, through its commitment to providing the knowledge, skills and practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.

Program Objective #4: Knowledge, Research, and Evaluation
- The program will prepare students to be skilled, knowledgeable, and culturally responsive professional counselors, therapists, and student affairs professionals who implement evidence-based practices informed by research.

Student Learning Outcomes

Successful completion of the M.A. in Counseling prepares students to:
1. Describe the role and process of the professional counselor advocating on behalf of the profession and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.d; II.F.1.e).
2. Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i).
3. Demonstrate understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy and apply multicultural and social justice counseling competencies to counseling conceptualization, assessment, and helping skills (CACREP II.F.2.b, II.F.2.c).
4. Conceptualize systemic and environmental factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan (CACREP II.F.3.a, II.F.3.f).
5. Identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision-making (CACREP II.F.4.e, II.F.4.i).
6. Apply theories and models of counseling and demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.a, II.F.5.g).
7. Identify and applies ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g).
8. Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m).
9. Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a).

PRACTICUM

Through closely supervised one-on-one and group supervision experiences, practicum students are given opportunities to synthesize and apply knowledge gained in their course of study and other academic pursuits.

ALL COURSEWORK must be satisfactorily completed prior to applying for practicum, except COUN 5915 for School Track students. The Comprehensive exam also needs to be completed

prior to clinical practicum and should be taken immediately after completion of all "core" designated classes.

Because of the intensity and time commitment required, Practicum is a 6-credit hour experience comprised of two classes that must be taken concurrently: COUN 5910 and COUN 5911. Practicum students will work with clients in person and via telehealth. Training in telehealth is included in the pre -practicum training, which takes place before the start of each semester.

In order to provide adequate client load and supervision for students, **Practicum enrollment will be limited to 40 students in the Fall and Spring semester and 15 students in the Summer sessions. Due to these limits, students are not guaranteed a spot in Practicum, irrespective of course completion. Students must apply to Practicum by completing an online pre-practicum application as follows:**

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

Submit Pre-Practicum Applications at https://forms.ucdenver.edu/secure/sehd_ practicum_application

For additional information on practicum, please review the Practicum Manual at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/program_docs/Practicum_Manual.pdf

Please review the track-specific handbook for additional information.

INTERNSHIP

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

Students wishing to do an internship out of state must receive prior approval from the Clinical Coordinator. Out of state site approvals are subject to multiple constraints including the licensure laws of multiple states, therefore the process of approval takes longer and will require more work on the part of the student to secure the documentation required for site approvals. Students should begin the out of state site approval process approximately one year before intended start sate for internship. For students completing their internship in the state of Colorado should begin the site approval process 6-9 months before the intended start date for internship. Please note, internship sites are **not approved in the summer.** Please plan accordingly.

Students must sign up for internship each semester they plan to enroll. Details about internship, the internship handbook, and all forms can be found at the internship website: https://sehd.ucdenver.edu/cpce-internships/

Please review the track-specific handbook for additional information.

POLICIES & PROCEDURES

The listed courses, requirements, and policies for completion of the Counseling Program are subject to change even after a student is admitted and students are encouraged to annually review the requirements and discuss them with their advisor/faculty mentor. If the courses and /or requirements change, these new requirements may be applied to students who are already enrolled in the Counseling Program. Each year, during the first week of November, the program holds an advising night. Attendance is required for all students and changes to policies and procedures will be discussed in the forum. You will also be informed of any policy changes through official University email.

New Student Orientation

Mandatory new student orientation meetings are held in the fall and spring. The event is in person and attendance is required. The meeting is scheduled on the Friday prior to the beginning of each semester in order to reach all students. Orientations aim to:

- Provide new students with information about their respective programs.
- Provide new students with registration information.
- Introduce new students to the staff of the School of Education & Human Development Academic Services Center.
- Provide new students with resources for the School of Education & Human Development, the University of Colorado Denver, and the Auraria Campus.
- Begin discussions regarding multiculturalism and diversity.

At orientation, the student handbook is discussed, students' ethical and professional obligations and personal growth expectations are explained, and eligibility for licensure/certification is reviewed. Prior to orientation, students will be emailed additional information.

Advisement/Mentoring

Each student admitted into the Counseling Program is assigned a faculty mentor. The name of the mentor is included in the applicant's email informing them of admission to the program**. It is recommended that students contact the faculty mentor soon after being admitted to the program.**

Students will have a faculty mentor at all times. In the event of faculty sabbatical, other prolonged absence, or in the event that faculty leave the program, students will be assigned to a new mentor who is familiar with the student's program of study, and students will be notified of their new advisor assignment.

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

After discussing the change with their current and proposed faculty advisors, the student must complete the Faculty Advisor Change Request Form, available at https://ucdenverdata.formstack.com/forms/sehd_coun_advisor_change

Email Listserv

Email is the official means of communication for University of Colorado Denver. The Counseling Program maintains an email listserv (COUNSELING-PROGRAM@LISTS.UCDENVER.EDU) for all current students. The listserv is used by program staff and faculty to disseminate information to students, including but not limited to program updates, deadlines, placement opportunities, and other timely information for current students. Please be sure to update your email preferences and check your "junk mail" folder regularly to ensure that you are receiving all communications.

Remediation

If at any point during the student's program, the student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that prevent a student from performing the duties of a professional counselor, a remediation plan will be initiated and documented (assuming that the concerns do not warrant immediate removal from the program as specified in the School of Education & Human Development's academic policies, the University's Code of Student Conduct, or as deemed necessary to protect the public). This remediation plan, designed to address the issue(s) of concern, will be:

1. Established by the student's faculty mentor with consultation from other program faculty, and when appropriate, the student's on-site supervisor, and other professionals who have relevant input into the situation;
2. Presented to the student;
3. Discussed relative to the faculty's concerns, and if applicable, protection of the public and field placement site; and
4. Agreed upon and signed by mentor, student, and the faculty member who will monitor the student's progress relative to the remediation plan, with notification to the program faculty.

More details regarding the evaluation criteria for professional performance and the remediation process can be found in Appendix A and Appendix B.

