

STUDENT HANDBOOK

2022-2023

COUNSELING
School
Counseling



School of Education
& Human Development

UNIVERSITY OF COLORADO DENVER

CU IN THE CITY



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PROGRAM INFORMATION

Program Description

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, higher education, couple and family settings, private practice, and business settings. The School Counseling program follows the guidelines of the American School Counseling Association (ASCA) National Model for school counselors, which supports all students in their academic, career, and personal development.

The program in School Counseling is 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 with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

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, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

Current objectives of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards, state licensure requirements, and the recommendations of ASCA. 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 all classes as scheduled. In addition, students must have access to computer technology in order to participate in online coursework and communication within the program. Students will be expected to be able to use campus email, online learning management systems such as Canvas, word processing programs, and programs required to view course materials such as PDF files. 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.

School Counseling Specific Learning Outcomes

Successful completion of the School Counseling specialization prepares students to:
Articulate roles and settings of school counselors and apply principles and models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b.; V.G.1.c).

DEGREE REQUIREMENTS

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. 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. Please consult the tables below for the information on courses not offered every semester.**

ALL COURSEWORK MUST BE SATISFACTORILY COMPLETED PRIOR TO APPLYING FOR COUN 5910 PRACTICUM (COUN 5915 may be taken concurrently)

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 Counseling 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/Therapy Techniques	20
COUN 5110 Group Counseling/Therapy	20
COUN 5160 Techniques in Family Therapy	20
COUN 5910 Practicum Group Supervision	12
COUN 5915 Practicum in School Counseling	20
COUN 5930 Internship in Counseling/Therapy	12
COUN 6140 Counseling/Therapy w/ Children, Adolescents & Parents	22
COUN 7100 Advanced Theories/Techniques in Psychotherapy	20

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

School Counseling Course Sequencing

Because k-12 schools do not operate their full programs during the summer, it is important that students in the School Counseling Track plan to complete their school-based fieldwork classes during the fall and spring semesters.

COUN 5915 School Practicum

School Practicum (COUN 5915) is offered in the fall semester, and may be taken concurrently with the Clinical Practicum (COUN 5910) or after it. Students wishing to complete Clinical Practicum COUN 5910 during the summer semester should closely review the information about the specialized registration process for that class.

School Practicum (COUN 5915) may also be taken concurrently with internship (COUN 5930). School Practicum and Internship should be completed with *at least* two different school sites that are different levels, for example a middle school and a high school. The internship class (COUN 5930) can be completed in one or two semesters, during the fall and/or spring semesters. Students who wish to complete their internship in one semester should plan to work essentially full-time at their internship site for one semester. Students seeking a less intensive time commitment during internship can spread their internship across two semesters by registering for COUN 5930 as a 3-credit class for two consecutive semesters. It is possible to complete internship in one semester concurrently with school practicum; however, this will require careful planning to balance your schedule across two different sites.

Students who are currently working in a school cannot complete all of their fieldwork at their current place of employment. It may be possible to complete a portion of the fieldwork requirements at a current place of employment; however, this requires special approval that is granted on a case-by-case basis. Students who wish to maintain their employment in a school or district during COUN 5910, COUN 5915 and COUN 5930 will need to arrange to ensure that they have adequate availability to meet the class requirements. Typically, students will need to work half-time in their current k-12 school in order to complete COUN 5910, COUN 5915 and COUN 5930.

School Counseling Course Plan
(63 semester hours)

COURSE NUMBER	TITLE	TYPE	SEMESTER OFFERED	PREREQUISITES
COUN 5010	Counseling Theories	Core	FALL SPRING	
COUN 5100	Techniques of Counseling	Core		COUN 5010, COUN 5810
COUN 5110	Group Counseling	Core		COUN 5010, COUN 5100, COUN 5810
COUN 5280	Addictions Counseling	Interdisciplinary		
COUN 5330	Counseling Issues and Ethics	Core		COUN 5010, COUN 5810
COUN 5400	Career Development	Core		
COUN 5810	Multicultural & Diversity Issues in Counseling with Individuals and Families	Core	FALL SPRING	
LDFS 6200	Human Development Over the Life Span	Core		
RSEM 5120	Introduction to Research	Core		
RSEM 5110	Introduction to Measurement	Core		
COUN 5425	Developing & Implementing School Counseling Programs	School	SPRING	COUN 5010, COUN 5815, LDFS 6200, RSEM 5110, RSEM 5120
COUN 5815	Introduction to School Counseling	School	FALL	
COUN 5915	Practicum in School Counseling	School/ Field Experience	FALL	COUN 5815, COUN 5425, COUN 6230
COUN 6140	Counseling/Therapy with Children, Adolescents and Their Parents	Interdisciplinary	SPRING SUMMER	COUN 5010, COUN 5100, COUN 5150, LDFS 6200
COUN 6200	Trauma Informed Care for Diverse Populations and Co-Occurring Disorders	Interdisciplinary	FALL SPRING	
COUN 6230	School Based Developmental Counseling and Prevention	School	SPRING	COUN 5100, COUN 5110, COUN 5400, COUN 5815, LDFS 6200, RSEM 5110, RSEM 5120
COUN 6250	Mental Health Diagnosis	Interdisciplinary		COUN 5010, COUN 5810
COUN 5910	Practicum & Individual Supervision	Field Experience		ALL CLASSES (5910 may be taken concurrently with 5915)
COUN 5911	Practicum & Group Supervision	Field Experience		COUN 5910 TAKEN CONCURRENTLY
COUN 5930	Internship (6 credit hours)	Field Experience		COUN 5910, COUN 5911 (5930 may be taken concurrently with 5915)

