



# Counseling and Career Development Master's Degree

## Program Handbook

*Career Counseling, Clinical Mental Health Counseling, and  
School Counseling*

Colorado State University  
College of Health and Human Sciences (CHHS)  
School of Education  
209 Education  
Fort Collins, CO 80523-1588

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## **1. STATEMENT OF PHILOSOPHY**

The Counseling and Career Development Program faculty believe professional counselors should understand human development, life span career development, psycho-educational issues and strategies, comprehensive program planning, and ethical practice, all of which must be centered around issues of diversity, inclusion, and equity. Students are expected to value diversity, equity, and inclusion; personal growth; promoting human potential; and community development. Interpersonal communication skills, intrapersonal development, advocacy skills, commitment to recognizing and resisting systemic oppression, and a dedication to professional development and lifelong learning should be developed through coursework, classroom interactions, self-directed reading, experiential learning, supervision, consultation, and participation in personal growth experiences.

## **2. VALUES, VISION, MISSION, AND OBJECTIVES**

### **VALUES**

The Counseling and Career Development program deeply values:

- community that is centered in equity, diversity, and inclusion and promotes advocacy, justice, and ethical practice;
- a person-first approach that honors, values, and respects all people and facilitates ongoing meaningful development and growth;
- relationships and connection driven by authenticity;
- reflective praxis that combines innovation with intentionality; and
- passion, joy, and fun.

### **VISION**

To create meaningful impact through innovative and engaged counselor education while remaining grounded in our program's core values.

### **MISSION**

The CCD program integrates academics, research, and engagement to prepare ethical and culturally responsive counselors who enhance and advocate for the mental health, wellbeing, and life quality of all people.

### **PROGRAM OBJECTIVES**

1. Promote a safe, inclusive, and equitable learning environment for all students.
2. Promote personal and professional exploration to foster appropriate counseling dispositions and behaviors.
3. Foster multicultural counseling, justice, and advocacy knowledge and competencies.

4. Prepare career, school, and clinical mental health counselors with a common core curriculum and areas of emphasis that permit acquisition of awareness, knowledge and skills to provide specialization-specific counseling services and programming.
5. Provide counselors in training with high quality and comprehensive instruction to meet academic qualifications and provide the knowledge base to successfully pass national examinations necessary for licensure/certifications.
6. Encourage applicants from various backgrounds to enhance the diversity in the program and counseling field.
7. Integrate academics, research, and engagement to enhance student learning and program outreach.

### **PROGRAM STUDENT LEARNING OUTCOMES**

1. Actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity and inclusion.
2. Examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.
3. Conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.
4. Establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.
5. Effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.
6. Critically examine, evaluate, and utilize their core values as they relate to the practice of professional ethics; understand and apply ethical principles, virtues, and standards of practice; and competently implement ethical decision making processes.
7. Demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.
8. Engage in meaningful self-reflection and care that leads to enhanced professional practice and improved client outcomes.

### **3. SPECIALIZATIONS**

Students completing the Master of Arts in Counseling and Career Development must choose a specialization to which they apply: career counseling, clinical mental health counseling, and school counseling. Students are accepted into this specialization and their ability to switch specializations after entering the program is highly restricted by a variety factors.

Occasionally, students may desire education and training in more than one specialization. While a student may not officially enroll in two specializations per CSU policy, a student can fulfill requirements for more than one specialization according to CACREP guidelines. For this to

occur, the desired specialization must have the capacity (e.g., sufficient internship sites) and the student must complete all required coursework of the additional specialization as well as an additional 600-hour internship. This typically extends one's program by two semesters (fall and spring). The student must speak with their advisor regarding this option and it is also encouraged that they speak to the specialization coordinators.

The faculty encourages applications from individuals with career goals congruent with the mission of the School of Education and the Counseling and Career Development Program. The content of the CCD degree/specializations may be modified by the faculty at any time in order to improve quality and meet changing licensure as well as accreditation standards.