These remediation plans may involve any or all of the following:

A. For Academic Remediation:
1. Retaking courses
2. Engaging in tutoring
3. Study skills training
4. Test-taking training
5. Writing lab assistance
6. Spoken and/or written language skills remediation
7. Other academic interventions, as deemed necessary and appropriate by the program faculty

B. For Professional Skill Remediation:
1. Retaking courses (eg., skills courses, ethics, content courses)
2. Removal from placement site
3. Reassignment of placement site
4. Specific assigned activities in placement site
5. Writing reflection papers
6. Additional supervision meetings
7. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

C. For Personal Remediation:
1. Personal counseling
2. Writing reflection papers
3. Writing apology letters
4. Additional supervision meetings
5. Other personal remediation interventions, as deemed necessary and appropriate by the program faculty

The remediation plan will include, at a minimum:

1. Specific activities to be completed;
2. Target measures of accomplishment, which will be documented;
3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's mentor);
4. A timeframe for accomplishment; and
5. Contact information for the faculty member responsible for monitoring the student's progress.

Copies of the plan will be retained by the student's mentor, the monitoring faculty member, the program leader, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the course of the remediation process.

Retention and/or Program Dismissal

At the completion of the remediation timeframe, the faculty member responsible for monitoring the remediation plan, the mentor, and the student will meet to discuss the success of the plan. If the evidence suggests that the plan has been successful, the mentor and responsible faculty member will advise the program faculty of the successful resolution of concerns. If the evidence of successful remediation is questionable, additional remediation activities may be deemed necessary, with all the conditions of appropriate remediation as outlined above. All of these discussions will be documented.

There are four entities that have published policies that determine continued enrollment at the University of Colorado Denver. The policies that determine continued enrollment are itemized here and discussed below:

1. Those determined by the University in terms of behavior,

2. Those determined by the Graduate School in terms of academic standards,
3. Those determined by the School of Education & Human Development in terms of criminal background checks, and
4. Those determined by the Counselor Education Program in terms of academic success, professional success, and personal success.

Determined by the University

Students may be dismissed from the University for behaviors that have been deemed unacceptable by the University community. These behaviors are listed on CU Denver's Code of *Student Conduct* found here:
http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf

Some examples of these behaviors include, but are not limited to academic misconduct, endangering health or safety, sexual misconduct, destruction of property, dangerous weapons or devices, theft/unauthorized use of property, use and abuse of drugs and alcohol, and/or hazing.

Determined by the School of Education & Human Development

Evidence of a background check indicating criminal convictions that would preclude the student from obtaining a professional counseling license or professional school counseling certification in the State of Colorado would lead to a discussion of the student's purpose in remaining in the program.

Determined by the Counseling Program

If the student is unable or unwilling to complete the remediation plan outlined in this document, then the faculty of the program would have the option of using dismissal from the program as an action of last resort. If this action is taken, the faculty will:

1. Document all evidence leading to this decision;
2. Inform the student of the decision;
3. Inform the Program Leader;
4. Inform the Dean of the SEHD;
5. Inform the student of his/her/their due process options; and
6. Provide the contact information for the person to whom an appeal would be made.

Minimum Acceptable Grades

To maintain satisfactory academic progress, students are required to maintain at least a B (3.00) grade point average in all coursework attempted while enrolled. Courses in which grades below a B- (2.7) are received may only be counted toward the degree with faculty permission. Students receiving a C or below in any of the clinical skill building courses: COUN 5100, 5110, 5160, 5910, 5930, 6140, or 7100 will be required to repeat the course and follow any remediation plan that may be developed to meet the students' specific needs. If the student is not able to complete the skills course the second time with a passing grade, as well as follow through with Remediation, in a satisfactory manner, the student will be dismissed from the program.

Incomplete Grade Policy

An Incomplete (I grade) is a temporary grade, which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of

the student prevent completion of course requirements by the end of the academic term. Please review the full requirements for an Incomplete on the Application for Incomplete Grade form for additional information on Incomplete grades.

Academic Probation

To maintain remain in good academic standing and earn a graduate degree, students are required to maintain at least a B (3.00) grade point average (GPA) in all coursework attempted while enrolled. If students fall below a 3.00 grade point average, either in any given semester or cumulative, they will be placed on Academic Probation and will have two consecutive semesters in which to bring their GPA to a 3.00. Students who fail to bring their cumulative/semester GPA to a 3.00 in the aforementioned timeframe may be dismissed from the program.

Academic Appeals Policy

It is the policy of the Counseling Program that students who disagree with academic decisions can follow the academic appeals process outlined here. It is not appropriate for students to appeal or otherwise seek recourse regarding academic concerns through other avenues, for example, contacting university administrators or staff outside of the appeals process.

The academic appeals process is in place for students to seek recourse for academic concerns, including course grade appeals, academic dishonesty, and/or honor code issues. The steps in the Counseling Program academic appeals process are as follows:

1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor's decision, the student contact the Counseling Program Academic Advisor to discuss available options.
3. If still dissatisfied, the student should follow the Academic Appeals Process outlined at https://education.ucdenver.edu/academic-services/student- resources/academic-appeal-process.

Change of Specialty Track

Students who wish to transfer from one specialty track to another must reapply to the program under that specialty track. For example, switching from school counseling to clinical mental health counseling.

Group Requirement

CACREP accreditation standards (see below) require students to **participate in (not facilitate or co-facilitate) a group.** Students will also be required to lead (or co-lead) a group for 10 hours during internship. Questions regarding a group's appropriateness for this requirement should be addressed to the student's faculty mentor **prior to beginning a group.** There is a Facebook Group "UCD Group Therapy Opportunities" as well as periodic announcements in Canvas about affordable groups in the area.

Faculty have determined the following criteria for groups that meet this requirement:
1. The group must have an identifiable, consistent leader, who must be:
2. A fully licensed mental health professional, or
3. A licensure candidate (e.g., LPCC) who is NOT affiliated with CU Denver.
4. Groups must have a mental health focus.

5. Groups must be personally relevant for students (i.e. they must address issues that students are dealing with currently).
6. Students must participate as group members, not as facilitators or co-facilitators.
7. Students may complete the group requirement in COUN 5110. If they do not complete the requirement as part of this course, they MUST complete it prior to entering practicum.
8. The group facilitator must verify via Formstack form in the Canvas Advising Shell that student has completed 10 hours in the group.
9. Questions regarding a group's appropriateness for this requirement should be addressed to the student's faculty mentor. Any group that is led by a person who has not earned a master's degree (i.e., those completing their master's internship) will not count toward the completion of the 10 hours of group participation requirement.

CACREP requires that group work provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

<u>Transfer Courses</u>

Transfer credit is defined as any credit earned at another accredited institution, either in the United States or abroad, outside of the CU system. With faculty approval, students may be able to transfer up to 9 semester credits (typically 3 classes) into the master's degree in counseling at CU Denver, if they meet the following criteria:
- Be graduate level
- Not counted toward a previous earned master's degree
- Passed with a letter grade of B- or higher (P/NP, S/U, or C/NC grades are not acceptable)
- Taken at a regionally accredited college or university
- Taken in the last 10 years. No courses 10 years or older may be transferred into the program

Students interested in transferring credits should discuss this with their faculty mentor and may need to provide their faculty advisor with the course syllabus, samples of work, and/or the course description from the catalog.