Culminating Experience

All students must complete a culminating experience in the form of a comprehensive exam or thesis. The majority of students choose to take the comprehensive exam. Student generally choose the thesis if they intend to conduct research after graduation and/or pursue a PhD degree. It is recommended students discuss their culminating experience options with their faculty mentor.

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 5150, 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 be in contact with their faculty mentor.

Group Requirement

CACREP accreditation standards (see below) require all School Counseling Track students to participate in (not facilitate or co-facilitate) a group. Questions regarding a group's appropriateness for this requirement should be addressed to the student's faculty mentor.

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

1. The group must have an identifiable, consistent leader
2. Groups must have a mental health focus
3. Groups must be personally relevant for students (i.e. they must address issues that students are dealing with currently)
4. Students must participate as *group members*, not as facilitators or co-facilitators
5. Typically, students will complete the group requirement during COUN 5110. If they do not complete the requirement during this course, they **MUST** complete it after the course has been completed and prior to entering practicum.
6. The group facilitator/leader must sign off on the completion form certifying that students completed 10 hours in the group.
7. To document completion, students must submit the form at https://forms.ucdenver.edu/secure/sehd_coun_group_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.

Applying for Graduation

Graduation upon completion of the course requirements is NOT automatic. Students are responsible for ensuring they have met the all graduation requirements. Once registration is available for the semester students intend to graduate, including summer, they may apply for graduation online in the UCDAccess student portal. An application for graduation is due by Census Date for the semester that the student intends to graduate. Census date is available on the Academic Calendar at <http://www.ucdenver.edu/student-services/resources/Registrar-dev/CourseListings/Pages/AcademicCalendar.aspx>

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

LICENSURE REQUIREMENTS

Students who have completed the required plan of study for the School Counseling Track will be endorsed for credentialing as a Licensed School Counselor in the State of Colorado.

School Counselor Requirements

School counselors are credentialed by all states in the United States. There is variation between states in the type of credential (e.g. license, certification, authorization) conferred and the requirements needed to obtain the credential. In the state of Colorado, school counselors are licensed by the state through the Colorado Department of Education (CDE). School counselors apply under the “Special Services Provider” category. CDE application information can be found at http://www.cde.state.co.us/cdeprof/licensure_authorization_landing.

The Counseling Program at the University of Colorado Denver endorses students who complete the requirements described below for licensure as School Counselors. In addition to the requirements of the Counseling Program described below, candidates for licensure in Colorado must pass the PLACE School Counselor exam (taken through CDE), and complete background check requirements.

Faculty and other representatives of the University of Colorado Denver will only endorse students for licensure who complete a master’s degree with an emphasis in school counseling at the University of Colorado Denver OR those with an existing, approved master’s degrees in counseling who complete specific designated courses at the University of Colorado Denver that meet the State of Colorado licensure requirements. The state of Colorado specifies the following:

Special Services Provider School Counselor Requirements At-a-Glance	
Area	Requirement
Degree	Master's Degree or higher in School Counseling or equivalent
Approved Program	Completion of a CDE-approved program in School Counseling
Practicum	Minimum of 100 clock hour practicum
Internship	Minimum of 600 clock hour internship, with multiple grade levels of students under the supervision of a licensed school counselor (activities in Code of Colorado Regulations, Rule 11.09)
Licensure Exam	Praxis Professional School Counselor 5421 (https://www.ets.org/praxis , passing score: 156)

Licensed Professional Counselor Requirements

Professional Counselors are licensed in all 50 states, although the name designation and licensing requirements vary from state to state. Within Colorado, the Department of Regulatory Agencies (DORA) oversees the licensing of all health care providers. University of Colorado Denver faculty will only endorse a student for licensure when they completed the degree requirements listed below, or will endorse only those specific courses completed at UC Denver. In Colorado, an applicant for licensure as a **Licensed Professional Counselor (LPC)** must meet the following requirements:

- A counseling master's degree from a regionally accredited institution of higher education, preferably one approved by CACREP
- Sixty graduate semester hours in or related to the discipline of counseling
- Coursework in each of the following areas: human growth and development, social and cultural foundations, counseling theories and techniques or helping relationships, group dynamics, career and lifestyle development, appraisals or tests and measurements for individuals and groups, research and evaluation, and professional orientation to counseling.