### **CAREER COUNSELING (60 SEMESTER CREDIT HOURS)**

Graduates of the Career Counseling specialization are uniquely educated and trained to partner with individuals seeking to live a life of meaning and purpose through their professional work and personal lives. They provide services in a variety of settings such as higher education, workforce centers, community agencies, and private practice.

Students who specialize as career counselors demonstrate knowledge and skills to help people develop life-career plans, with a focus on the interaction of work and life roles. They conduct career interventions such as career counseling, education, planning, management, and guidance. Career counselors engage in counseling dialogues that address individuals' unique cultures, contexts, needs, desires, values, concerns, and barriers.

Students who successfully complete this program will be prepared to pursue professional counseling licensure in Colorado. Licensure requirements in other states and U.S. territories may differ. Students are encouraged to work with the program and the professional licensure board in the state in which they intend to pursue licensing to ensure all requirements are satisfactorily met.

### **CLINICAL MENTAL HEALTH COUNSELING (60 SEMESTER CREDIT HOURS)**

In line with the American Counseling Association and the American Mental Health Counselors Association, graduates of the Clinical Mental Health Counseling specialization are prepared to work from a holistic approach, providing counseling services in different health settings such as inpatient and outpatient hospitals, residential facilities, hospice care centers, or private practice.

Clinical mental health counselors enter a distinct profession with national standards for education, training, and clinical practice. They are highly skilled professionals who provide flexible client-oriented therapy. By combining traditional psychotherapy with a practical problem-solving approach, they facilitate the creation of a dynamic and efficient path for change and problem resolution (ACA/AMHCA).

Students who successfully complete this program will be prepared to pursue professional counseling licensure in Colorado. Licensure requirements in other states and U.S. territories may differ. Students are encouraged to work with the program and the professional licensure

board in the state in which they intend to pursue licensing to ensure all requirements are satisfactorily met.

### **SCHOOL COUNSELING (60 SEMESTER CREDIT HOURS)**

Graduates of the School Counseling specialization are prepared to serve as professional school counselors in K-12 educational settings.

Professional school counselors work to meet the academic, social-emotional, and career needs of all students through individual, group, and classroom delivery modalities. Through advocacy, collaboration, and leadership, school counseling graduates serve as systemic change agents. They strive to ensure equitable educational access by engaging in data-informed practice, reducing multi-level barriers, and promoting culturally-sensitive decision-making.

Students who successfully complete this program will be prepared to pursue school counseling and professional counseling licensure in Colorado. Licensure requirements in other states and U.S. territories may differ. Students are encouraged to work with the program and the professional licensure board in the state in which they intend to pursue licensing to ensure all requirements are satisfactorily met.

## **4. ADMISSION SELECTION CRITERIA**

The ultimate criterion for admission to Colorado State University's Graduate School is applicant potential for attaining an advanced degree in the Counseling and Career Development program. Selection for admission takes into account past academic performance as indicated by transcripts of formal collegiate work, degrees completed, leadership qualities, experience in helping relationships, recommendations from qualified references, and diversity in life experiences as evidenced by application materials and personal interview.

The University's Graduate School maintains admission criteria of:

- Bachelor's degree from an accredited college or university.
- An undergraduate GPA of 3.0 (4.0 = A).

The department can make an appeal to the Graduate School to admit a student if there is strong evidence that the student will successfully complete the degree program. Evidence might include GRE scores, previous record of successful graduate work, and/or unique attributes or experiences the student brings to the program/future profession. In this case, the university may waive its 3.0 minimum. The Graduate School makes the final admissions decision. In an effort to enhance equity and access, the GRE is not required for admission to the Counseling and Career Development Program.