To transfer credits, students need to submit an official transcript and a Request for Transfer of Credit form. This form requires faculty advisor signature and can then be submitted to the Counseling Program Academic Advisor for a dean's signature and processing.

Course Waivers

If students have completed graduate-level coursework equivalent to course requirements, but those courses do not meet the criteria for transfer described above, the option to waive courses is available. With faculty approval, courses may be waived if it is determined that the course is redundant to the student's current degree program because the student has taken a similar graduate-level course with equivalent content at another accredited institution that cannot be transferred.

Students may not use work experience or professional development seminars in order to waive course requirements.

Students interested in waiving credits should discuss this with their faculty mentor and may need to provide their faculty advisor with the course syllabus, samples of work, and/or the course description from the catalog.

To waive credits, students need to submit an official transcript and a Course Waiver Form. This form requires faculty advisor signature and can then be submitted to the Counseling Program Academic Advisor for processing.

Waived courses do NOT mean a reduction in credit hours required, so students who waive courses must take electives in order to satisfy the total 63 credit hours required for the Master's degree.

Comprehensive Examination

Students choosing this option for their culminating experience will be required to pass the Counselor Preparation Comprehensive Exam (CPCE), a national comprehensive exam. The comprehensive examination covers core curriculum areas in the Counseling Program, so the CPCE is taken after completion of all CACREP core courses (COUN 5010, COUN 5100, COUN 5110, COUN 5330, COUN 5400, COUN 5810, LDFS 6200, RSEM 5110 and RSEM 5120). Below are the eight CACREP areas, with the corresponding CU Denver course(s) in parenthesis:

1. Human Growth and Development (LDFS 6200)
2. Social and Cultural Foundations (COUN 5810)
3. Helping Relationships (COUN 5010, COUN 5100)
4. Group Work (COUN 5110)
5. Career and Lifestyle Development (COUN 5400)
6. Appraisal (COUN 5100, RSEM 5110)
7. Research and Program Evaluation (RSEM 5110, RSEM 5120)
8. Professional Orientation and Ethics (COUN 5330)

A passing score is no more than one standard deviation below the national average for a given test administration, so a passing score cannot be determined prior to receiving your official score report that includes the national average for a given test administration.

Students are required to complete an online application and pay the comprehensive examination fee. Additional information about the test, including the application, dates, and deadlines, is available online at https://education.ucdenver.edu/academic-services/student-resources/comps and is due by Census Date for the semester that the student wants to take the exam. Census date is available on the Academic Calendar at http://www.ucdenver.edu /student-services/resources/Registrar dev/CourseListings/Pages/AcademicCalendar.aspx.
In addition, students are required to make a comprehensive case presentation in their Internship class (COUN 5930) during their last semester of internship. Guidelines for such a presentation will be available from course instructors. Successful completion of the case presentation will also be included as part of the comprehensive examination.

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

Master's Thesis

Students may choose to complete a thesis in lieu of the comprehensive examination. This option requires a thesis committee, an examination on the thesis material as well as any other material, and registration for COUN 6950 Master's Thesis for four (4) semester hours. Students interested in completing a thesis should review the Master's Thesis Guideline (Appendix A) and touch base with their faculty mentor.

Leave of Absence

A student may take periodic leaves of absence from the Counseling Program if unable to enroll in courses for two consecutive semesters including summer, and must request a leave of absence using the form at https://forms.ucdenver.edu/secure/sehd_coun_request_leave

Program faculty will review the student's request and may approve it, disapprove it, or request that it be revised. Leaves of absence have been approved for students who become new parents, assume new jobs, are recuperating from an extended illness, are coping with a disabling or medical condition, plan to be out of the country, and/or are serving in the military (on tour). Students may want to contact the University's Disability Resource Services to determine whether or not an extension is available as reasonable accommodation. With an approved leave of absence, students are assured that they will be permitted to resume studies as planned. Students who discontinue coursework for more than three consecutive semesters, inclusive of summer, without arranging for a leave of absence will need to reapply to the program, and will be in competition with all other new applicants.

Re-Admission Policy

Students who are not granted a leave of absence and who do not enroll for courses in the Counseling Program for **three** consecutive semesters including summer must apply for re-admission to the Counseling Program. Students who are dismissed from the program are also eligible for re-admission. A student dismissed for academic reasons can reapply after six semesters.

Such students must complete a re-admission application and request re-admission by writing a letter to the program faculty explaining their absence. To obtain more information about the re-admission process, please contact Academic Services at education@ucdenver.edu

Program faculty have the prerogative to grant or deny re-admission and may stipulate the conditions under which re-admission and graduation from the program occur. Students have 7 years from the semester they are first admitted into the program to complete the degree, including any leaves of absence the student may take. Only graduate-level courses less **than** 10 years old (taken as a degree-seeking student, in non-degree status, or at another institution) may count toward the Master's degree. Program faculty will make all final course approval decisions.

Licensure Endorsement Policy

Below is a detailed description of the Counseling Program policy for endorsing students for licensing, credentialing, and/ or employment:

Only students who have completed the required plan of study for the Clinical Mental Health or School Counseling track will be endorsed for credentialing as mental health counselors, or counselors. The University of Colorado Denver Counseling Program endorses students for licensure **only** in the state of Colorado. The University of Colorado Denver Counseling Program can certify degree completion for graduates applying for licensure outside of the state of Colorado, but students are responsible for ensuring our program meets the requirements of other states.

Upon completion of all degree requirements, students can register with the state of Colorado as a Licensed Professional Counselor Candidate (LPC-C). Graduates are not fully licensed upon graduation, and must complete post-degree supervised clinical hours. Students also need to pass the National Counselor Examination (NCE) to eligible for licensure. The state agency responsible for licensing Professional Counselors (mental health counselors) in Colorado is the Department of Regulatory Agencies (DORA). More information about Colorado licensure laws can be found here:

Colorado Department of Regulatory Agencies (DORA), https://www.colorado.gov/dora

Only students who have completed the required plan of study for the School Counseling Track will be endorsed for credentialing as school counselors, or recommended for positions as school counseling interns or school counselors. The University of Colorado Denver Counseling Program endorses students for licensure **only** in the state of Colorado. The University of Colorado Denver Counseling Program can certify degree completion for graduates applying for licensure outside of the state of Colorado, but students are responsible for ensuring our program meets the requirements of other states.