Licensed Professional Counselor (LPC) Requirements At-a-Glance	
Area	Requirement
Experience	2,000 clock hours of post graduate supervised experience in professional counseling over a minimum of 24 months
Supervision	A minimum of 100 hours of direct supervision, at least 70 hours of which must be face-to-face individual supervision, over a minimum of 24 months
Licensure Exam	National Counselor Exam (NCE, https://www.nbcc.org/Resources/Applicants/Students)
Jurisprudence	Successful completion of the State of Colorado Jurisprudence Exam

CACREP 2016 STANDARDS FOR SCHOOL COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

Section 5.G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

CACREP 2016 CORE STANDARDS

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the Counseling context. Below are the common core curricular experiences outlined in Section II.F, for which programs must provide evidence that student learning has occurred in the following domains:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
 - a. history and philosophy of the counseling profession and its specialty areas
 - b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
 - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
 - d. the role and process of the professional counselor advocating on behalf of the profession
 - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
 - f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
 - g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

1. SOCIAL AND CULTURAL DIVERSITY

Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

- a. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- b. multicultural counseling competencies
- c. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- d. the effects of power and privilege for counselors and clients
- e. help-seeking behaviors of diverse clients
- f. the impact of spiritual beliefs on clients' and counselors' worldviews
- g. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

Theories of individual and family development across the lifespan

- a. theories of learning
- b. theories of normal and abnormal personality development
- c. theories and etiology of addictions and addictive behaviors
- d. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- e. systemic and environmental factors that affect human development, functioning, and behavior
- f. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- g. a general framework for understanding differing abilities and strategies for differentiated interventions
- h. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

Theories and models of career development, counseling, and decision making

- a. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

- b. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- c. approaches for assessing the conditions of the work environment on clients' life experiences
- d. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- e. strategies for career development program planning, organization, implementation, administration, and evaluation
- f. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- g. strategies for facilitating client skill development for career, educational, and life-work planning and management
- h. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- i. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

Theories and models of counseling

- a. a systems approach to conceptualizing clients
- b. theories, models, and strategies for understanding and practicing consultation
- c. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- d. the impact of technology on the counseling process
- e. counselor characteristics and behaviors that influence the counseling process
- f. essential interviewing, counseling, and case conceptualization skills
- g. developmentally relevant counseling treatment or intervention plans
- h. development of measurable outcomes for clients
- i. evidence-based counseling strategies and techniques for prevention and intervention
- j. strategies to promote client understanding of and access to a variety of community-based resources
- k. suicide prevention models and strategies
- l. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- m. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

Theoretical foundations of group counseling and group work

- a. dynamics associated with group process and development
- b. therapeutic factors and how they contribute to group effectiveness
- c. characteristics and functions of effective group leaders
- d. approaches to group formation, including recruiting, screening, and selecting members

- e. types of groups and other considerations that affect conducting groups in varied settings
- f. ethical and culturally relevant strategies for designing and facilitating groups
- g. 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

7. ASSESSMENT AND TESTING

Historical perspectives concerning the nature and meaning of assessment and testing in counseling

- a. methods of effectively preparing for and conducting initial assessment meetings
- b. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- c. procedures for identifying trauma and abuse and for reporting abuse
- d. use of assessments for diagnostic and intervention planning purposes
- e. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- f. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- g. reliability and validity in the use of assessments
- h. use of assessments relevant to academic/educational, career, personal, and social development
- i. use of environmental assessments and systematic behavioral observations
- j. use of symptom checklists, and personality and psychological testing
- k. use of assessment results to diagnose developmental, behavioral, and mental disorders
- l. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

- a. identification of evidence-based counseling practices
- b. needs assessments
- c. development of outcome measures for counseling programs
- d. evaluation of counseling interventions and programs
- e. qualitative, quantitative, and mixed research methods
- f. designs used in research and program evaluation
- g. statistical methods used in conducting research and program evaluation
- h. analysis and use of data in counseling
- I. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

APPENDIX A: MASTER'S THESIS GUIDELINES

In lieu of taking a comprehensive examination, students may write a thesis as the culminating exercise of their program of study.