The Counseling and Career Development program admission criteria include:

- input from CCD program faculty;



- applicant's potential success in forming effective interpersonal relationships in individual and small group contexts (as evidenced by past work experience, letters of recommendation, and personal interview);
- applicant's aptitude for graduate study (as evidenced by undergraduate GPA, transcripts, letters of recommendation, and quality of writing in the application materials);
- applicant's career goals and objectives, and their relevance to the program (as evidenced by application and personal interview);
- applicant's experiences that have led applicant to believe they could work with people in a counseling setting (as evidenced by application and personal interview);
- applicant's openness to self-examination and personal and professional self-development (as evidenced by written application and personal interview);
- applicant's commitment to upholding counseling ethics, principles, and multicultural competencies (as evidenced by written application and personal interview);
- applicant match with current faculty resources.

Meeting the minimum university or program criteria does not entitle the applicant to admission, but ensures consideration of the applicant. Admission to the program is competitive.

### **APPLICATION DEADLINES**

Application deadlines are listed below. Applicants with application materials on file by the date indicated will be notified of the school's admission decision no later than the date listed for notification.

Applications cannot be accepted more than fifteen months in advance of the term in which study is to begin.

- |                   |  |
|-------------------|--|
| • January 17      | Application deadline for the summer/fall cohort        |
| • Mid-February    | Notification of students invited for program interview |
| • End of February | Interviews   |
| • Mid-March       | Notification of students invited into program          |
| • April 15        | Final date for students to accept invitation           |

### **PROCEDURES FOR APPLYING TO THE COUNSELING AND CAREER DEVELOPMENT PROGRAM**

We encourage potential applicants to contact one of the Counseling and Career Development program faculty to discuss their educational goals and ensure the program is a fit. Should applicants have questions, the faculty are happy to connect with them, explore their professional background, and identify educational goals. This also allows CCD faculty members to provide the most up-to-date program information.

When applying, the applicant must choose a specialization:

- School Counseling (K-12)
- Career Counseling
- Clinical Mental Health Counseling

\*Changing specializations while in the program is not encouraged and may not be possible based on capacity of that specialization. Please see “Specializations” section for completing requirements for more than one specialization.

For the most up-to-date information regarding the application process, please go to [Apply to the School of Education website \(https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/apply\)](https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/apply). On that page, scroll down to the specific instructions for the Counseling and Career Development program. Please contact the Graduate Degree Programs Coordinator in the School of Education regarding this process: [Kelli.Clark@colostate.edu](mailto:Kelli.Clark@colostate.edu).

Counseling and Career Development faculty will review all completed applications after the written application deadline and choose top applicants for an interview. Interviews will take place in late February. Following all interviews, the faculty will choose top applicants from the interview pool for admission as well as identify a waitlist pool. The Counseling and Career Development program will notify each applicant of its recommendation to the Graduate School (admit, waitlist, or deny). The Graduate School must make the final determination and will inform applicant if they have been granted official admission and the date that the applicant will be admitted. After April 15<sup>th</sup>, applicants will be informed of an initial advisor assignment.

## 5. CREDIT TRANSFER

Upholding the standards and integrity of the CCD program is a priority, thus decisions regarding transfer credits are carefully considered by CCD faculty since they impact not only the student, but also the program as a whole. There are various opportunities for credit transfer from other institutions and from courses taken at CSU prior to admittance.

- Students who have previously completed equivalent courses from other accredited higher education institutions have the option of transferring up to 9 semester graduate level credits from another institution towards their degree, pending CCD faculty review and approval. Credits earned toward a completed degree will not be counted, per Colorado State University policy.
- Students who want to transfer credits from another CACREP-accredited counseling program have the possibility of transferring in up to 30 credits towards their degree, but each course must be reviewed and approved by CCD faculty.
- CSU GUEST students may utilize up to 9 semester graduate level credits that were earned from the CCD program’s offerings. Other credits earned from CSU may count towards the program, pending approval by CCD faculty, but no more than 9 total credits can be transferred.
- Students already admitted to the CCD program have the possibility of taking up to 3 credits of elective coursework outside of CSU if they have not transferred in more than 6 credits (taken prior to starting the program). Students with extenuating circumstances

may discuss options with their advisor. CCD faculty as a whole will review those options and make a determination.