Upon completion of all program requirements, and successful passing of the Praxis exam, students can register with the state as a School Counselor. The state agency responsible for licensing School Counselors in Colorado is the Colorado Department of Education (CDE). More information about Colorado licensure laws can be found here: Colorado Department of Education (CDE), http://www.cde.state.co.us/

Students who wish to change specialty tracks must reapply under that track designation. See the track-specific handbook for additional licensure information.

Background Checks

All admitted students are required to submit fingerprints for a background check and continued enrollment in the program is contingent on a satisfactory background check. Students should follow the background check process outlined at https://education.ucdenver.edu/academic-services/student-resources/background-check

Students who fail to fully disclose civil or criminal charges or who falsify their background check information in any way are subject to immediate dismissal from the program.

Plagiarism

Plagiarism is defined as the inclusion of another author's words, concepts, and illustrations in one's own work, without properly acknowledging the creator of this content. Students are expected to submit class assignments, papers, and examinations that consist of their own ideas and to appropriately cite material taken from scholarly resources. Appropriate citations include the accurate identification of the original author in the body of a paper or assignment and an accurate description of the source of the material in the reference section. Within this process, it is critical that students understand how and when to appropriately paraphrase material and when to use and cite actual quotations from the original author's work within APA standards (7th Ed.). Self-plagiarism, the submission of an assignment or paper that was submitted for credit in another class, either in part or in its entirety, is also prohibited. Consequences for plagiarizing can range from a request to resubmit the class assignment, receipt of a grade of "F" for the course, or dismissal from the university.

Students with Disabilities

It is the policy of the University of Colorado Denver to provide reasonable accommodation to qualified students with disabilities. Whether a requested accommodation is reasonable will be determined on an individual basis by the Office of Disability Resources and Services (DRS) and the School.

Reasonable accommodations may include assistance in identifying volunteer note-takers, alternative testing (extra time, scribe, reader), textbooks in alternate format (Braille, enlarged, digital-audio), priority registration, and/or interpreters services.

For more information, students should visit the DRS website at http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx The office is located in the Student Commons Building (1201 Larimer Street), Suite 2116. They can be reached via email at disabilityresources@ucdenver.edu or via phone at 303.315.3510.

Religious Observance

Every effort will be made to ensure that courses and other academic experiences are not scheduled on religious holidays. If there are schedule conflicts, please let the instructor know as soon as possible so that arrangements can be made for you to miss class as needed for your religious observance. Classes will be recorded and privately shared with the student, if requested. Students will also be allowed an excused absence. All students will be expected to complete assignments, projects, and exams as assigned.

While CU Denver is a public institution governed by secular policies, instructors have a legal and moral obligation to accommodate students who must miss class because of religious observances. Please notify your instructor immediately if a class conflicts with a religious observance for you. Please note, class meeting schedules are published prior to registration. More information about the University's attendance polices can be found here:

https://www.ucdenver.edu/docs/librariesprovider284/default-

document-library/7000- student-affairs/7030---student-attendance-and-absences.pdf?sfvrsn=beaffdba_4

Campus Assessment, Response & Evaluation (CARE) Team

The Campus Assessment, Response & Evaluation (CARE) Team was created at the University of Colorado Denver and Anschutz Medical Campuses to address the health and safety needs of students as well as the campus community. The purpose of the team is to assess whether individuals pose a risk to themselves or others and to intervene when necessary, and more generally, to identify and provide assistance to those in need. The team takes a preventative approach to risk assessment by offering resources, referrals and support to both the concerning individual and those impacted by their behavior. If you or a classmate are in need of help, please submit a concern at http://www.ucdenver.edu/care or call 303.315.3706.

Policy Exceptions

Students seeking an exception to any program policies outlined in this handbook must petition the faculty by submitting a Request for Policy Exceptions form at https://forms.ucdenver.edu/secure/sehd_coun_request_policy

Faculty as a whole will act on policy exception requests. Faculty meetings are scheduled for the first/third Wednesday of each month. There are no faculty meetings during the summer. In May and December the only faculty meeting is the first Wednesday of the month. Be aware that absent of extraordinary circumstances, policies will not be waived.

EXPECTATIONS & PROFESSIONAL DISPOSITIONS

All students in the Counseling Program are required to meet expectations of students, Professional Performance Standards,

Expectations of Students

1. All courses are graduate level and are intended to prepare students for professional roles in the mental health field and higher education. Therefore, students should expect rigor in academic work. This means that there will be a minimum of two books per course and a minimum of four products (e.g. papers, projects, reviews, group projects, and presentations). Students should be prepared to use APA style (7th edition) for papers and will be expected to proofread papers for correct spelling, grammar and syntax. Failure to conform to these standards will result in lower scores on projects.
2. Students should adhere to their degree plans and take three or fewer courses per semester, especially if they are working full time. **Students who desire to take a fourth class during a semester must submit Request to Enroll for More Than Three Classes form, available at** https://ucdenverdata.formstack.com/forms/sehd_coun_extra_course Students are encouraged to adjust their course load so they are not overextended. This guideline is stipulated in order for students to be able to devote sufficient time for class preparation and learning. Please submit all requests at least 6 weeks prior to the start of the semester in which you would like to take a fourth class.
3. Courses in which grades below a B- (2.7) are received may only be counted toward the degree with faculty permission. Students who do not demonstrate the expected skills in courses focused on skill acquisition (COUN 5100, 5110, 5160, 5910, 5930, 6140, or

7100) by earning a B- or better will be required to repeat these courses. Students may repeat a course once. If the student is not able to complete the skills course the second time with a passing grade, as well as follow through with a [Remediation Plan](), in a satisfactory manner, the student will be dismissed from the program.

4. Professional behavior is expected in class. Faculty expect students to complete reading assignments **prior** to class. Additionally, faculty expect students to come to class prepared for the day's topics/discussions and to arrive on time. At a minimum, students should expect three hours of work outside of class **per credit hour** (e.g., a 3-credit course would require at least 9 hours of work outside of class). Students should also exhibit a positive attitude, active learning style, receptivity to new ideas, openness to feedback, flexibility, and respect for faculty, staff, site supervisors, and peers.