Minimum eligibility requirements include:

- Successful completion of all core courses; consultation with thesis advisor should begin as soon as student is considering the thesis option
- Demonstrated ability to pursue research work, as evidenced by research papers developed in other Counseling/Therapy Program coursework.
- Preliminary identification in discussion with student's faculty mentor of a thesis topic or area of interest
- Agreement from two Counseling/Therapy faculty members to serve on the thesis committee; the third required member can be another Counseling/Therapy faculty member as well, or the third member can be an outside member (see below for requirements regarding outside members)

Thesis Process for Master of Arts in Counseling Students

Eligible students will be expected to follow a prescribed process in completing the requirements of the thesis. An overview of the process is provided below.

1. **Consultation with Thesis/Faculty Advisor:** When students are thinking about writing a thesis, they should contact their faculty advisor or another faculty member to establish whether or not the eligibility criteria are satisfied (see eligibility above) and to determine whether or not a thesis fits within the student's overall academic program. The student should select a thesis advisor who is knowledgeable about the research topic. The thesis advisor must be a full-time member of the Counseling/Therapy faculty. The student should be sure that the thesis advisor is interested in the topic, has time available, and is willing to assume advisor responsibilities. The thesis advisor will serve as Chairperson of the Thesis Committee. The following should be discussed:
 - a. Possible research topic
 - b. Approach to studying the research topic
 - c. Time frame for completion
 - d. Possible committee members
2. **Selection of Thesis Committee:** The Thesis Committee must have three members: thesis advisor, a second member, and a third member. The thesis advisor must be a full-time member of the Counseling/Therapy faculty; the second committee member may hold adjunct faculty status, and the third committee member may be a faculty member of another department, school, or college at the University, at another University or a professional or community member with expertise related to the thesis. The purposes of the Thesis Committee is to:
 - a. Assist the student in completion of the thesis proposal
 - b. Formally approve the thesis proposal
 - c. Assist the student in implementing the thesis plan

- d. Review drafts of the thesis; and
 - e. Approve the final copy of the thesis
3. **Development of Thesis Proposal:** After identifying a research topic, the student must prepare a thesis proposal. All sections of the proposal should comply with **APA format** & contain the following:
- a. Concise statement of the problem area to be investigated
 - b. Statement of the purpose of the thesis as well as the research hypothesis or question/s, & a statement of the thesis' significance
 - c. The proposal should include three chapters: (1) Rationale and overview; (2) Literature review; and (3) Methodology
 - d. All sections must comply with APA format
 - e. Brief discussion of the most important contributing resources, i.e., books, journals, etc.
 - f. Discussion and justification of the methodology to be employed, including data sources
 - g. Outline of the organization of the thesis; and
 - h. Timetable for completion
4. **Approval of Thesis Proposal:** Committee approval of the thesis proposal is obtained through an oral presentation of the proposal in collaboration and consultation with the Thesis Committee. If applicable, the Colorado Multiple Institutional Review Board (COMIRB) approval process will be initiated after the Thesis Committee has approved the thesis proposal.
5. **Registration for COUN 6950 Master's Thesis:** Students completing a thesis must register for four (4) semester hours of thesis credits. **This requirement is in addition to the 63 credits required for the degree.**
6. **Conduct of Research:** Research and data collection/analysis may begin only after COMIRB approval has been secured.
7. **Preparation of Thesis Draft and final Thesis copy (in compliance with APA format):** With guidance from the Committee, the student prepares a thesis draft in accordance with the timetable. The student should expect that several drafts will typically be required before the Thesis Committee provides formal approval of thesis and final thesis oral defense process. Overall page length of the final thesis will be expected to be 60-100 pages; in addition to the original three chapters developed for the thesis proposal, the final thesis documents will include additional chapters (4 & 5) that will describe the project/study, the outcomes/results, the analysis, discussion, implications, and conclusions. Relevant appendices may also be part of the final master's thesis.

Students completing the Master's thesis are also required to adhere the thesis guidelines, dates, and deadlines set for students in the School of Education & Human Development, as described at <https://education.ucdenver.edu/academic-services/student-resources/master-s-thesis>.

APPENDIX B: ASCA CODE OF ETHICS PREAMBLE

The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School Counselors have unique qualifications and skills to address pre K–12 students’ academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals. School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district’s mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

All students have the right to:

- Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support.
- Receive the information and support needed to move toward self-determination, self-development and affirmation within one’s group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services.
- Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an impact on their educational choices and future opportunities.
- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.
- A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence

The full ASCA Code of Ethics is available at

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>