The CSU Graduate School makes the final determination as to whether the courses approved by CCD faculty are acceptable. Time limits may apply to any of these previously mentioned scenarios. Furthermore, certain courses including, but not limited to, fieldwork courses (practicum and internship) must be completed within the Counseling and Career Development curriculum at Colorado State University.

## **6. FINANCIAL INFORMATION & ASSISTANCE**

### **COST OF ATTENDANCE**

To ascertain an estimate of the cost of attendance, please refer to this [CSU Financial Aid website](#) and this [tuition and fees website](#). The Tuition and Fees information includes base tuition per credit hour for resident and non-resident students and the following fees: general fees, university technology fee, university facility fee, and university alternative transportation fee. In addition to those fees, students in the CCD program pay graduate differential tuition (see next section) and a college technology fee found [here](#) (the CCD program is in the College of Health and Human Sciences). Also useful is the [semesterly tuition and fees calculator](#).

### **DIFFERENTIAL TUITION**

The Board of Governors of the Colorado State University System approved a recommended differential tuition of \$100 per credit hour for all students enrolled in the Counseling and Career Development program. This fee provides critical support for the Counseling and Career Development Program, enabling it to expand academic programs while maintaining the high level of quality both Colorado State University and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) demands from such training programs.

The charge is assessed every semester in which students are enrolled. The approximate cost of the fee is \$6,000 (\$100 for each of the 60 credits). **This additional cost should be considered when applying for financial aid.**

### **WESTERN REGIONAL GRADUATE PROGRAM**

The Master of Arts (M.A.) in Counseling and Career Development is a Western Regional Graduate Program. The WRGP is administered by the Western Interstate Commission for Higher Education (WICHE). Through the WRGP, CSU offers select graduate programs at the resident tuition rate to qualified non-resident students from other WICHE member states and territories. The program applies only to newly admitted students.

During the CSU Graduate School online application process, residents of qualifying states applying to an approved WRGP will be presented with a “checklist item” for the Western Regional Graduate Program Application – Tuition Reduction (WICHE). To view the WRGP “checklist,” students must first submit a graduate application. The application for a WRGP must be completed during the application process. Once you are officially admitted to an approved

WRGP, the application will be reviewed by the Office of Financial Aid and the student will then be notified of approval or denial. See the following website for more information:  
<https://graduateschool.colostate.edu/western-regional-graduate-program/Assistantships>

## **ASSISTANTSHIPS**

In the School of Education, two primary assistantship sources are worth exploring: assistantships within the School of Education and Student Affairs assistantships (for students in non-Student Affairs majors).

### **Assistantships – School of Education**

Graduate assistantships provide students the opportunity to combine education with practice while offering financial assistance that typically includes tuition assistance and a stipend. Assistantships allow students to focus on academic coursework and take advantage of other professional opportunities.

The School of Education does not provide a list of current assistantship openings; however, applications are accepted throughout the year, and are reviewed as opportunities become available. Candidates must be enrolled in a minimum of one credit of on-campus coursework. Questions about eligibility requirements may be sent to [Kelli.Clark@colostate.edu](mailto:Kelli.Clark@colostate.edu). Additional information and current openings can be found at the [School of Education website \(www.chhs.colostate.edu/soe\)](http://www.chhs.colostate.edu/soe).

To apply, complete the Assistantship Application (SOE Form 23) and return to School of Education Graduate Programs Office via email to [Kelli.Clark@colostate.edu](mailto:Kelli.Clark@colostate.edu).

### **Assistantships – Student Affairs**

*A separate application is necessary for Student Affairs assistantships for those that are not in the Student Affairs and Higher Education (SAHE) major.* These assistantships involve service in various campus environments (at the residence halls, the Career Center, the Ombudsman's Office, etc.), and offer an excellent opportunity to gain practical experience while helping to pay for educational and living expenses. Students involved in any graduate program are welcome to apply for these assistantships, although students in the SAHE program are given priority. Appointments are generally 9.5 or 12-month appointments, beginning each academic year, and require approximately 20 hours service per week. Positions typically include payment of in-state tuition, as well as a monthly stipend. Students are responsible for paying student fees.