5. **Confidentiality** is the norm for all classroom interaction. Therefore, in keeping with the ethical guidelines of the counseling and student affairs professions, information that is discussed about students, clients or others affiliated with the Counseling Program is not to be discussed outside of the class or setting in which it originated. Cell phones are to be turned off and students are expected to refrain from holding side conversations during class lectures or activities. **During class time, computer use should be limited to note taking or other specific class-related activities. Faculty reserve the right at any time to ask students to put away computers, tablets, smart phones, etc. Technology for reasonable accommodations are always allowed.**

6. If students have concerns about faculty members, the first step is for the student to make an appointment with the faculty member in question to discuss the issues. If resolution is not reached then the student should contact the University Ombuds person at 303.724.2950. If the issue is related to a course grade students may follow the [Academic Appeals Process.]()

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

Graduate Level Writing

Counseling students are expected to write at a graduate level. **The current APA writing style is required for all papers in all courses.** Errors such as incomplete sentences, improper grammar and syntax, incorrect spelling, disorganization, failure to use APA style correctly, and failure to address required topics in papers are not acceptable. Papers containing substantive writing errors will not be read. Instead, such papers will be returned and students will be required to seek consultation with The Writing Center (see below) and to re-submit the paper by the resubmission deadline provide by the instructor. Instructors will deduct points at their discretion per assignment for papers that, upon re-submission, still contain gross errors. It is the student's responsibility to attain and demonstrate graduate level writing skills.

The Writing Center is available to assist students with improving their writing skills. The Writing Center is located in Learning Commons (City Heights) at the corner of 12th St. and Larimer St. and can be reached at 303.315.7355. Online consultations are also available. For more information visit https://clas.ucdenver.edu/writing-center/

Professional Performance Review Process Rationale

Students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of, and always adhere to, the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as additional standards set forth for practice in specific settings (e.g. American School Counselors Association, American Mental Health Counselors Association, Council for the Advancement of Standards in Higher Education, etc.). The general and specific standards for ethical practice are listed on the ACA website at http://www.counseling.org At the beginning of their academic program, students are directed to review these standards and seek any clarification needed from their respective faculty advisors.

As future professionals, the faculty expects students to be concerned about other people, to be stable and psychologically well-adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive and apply feedback willingly, and to give feedback constructively. Further, students are expected to behave generally in a manner that demonstrates fitness for a role as a counselor. Finally, faculty expects students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. We believe that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all of the reasons cited above, program faculty, staff, and site supervisors will monitor not only students' progress in their classes, but also the professional characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the CU Denver Counseling Program possess these characteristics sufficiently, so that they do not interfere with their professionalism or helping capacity.

Professional Performance Standards

Students' fulfillment of ten *Professional Performance Standards* is reviewed by individual faculty during each class, and by the entire Counseling faculty at the conclusion of the first year of study, at the end of Practicum, and during Internship. The standards include:
1. Openness to new ideas (including bias, power, and privilege)
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations (including use of technology)
10. Initiative and Motivation

Professional Performance Review Process

Evaluation of students is an on-going process based on Professional Performance Standards. Each Professional Performance Standard is rated on a scale of 1 = Unsatisfactory, 2 = Basic, or 3 = Proficient, as defined in the Criteria for Professional Performance Standards

Evaluation (see below). Students receiving a rating below 2 on one or more of the Professional Performance Standards will be considered deficient in professional performance and subject to the following review process:

1. The student and issuing faculty will meet to discuss the Professional Performance concern(s). The student will be presented with a Notification of Professional Performance Concerns Form (Appendix A), on which will be listed the deficient rating(s), the issuing faculty's explanation for the rating(s), and descriptions of remedial actions that will be required. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Professional Performance Concerns, and a copy will be forwarded to the academic advisor and faculty mentor.

2. If a student receives more than one Notification of Professional Performance Concerns during the program of study or fails to demonstrate reasonable progress in remediation of deficiencies previously cited, the student will be required to meet with the issuing faculty and the student's faculty mentor in accordance with the procedure outlined in #1 above. Depending on the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing faculty and faculty mentor will consult the full Counseling faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the program. The issuing faculty, the student, and the faculty mentor will retain a signed copy of any revision made to the Notification of Professional Performance Concerns (Appendix A).

3. Faculty will initiate the Professional Performance Review protocol at any time for students who knowingly engage in illegal or unethical activities, or for students whose professional performance is deemed to present a foreseeable threat to the well-being of others. In such cases, and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Counseling Program without following Remediation.

4. All faculty recommendations for the denial of a student's continuance in the Counseling Program will be forwarded to (and will be the ultimate decision of) the dean of the School of Education & Human Development. Students may appeal any decision via the Academic Appeals Policy.

PROFESSIONAL ORGANIZATIONS

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

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

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

Most of the faculty are members of the professional organization listed below. Some faculty hold offices in the professional organizations or are on boards and committees of these organizations. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.

Because the program realizes that financial resources are limited, students are **NOT REQUIRED** to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are **STRONGLY ENCOURAGED** to join one or more of the above professional organizations.

National Organizations

- American Clinical Mental Health Counselors Association (AMHCA), www.amhca.org
- American Counseling Association (ACA), www.Counseling.org
  - Divisions and interest groups of ACA:
    - American Mental Health Counselors Association (AMHCA)
    - American College Counseling Association (ACCA)
    - American Rehabilitation Counseling Association (ARCA)
    - American School Counselor Association (ASCA)
    - Association for Adult Development and Aging (AADA)
    - Association for Assessment in Counseling & Education (AACE)
    - Association for Counselor Education and Supervision (ACES)
    - Association for Counselors and Educators in Government (ACEG)
    - Association for Creativity in Counseling (ACC)

- - Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
  - Association for Multicultural Counseling and Development (AMCD)
  - Association for Specialists in Group Work (ASGW)
  - Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
  - Counseling Association for Humanistic Education and Development (C-AHEAD)
  - Counselors for Social Justice (CSJ)
  - International Association of Addictions and Offender Counselors (IAAOC)
  - National Career Development Association (NCDA)
  - National Employment Counseling Association (NECA)
- American Psychological Association (APA), www.apa.org
- American School Counseling Association (ASCA), www.schoolcounseling.org
- National Association of Student Personnel Administrators: Student Affairs Administrators in Higher Education (NASPA), https://www.naspa.org

State Organizations

- Colorado Counseling Association (CCA), www.coloradocounselingassociation.org and www.western-region-aca.org
  - Divisions and interest groups of CCA
    - Colorado Mental Health Counselor Association (CMHCA)
    - Colorado Association for Adult Development and Aging (CAADA)
    - Colorado Association for Counselor Education and Supervision (CACES)
    - Colorado Association for Multicultural Counseling and Development (CAMCD)
    - Colorado Association for Religious and Value Issues in Counseling (CARVIC)
    - Colorado Association for Specialists in Group Work (CASGW)
    - Colorado Career Development Association (CCDA)
    - Colorado College Counseling Association (CCCA)
    - Colorado School Counselor Association (CSCA)
- Colorado Psychological Association (CPA), www.coloradopsych.org

Licensure and Certification Organizations

- Center for Credentialing & Education (CCE), https://www.cce-global.org/
- Colorado Department of Education (CDE), http://www.cde.state.co.us/
- Colorado Department of Regulatory Agencies (DORA), https://www.colorado.gov/dora
- National Board for Certified Counselors (NBCC), https://www.nbcc.org/

Honors Societies

Honor societies are rank organizations that recognize excellence among peers within a field or profession. Membership in a reputable honor society typically serves as verification of students' exemplary performance and achievement.

Chi Sigma Iota

University of Colorado Denver has a large chapter of Chi Sigma Iota (CSI), the Counseling Academic and Professional Honor Society International. The CU Denver chapter, Beta Alpha Omega (BAO) is active in conducting seminars, workshops and holding special events for counseling students. The chapter president, who is a Counseling Program student, may attend the National ACA Conference and represents the CSI-BAO Chapter. Eligibility criteria include enrollment in the Counseling Program, a 3.50 graduate GPA and at least 9 semester hours of completed course work.

COUNSELING COURSE SEQUENCING

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

With this in mind, core courses should be taken within the first 30-36 credit hours in the program. Furthermore, course sequencing is utilized to maximize the learning and skill-building process. **Students are responsible for reviewing the catalog and schedule to be certain that all prerequisites for courses have been taken. Some courses may be offered only once per year, or every other year.**

ALL COURSEWORK MUST BE SATISFACTORILY COMPLETED <u>PRIOR TO APPLYING FOR PRACTICUM,</u> EXCEPT COUN 5915 FOR SCHOOL TRACK STUDENTS.

Any student who has not followed the above procedure and has registered for a class out of sequence may be administratively dropped from the class. There are several courses in the curriculum for which a limited enrollment is essential to maintaining a high quality learning experience for students. Those courses are:

Course	Max. per Section
COUN 5100 Counseling Techniques	15
COUN 5110 Group Counseling	15
COUN 5910/5911 Practicum Group Supervision	12
COUN 5930 Internship Supervision	12
COUN 6140 Counseling w/ Children, Adolescents & Parents	22
COUN 7100* Advanced Theories/Techniques in Psychotherapy	15

** Because COUN 7100 should be taken just prior to practicum, registration preference will be given to students closest to their planned practicum**

These maximum enrollments are monitored very closely. Students must register early to secure a place in these classes.

School of Education & Human Development
UNIVERSITY OF COLORADO **DENVER**

INFORMED CONSENT
Counseling Program
University of Colorado Denver

As a student in the Counseling Program, you can expect to have a variety of didactic and experiential experiences that will comprise your degree path. You are entering a 63 credit, professional license pathway, MA program, which takes at least 3-3.5 years to complete. This document helps you know in advance what to expect. By signing it, you are indicating you have been informed about aspects of the Counseling Program and are a willing participant in these learning processes. Please initial in the space next to each item and sign the statement at the bottom of the page.

1. ___I understand that the Counseling Program is committed to social justice and to its mission to increase awareness, knowledge and skills in multicultural and diversity competency. I understand that throughout my program I am expected to examine my cultural identity, and own biases and privilege.
2. ___I understand that I am expected to participate in personal counseling to improve my awareness of my own issues that may affect my ability to become an effective counselor. I understand I am entitled to counseling services offered through an agreement with Regis University.
3. ___I understand that I am expected to be involved in experiential activities that will require personal reflection.
4. ___I understand that I may be asked to disclose personal information about myself in the course of my training for the benefit of my own learning and that of my peers. I understand that I have the right to determine the content of my self-disclosures.
5. ___I understand that I will be receiving feedback and evaluation from faculty regarding my academic performance as well as my ethical and professional behavior. If I have concerns, questions about feedback, evaluation, or grades I agree to first discuss the issue with my instructor or the person providing the feedback. Also, I understand that CU Denver has an Ombuds Office with whom I can consult regarding options for resolving differences I am having with Counseling Program faculty or instructors, my faculty mentor, or the program leader.
6. __I understand that I must demonstrate competency in counseling skills and earn at least a B in all "skills" classes in order to move forward in the Counseling Program.
7. __I understand that the Counseling Program has a monitoring process in which my professional and personal characteristics will be evaluated on a regular basis. I understand if there are concerns about my academic, professional, or ethical performance I will be notified by my faculty mentor and will participate in a remediation plan.
8. ___I understand that there are limits to confidentiality such that faculty must ensure professional and ethical standards are maintained. I understand confidentiality may be breached when faculty members believe I have engaged in unethical or unprofessional behavior or when it seems foreseeable I may inflict harm on myself or others.
9. ___I understand that I am responsible for finding my own internship site among those approved by the Counseling faculty. I understand a paid internship is not guaranteed and is unlikely. I understand that if a site is not currently "approved" by the university, there

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is a process outlined in the Internship Handbook that outlines the site approval process (Sites are not approved over the summer).

10. __I understand that if I wish to take more than three classes per semester, I must obtain permission from the full faculty, using the form in the Canvas Advisingg Shell, and that this is outlined in the Student Handbook.

11. ___I understand that I must apply to Practicum and Internship, with deadlines outlined in the Student Handbook and Counseling Students Page on the CU Denver website and the Canvas Advising Shell. I also understand that due to space limitations, I may not be guaranteed a Practicum placement during the semester of my choosing.

12. ___I understand that the School of Education & Human Development has a Student Committee to which I can file a grievance if I believe a grade does not reflect my actual academic performance and I have not been able to come to a satisfactory solution with my instructor.

13. ___I understand that my course plan does not guarantee that I will be in a given class in a given semester. Factors such as low enrollments, instructor availability, etc. may cause a class to be cancelled, or I may be waitlisted and not granted access to a particular class.

14. ___I understand that in early November each year, there is a Mandatory Advising Night/Internship Fair that I must attend. The date is announced via Canvas and the Counseling Listserv.

15. ___I understand that CACREP accreditation standards require students to participate in (not facilitate or co-facilitate) a group, and that this group must meet a minimum of 10 hours. More information can be found in the Canvas Advising Shell. There is also a Facebook Group "UCD Group Therapy Opportunities."_ I must also co-facilitate a group for 10 hours as part of my internship.