Each year the Division of Student Affairs offers a variety of assistantships. Information can be found at the [Assistantship Information website \(https://sahe.colostate.edu/prospective-students/residential-application-information/assistantship-information\)](https://sahe.colostate.edu/prospective-students/residential-application-information/assistantship-information). Applicants and current students will find separate instructions for non-SAHE applicants toward the bottom of the page on the URL given. Applications for non-SAHE applicants are typically due by April 1. Please note, admitted SAHE graduate students have first priority for all Student Affairs assistantships.

Interviews with non-SAHE graduate students will occur after all SAHE students have been placed (mid-April).

The selection process is highly competitive. Students need to re-apply annually for subsequent years of their program of study. Although the continuation of an appointment from year to year is not guaranteed, some students maintain their appointment throughout their course of study at Colorado State University. Position availability and salaries change from year to year. In some cases there is potential for summer work.

### **Assistantships – Teaching & Research**

Teaching assistantships usually go through the Center for Educator Preparation and require experience teaching undergraduate education classes. For more information, contact CEP at (970) 491-5292. Graduate teaching assistants play a vital role in the success of the Teacher Education Program. Generally, only individuals with prior PK-12 experience, good academic skills, and an interest in teaching/mentoring preservice candidates are selected. Certain candidates will teach in the introductory courses, while others will support work in professional development schools or will supervise student teachers.

Research assistantships are based upon funding availability and may be offered through individual faculty members in the School of Education. Please see prior information regarding assistantships in the School of Education.

## **SCHOLARSHIPS**

### **CSU Scholarships**

To apply for scholarships through the College of Health and Human Sciences, complete the CSU Scholarship Application (CSUSA). CHHS scholarships include all college scholarships as well as department or school scholarships. The CSUSA is typically available online at [RAMweb](#) beginning December 1 and the deadline is typically March 1<sup>st</sup> at 11 p.m. (MST). Students and applicants can go to the [RamWeb website \(ramweb.colostate.edu\)](http://ramweb.colostate.edu) and login using their eID. From there, select the CSU Scholarship Application. Please note that one may apply for these scholarships prior to admission.

There currently is one scholarship through CSUSA specifically designated for Counseling and Career Development students. The John Littrell Scholarship for Counseling and Career Development supports students in either the school or career counseling specializations.

### **NBCC Foundation Scholarships and Fellowships**

The National Board for Certified Counselors Foundation provides scholarships and fellowships to increase the number of counselors committed to helping priority underserved communities. For more information visit the [NBCC Foundation website \(www.nbccf.org/programs/scholarships\)](http://www.nbccf.org/programs/scholarships).

## FINANCIAL AID

The School of Education application is not an application for loans, work study positions, or grants based on financial need. If interested in such awards, check the appropriate blank on the Application for Admission (GS Form 1). Also, students may consult the University Office of Financial Aid directly (108 Student Services Building, 970-491-6321 or 970-491-4956) for federal and state grants, loans, or on-campus employment assistance.

For those seeking Colorado residency, please get started on the process as early as possible. Neither Counseling and Career Development program faculty nor the School of Education is involved in this process. Please go to the [Residency Classification website \(financialaid.colostate.edu/residency/\)](http://financialaid.colostate.edu/residency/) for more information.

## 7. MINIMUM PROGRAM REQUIREMENTS

The following are minimum program requirements for each student in the Counseling and Career Development program:

- 
- Join and maintain “student membership” in at least one of the following professional associations no later than their practicum semester:
  - [American Counseling Association \(ACA\) www.counseling.org/](http://www.counseling.org/)
  - [American School Counselor Association \(ASCA\) www.schoolcounselor.org/](http://www.schoolcounselor.org/)
  - [National Career Development Association \(NCDA\) www.ncda.org/](http://www.ncda.org/) (does not provide liability insurance)
  - [American Mental Health Counselors Association \(AMHCA\) www.amhca.org/home](http://www.amhca.org/home)
- Secure liability insurance prior to practicum and internship from ACA, ASCA, or AMHCA, which is included with student membership for these organizations. Please note that only students in the school counseling specialization may choose ASCA to secure their liability insurance.
- Participate in ten (10) hours as a member of a personal growth group.
- Successfully complete all course work
- Successfully complete required fieldwork (100-hour practicum experience and 600-hour internship)
- Complete 10 hours of group counseling facilitation or co-facilitation as part of fieldwork
- Successfully complete Written Preliminary Examination
- Successfully complete Final Oral Comprehensive Examination
- Successfully meet retention criteria which includes academic performance as well as professional dispositions and behaviors

## 8. CORE CLASSES AND PROGRAMS OF STUDY

The Counseling & Career Development program contains a common core of 48 credits. Additional courses (12 credits) are also required for each specialization.

### Required Core Courses (48 credit hours)

Course #	Credit	Course Title	Semesters Offered
EDCO 500	3	Career and Employment Concepts	Fall
EDCO 625	3	Foundations of Counseling*	Fall
EDCO 650	3	Theories of Counseling and Development*	Fall
EDCO 651	3	Group Guidance and Counseling*	Spring
EDCO 652	3	Ethical and Legal Issues in Counseling*	Fall
EDCO 653	3	Counseling for Cultural Diversity	Fall
EDCO 655	3	Brief Counseling	Spring
EDCO 656	3	Assessment and Appraisal	Summer
EDCO 660	3	Career Development Counseling	Spring
EDCO 665	3	Career Development Institute	Summer
EDCO 670	3	Introduction to Mental Health Counseling	Summer
EDCO 686	3	Practicum- Guidance and Counseling*	Fall, Spring
EDCO 687	6	Counseling Internship (specialization-specific site)	Fall, Spring
HDFS 505	3	Human Development for Helping Professionals	Summer (online)
EDRM 600	3	Introduction to Educational Research	Fall, Spring, Summer

\*Required prior to internship. See specializations for additional requirements prior to or concurrent with internship  
EDCO 625 & 650 are taken in first fall semester unless an exemption is permitted; EDCO 625 & 650 are prerequisites for EDCO 686; EDCO 651 & 652 are pre/co-requisites for EDCO 686; EDCO 500 is a prerequisite for EDCO 660 & 661 and recommended before EDCO 665. EDCO 661 is offered in even-year spring semesters; EDCO 670 is a prerequisite for EDCO 675. EDCO 675 is offered in even-year fall semesters.

### Additional required courses by concentration (12 credit hours):

#### Career Counseling Specialization

Course #	Credit	Course Title	Semesters Offered
EDCO 661	3	Career and Life Design Counseling*	Spring (even years)
Electives	9	Select 9 credits <b>with approval from advisor</b>	Fall, Spring, Summer

EDCO 500 and either EDCO 660 or 661 are required prior to internship

#### Clinical Mental Health Counseling Specialization

Course #	Credit	Course Title	Semesters Offered
EDCO 675	3	Mental Health Counseling & Treatment	Fall (even years)
Electives	9	Select 9 credits <b>with approval from advisor</b>	Fall, Spring, Summer

EDCO 670 is required prior to internship

#### School Counseling Specialization

Course #	Credit	Course Title	Semesters Offered
EDCO 550	3	Orientation to Professional School Counseling*	Spring
EDCO 552	3	School Counseling Program Delivery/Evaluation**	Fall
EDCO 662	3	Counseling Children & Adolescents***	Summer
Elective	3	Select 3 credits <b>with approval from advisor</b>	Fall, Spring, Summer

*\*EDCO 550 is required prior to internship; \*\*EDCO 552 is taken during internship; \*\*\*EDCO 662 is a pre-requisite for participation in the school-based practicum section.*

### **Recommended Course Sequences by Specialization**

Please note that electives must be approved by advisor and can be taken in different semesters than indicated.