16. ___I understand that there are technical standards (Appendix F in the student handbook) which I must adhere to in order to demonstrate my ability to be successful as a professional counselor.

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

Print Name: _____   Date: _____

Signature: _____   Date: _____

AMERICAN COUNSELING ASSOCIATION CODE OF ETHICS

The American Counseling Association (ACA, https://www.counseling.org/) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. Enhancing human development throughout the life span;
2. Honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and
3. Uniqueness of people within their social and cultural contexts;
4. Promoting social justice;
5. Safeguarding the integrity of the counselor–client relationship; and
6. Practicing in a competent and ethical manner.

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are:

- Autonomy, or fostering the right to control the direction of one's life;
- Nonmaleficence, or avoiding actions that cause harm;
- Beneficence, or working for the good of the individual and society by promoting mental health and well-being;
- Justice, or treating individuals equitably and fostering fairness and equality;
- Fidelity, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in
- Professional relationships; and
- Veracity, or dealing truthfully with individuals with whom counselors come into professional contact.

The full *ACA Code of Ethics* is available
https://www.counseling.org/knowledge- center/ethics.

APPENDIX A: NOTIFICATION OF PROFESSIONAL PERFORMANCE CONCERN

To (notified student):

From (issuing faculty):

_____

_____

This is to notify you that your professional performance as defined in the Professional Performance Review Process section of the Student Handbook is deficient (rated below 2) in the following area(s):

Criterion	Deficient Rating(s)
1. Openness to new ideas	
2. Flexibility	
3. Cooperativeness with others	
4. Willingness to accept and use feedback	
5. Awareness of own impact on others	
6. Ability to deal with conflict	
7. Ability to accept personal responsibility	
8. Ability to express feelings effectively and appropriately _____	
9. Attention to ethical/legal considerations (Inc. technology)	
10. Initiative and Motivation	

A. <u>Description of observed deficiency(s)</u> (describes specific deficiency(s) observed in each performance area):

B. <u>Performance Changes Required</u> (describes specific performance changes needed in each area cited as deficient in Section A above):

C. Remediation Plan (describes all necessary steps to be taken to assist the student in making the required changes specified in Section B above, including a timeline for their formative and summative evaluation):

D. Signatures (indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy):

Student: _____   Date: _____

Issuing Faculty: _____   Date: _____

APPENDIX B: CRITERIA FOR PROFESSIONAL PERFORMANCE EVALUATION

Adapted from *Gatekeeping in the Mental Health Professions* (Homrich & Henderson, 2018).

Rating: 1 = Unsatisfactory, 2 = Basic, 3 = Proficient

1. **Openness to new ideas, including Bias, Power, and Privilege**

1	2	3	Rating	Comments
Dogmatic about own perspective and ideas.	Amenable to discussion of perspectives other than own.	Solicited others' opinions and perspectives about own work.		
Ignored or was defensive about constructive feedback.	Accepted constructive feedback without defensiveness.	Invited constructive feedback, and demonstrated interest in others' perspective.		
Showed little or no evidence of incorporating constructive feedback received to change own behavior.	Some evidence of effort to incorporate relevant feedback received to change behavior.	Showed strong evidence of incorporation of feedback received to change own behavior.		

2. **Flexibility**

1	2	3	Rating	Comments
Showed little or no effort to recognize changing demands in the professional and interpersonal environment.	Efforts to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate.	Showed accurate effort to recognize changing demands in the professional and interpersonal environment.		
Showed little or no effort to flex own response to changing environmental demands.	Effort to flex own response to new environmental demands was evident but sometimes inaccurate.	Showed accurate effort to flex own response to changing environmental demands as needed.		
Refused to flex own response to changing environmental demands despite knowledge of the need for change.	Flexed own responses to changing environmental demands when directed to do so.	Independently monitored the environment for changing demands and flex own response accordingly.		
Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	Accepted necessary changes in established schedule or protocol, but without effort to understand the reasons for them.	Accepted necessary changes in established schedule or protocol and attempted to discover the reasons for them.		

3. Cooperativeness with others

1	2	3	Rating`	Comments
Showed little or no engagement in collaborative activities.	Engaged in collaborative activities but with minimum allowable input.	Worked actively towards reaching consensus in collaborative activities		
Undermined goal achievement in collaborative activities	Accepted but rarely initiated compromise in collaborative activities.	Was willing to initiate compromise in order to reach group consensus.		
Was unwilling to compromise in collaborative activities.	Was concerned mainly with own part in collaborative activities.	Showed concern for group as well as individual goals in collaborative activities.		

4. Willingness to accept and use feedback

1	2	3	Rating	Comments
Discouraged feedback from others through defensiveness and anger.	Was generally receptive to supervisory feedback.	Invited feedback by direct request and positive acknowledgement when received.		
Showed little or no evidence of incorporation of supervisory feedback received.	Showed some evidence of incorporating supervisory feedback into own views and behaviors.	Showed clear evidence of incorporating supervisory feedback into own views and behaviors		
Took feedback contrary to own position as a personal affront.	Showed some defensiveness to critique through "over explanation" of own actions- but without anger.	Demonstrated a balanced willingness to give and receive supervisory feedback.		
Demonstrated greater willingness to give feedback	Demonstrated greater willingness to receive feedback			

than receive it.	than to give it.			

5. Awareness of own impact on others

1	2	3	Rating	Comments
Words and actions reflected little or no concern for how others were impacted by them.	Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.	Effort toward recognition of how own words and actions impacted others		
Ignored supervisory feedback about how words and actions were negatively impacting others.	Responded as necessary to feedback regarding negative impact of own words and actions on others, but at times with resentment.	Initiated feedback from others regarding impact of own words and behaviors to effect positive change.		

6. Ability to deal with conflict

1	2	3	Rating	Comments
Was unable or unwilling to consider others' perspectives.	Attempted but sometimes had difficulty grasping conflicting point of view.	Always willing and able to consider others' perspectives.		
Showed no willingness to examine own role in a conflict.	Would examine own role in a conflict when directed to do so.	Almost always willing to examine own role in a conflict.		
Ignored supervisory advisement if not in agreement with own position.	Was responsive to supervision in a conflict if it was offered.	Was consistently open to supervisory critique about own role in a conflict.		
Showed no effort at problem solving.	Participated in problem solving when directed.	Initiated problem solving efforts in conflicts.		
Displayed hostility when		Actively participated in problem solving efforts.		

conflicts were addressed.				