#### **School Counseling Specialization (60 credits)**

<b>Summer Year 1 (9 credits)</b> EDCO 656 HDFS 505 EDCO 662* or 670	<b>Fall Year 1 (12 credits)</b> EDCO 625 EDCO 650 EDCO 652 EDCO 500	<b>Spring Year 1 (9 credits)</b> EDCO 651 EDCO 686 (3 credits) EDCO 550
<b>Summer Year 2 (12 credits)</b> EDCO 665 EDRM 600 EDCO 662 or 670 Elective (can be taken summer, fall, or spring)	<b>Fall Year 2 (9 credits)</b> EDCO 687 (3 credits) EDCO 552 EDCO 653	<b>Spring Year 2 (9 credits)</b> EDCO 687 (3 credits) EDCO 660 EDCO 655

*\* If interested in registering for the school-based practicum section in spring year 1, EDCO 662 should be taken Summer Year 1.*

#### **Career Counseling Specialization (60 credits)**

<b>Summer Year 1 (9 credits)</b> EDCO 656 HDFS 505 EDCO 670 or EDRM 600	<b>Fall Year 1 (12 credits)</b> EDCO 625 EDCO 650 EDCO 652 EDCO 500	<b>Spring Year 1 (9 credits)</b> EDCO 651 EDCO 686 (3 credits) EDCO 661 (even springs) EDCO 660 (odd springs)
<b>Summer Year 2 (12 credits)</b> EDCO 665 EDRM 600 or EDCO 670 Elective Elective	<b>Fall Year 2 (9 credits)</b> EDCO 687 (3 credits) EDCO 653 Elective	<b>Spring Year 2 (9 credits)</b> EDCO 687 (3 credits) EDCO 661 (even springs) EDCO 660 (odd springs) EDCO 655



**Clinical Mental Health Specialization (60 credits)**

<b>Summer Year 1 (9 credits)</b> EDCO 656 HDFS 505 EDCO 670 *Students entering program in even years must take this in their first summer.	<b>Fall Year 1 (12 credits)</b> EDCO 625 EDCO 650 EDCO 652 EDCO 500 (odd years) EDCO 675 (even years)	<b>Spring Year 1 (9 credits)</b> EDCO 651 EDCO 686 (3 credits) EDCO 660 or Elective
<b>Summer Year 2 (12 credits)</b> EDCO 665 EDRM 600 Elective Elective	<b>Fall Year 2 (9 credits)</b> EDCO 687 (3 credits) EDCO 653 EDCO 500 (odd years) EDCO 675 (even years)	<b>Spring Year 2 (9 credits)</b> EDCO 687 (3 credits) EDCO 655 EDCO 660 or Elective

**9. AVAILABILITY OF COURSE SYLLABI**

University Academic Faculty Guidelines on Teaching Responsibilities delineates that faculty members clearly state the instructional objectives of each course at the beginning of each term, that instruction will be towards the fulfillment of these objectives, and that the method of evaluation is clearly stated and consistent with the achievement of stated objectives. Counseling and Career development faculty include objectives, content areas, required text(s) and/or reading(s), and student performance evaluation criteria and procedures on course syllabi, distributed at the first class meeting. Course syllabi are available electronically through the School of Education Main office. You are encouraged to keep your syllabi from each course for your own records as they are sometimes requested for licensure, certifications, and/or future graduate work.

**10. FIELDWORK EXPERIENCES****PRACTICUM**

Supervised practicum provides an opportunity to perform, on a limited basis and under supervision, activities that a counselor would be expected to perform. The practicum focuses primarily upon the development of individual and group counseling skills. It should be noted that all students take their practicum experience as clinical experience (EDCO 686). Clinical practicum experience provides opportunities for students to counsel clients representative of the demographic diversity of Colorado State University and Fort Collins' communities. Students are required to have professional liability insurance prior to participation in practicum experience (see Insurance section of this document). The practicum manual is provided through the program's online clinical training management system.