7. Ability to accept personal responsibility

1	2	3	Rating	Comments
Refused to admit mistakes or examine own contribution to problems.	Was willing to examine own role in problems when informed of the need to do so.	Monitored own level of responsibility in professional performance.		
Lied, minimized, or embellished the truth to extricate self from problems.	Was accurate and honest in describing own and others' roles in problems.	Invited constructive critique from others and applied it toward professional growth.		
Consistently blamed others for problems without self-examination.	Might blame initially but was open to self-examination about own role in problems.	Accepted own mistakes and responded to them as opportunities for self-growth. Avoided blame in favor of self-examination.		

8. Ability to express feelings effectively and appropriately

1	2	3	Rating	Comments
Showed no evidence of willingness and ability to articulate own feelings.	Showed some evidence of willingness and ability to articulate own feelings, but with limited range.	Was consistently willing and able to articulate full range of own feelings.		
Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.	Showed some evidence of willingness and ability to recognize and acknowledge the feelings of others- sometimes inaccurate.	Showed evidence of willingness and accurate ability to acknowledge others' feelings.		
Acted out negative feelings (through negative behaviors) rather than articulating	Expressions of feeling usually appropriate to the setting, and responsive to supervision when	Expression of own feelings was consistently appropriate to the setting.		

them.	not.			
Expressions of feeling were inappropriate to the setting.	Willing to discuss own feelings in supervision when directed.	Initiated discussion of own feelings in supervision.		
Was resistant to discussion of feelings in supervision.				

9. Attention to ethical and legal considerations (including use of technology)

1	2	3	Rating	Comments
Inappropriate use of technology (web surfing in class, social media use).	Mostly appropriate use of technology (almost no web surfing in class, social media use).	Appropriate use of technology (no web surfing in class, social media use).		
Engaged in inappropriate dual relationships with clients.	Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.	Maintained clear personal-professional boundaries with clients.		
Acted with bias toward those of different race, culture, gender/gender expression, or sexual orientation than self.	Was responsive to supervision for occasional insensitivity to diversity in professional interactions.	Demonstrated consistent sensitivity to diversity and the disparate impacts experienced by marginalized communities.		
Endangered the safety and/or well-being of clients.	Used judgment that could have put client safety and well-being at risk.	Satisfactorily ensured client safety and well-being.		

Breached established rules for protecting client confidentiality.	Used judgment that could have put client confidentiality at risk.	Appropriately safeguarded the confidentiality of clients.		

10. Initiative and Motivation

1	2	3	Rating	Comments
Often missed classes and deadlines.	Missed the maximum allowable classes and deadlines.	Met all attendance requirements and deadlines.		
Rarely participated in class activities, including discussion.	Usually participated in class activities.	Regularly participated in class activities.		
Often Failed to meet minimum expectations in assignments.	Met minimal expectations in assigned work.	Met or exceeded expectations in assigned work.		
Displayed little or no initiative or creativity in assignments.	Showed some initiative and creativity in assignments.	Consistently displayed initiative and creativity in assigned work.		

APPENDIX C: TECHNICAL STANDARDS ADAPTED FROM ROSALIND UNIVERISTY OF MEDICINE AND SCIENCE

Candidates for entry into the Master of Arts Counseling program at CU Denver must possess certain abilities and skills to function effectively and meet the ethical and technical requirements in a broad variety of classroom and clinical settings. These essential functions are:

- Observational: The candidate must be able to acquire a defined level of required information as presented through lectures, demonstrations and experiences in basic and applied counseling. Furthermore, a candidate must be able to observe clients and fellow students accurately, at a distance and close at hand, using their senses of sight, smell, touch and hearing. The candidate must be able to acquire information from written documents or electronic media, such as a computer monitor. The candidate must be able to visualize information from paper, films, slides or video. Such observation and information acquisition necessitates the functional use of visual, auditory and somatic sensation while being enhanced by the functional use of other sensory modalities. In any case where a candidate's ability to observe or acquire information through these sensory modalities is compromised, the candidate must demonstrate alternative means and/or abilities to acquire and demonstrate the essential information conveyed in this fashion. If the alternatives are acceptable, it is expected that obtaining and using such alternative means and/or abilities shall be the responsibility of the student. Costs of necessary accommodations should be reasonable and will be borne by the university when not the responsibility of the student or otherwise funded.
- Communication: A candidate must be able to speak, hear and observe by sight in order to elicit information, observe clients, describe changes and perceive non-verbal communication. Communication includes verbal and recorded format (writing, typing, graphics or telecommunication). A candidate is expected to independently take paper, computer, practical and comprehensive examinations. A candidate must be able to communicate effectively and sensitively with faculty, fellow students, staff, and other members of the SEHD. Communication includes speech and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the faculty. Communication via electronic media (e.g., computer terminals utilizing a keyboard) is required.
- Motor and Sensory Systems: It is required that candidates possess the motor skills necessary to directly perform basic clinical interactions. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. This requirement also includes but is not limited to the use of an electronic keyboard. Candidates must be able to move freely and safely about a clinical setting and reach across desktops or on top of shelves. The student must be able to travel (utilizing public or private transportation) to clinical internship sites. Furthermore, the student must perform moderately-taxing, continuous physical work, often requiring prolonged sitting or standing, over several hours.
- Intellectual-Conceptual (Integrative and Quantitative) Abilities: The candidate must be able to measure, calculate, reason, analyze, integrate and synthesize. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. Problem-solving, the critical skill demanded of all

healthcare professionals, requires all of these intellectual abilities. The candidate must be able to perform these problem-solving skills in a timely fashion.

- Behavioral and Social Attributes: The candidate must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, prompt completion of all responsibilities attendant to working with clients and the development of mature, sensitive, ethical and effective professional relationships with co-workers. The candidate must be able to tolerate physically-taxing workloads and function effectively under variable levels of stress, which may at some points reach a high level of intensity for protracted periods. Students must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in clinical problems and situations. The student must be able to critically evaluate their own performance, accept constructive criticism and investigate avenues to improve. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admissions and educational process. The student must consistently behave in an ethical and professional manner and comport themselves in a manner consistent with Professional Standards and Ethical Codes of Conduct (e.g. ACA, ASCA, AMHCA).

Note: If a candidate's ability to acquire and communicate information through vision, hearing or sensory modalities is impaired, they must demonstrate alternative means and/or abilities to assimilate the information and demonstrate that the essential information can be conveyed in this fashion. If the alternatives are acceptable, it is expected that the obtaining and using of such alternative means shall be the shared responsibility of the student and the university. It must be a reasonable accommodation and not an undue hardship for the university.

An effort will be made to work out potential difficulties as long as this does not pose a threat to the well-being of clients, other students, faculty, other healthcare team members or the candidate themselves.