## **Practicum Content**

Students complete supervised practicum experiences that total a minimum of 100 clock hours. Practicum includes the following:

1. A minimum of 40 hours of direct service with clients, so that experience can be gained in individual and group interactions. If the requirement of 10 hours of group facilitation is not met in practicum, it must be met in internship. Regardless of the number of group facilitation hours, a minimum of 40 hours of direct client contact is required in practicum.
2. A minimum of one hour per week of individual supervision (using digital recordings and/or direct observation) over a minimum of one academic term by a faculty member or an advanced graduate student working under the supervision of a faculty member.
3. A minimum of 1.5 hours per week of group supervision with other students in practicum over a minimum of one academic term by a faculty member or a supervisor under the supervision of a program faculty member.
4. Evaluation of the student's performance throughout the practicum including a formal evaluation at midterm and at the completion of the practicum.
5. The practicum experience is a tutorial form of instruction. Therefore, the individual supervision ratio of 6 students to 1 supervisor is considered maximum and is a CACREP requirement.

## **Quality Supervision**

Each faculty member who provides on-campus practicum supervision has a degree from a program in counselor education or closely related field, relevant professional experience, relevant professional credentials, and counseling supervision training and experience.

Students formally evaluate their supervisors at the conclusion of their practicum experience and also provide anonymous mid-semester feedback.

## **INTERNSHIP**

The purpose of the internship is to allow counseling students to apply basic knowledge, skills, and professional values to professional practice settings specific to their emphasis. The on-site work experience provides an opportunity to integrate theory and practice. The internship is a reciprocal arrangement: students exchange their work in return for on-the-job training and experience in the field. The end result is ultimately the promotion of professional development, integration of skills and knowledge, and reinforcement of competence. Hopefully, the internship program solidifies for counseling students a sense of professional identity. The counseling setting, the interaction of staff and clients, the realities and responsibilities of the helping process, and the conscious application of ethical principles combine to promote the personal knowledge and commitment to enter the field of counseling. As with practicum, students are required to carry professional liability insurance prior to participating in internship

experience. The internship manual and other pertinent information is available to students through the clinical training management program.

Students may choose to complete their 600 hours of internships (for a particular specialization) at no more than 2 sites per semester, and in 1 or 2 semesters. Students must register for at least 3 credits of internship per semester. Students select internship sites with faculty approval. Internship is only offered in fall and spring semesters.

### **Internship Content**

Students complete a supervised internship (EDCO 687) of 600 clock hours. Successful completion of practicum (EDCO 686) and other content courses based on the specialization are prerequisites. Students wishing to complete CACREP requirements for more than one specialization are required to complete a 600-hour internship for each specialization.

The internship includes the following:

1. a minimum of 40% of the 600 clock hours to be direct service work with clientele appropriate to the student's specialization;
2. a minimum of 1 hour per week of individual supervision with approved on-site supervisor;
3. an average of 1.5 hours per week of group supervision on a regular schedule on campus in a classroom setting that counts towards the total internship hours;
4. opportunities for the student to become familiar with professional activities other than direct service;
5. opportunities for digital/audio/video recording of counselor-client interactions for use in supervision, or live supervision;
6. opportunities for the student to gain knowledge and experience through client contact and supervision in the use of professional tools and resources such as assessment instruments, computer systems, and print and non-print media, as well as professional research and theory literature; and
7. a mid-term and final formal evaluation of the student's performance during the internship by the site supervisor with consultation provided by the CCD faculty internship supervisor.

### **Quality Supervision**

A site supervisor meets the following criteria:

1. a minimum of a master's degree in counseling, or a closely-related profession;
2. relevant certifications and/or licenses;
3. a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
4. knowledge of the program's expectations, requirements, and evaluation procedures for students; and
5. relevant training in counseling supervision.

Each faculty member who provides on-campus internship supervision has a degree from a program in counselor education or a closely related field, relevant professional experience, relevant professional credentials, and counseling supervision training and experience.

Group supervision seminars for internship do not exceed 12 students, per CACREP standards. Students formally evaluate their supervisors at the conclusion of their internship experience.

## **11. WRITTEN PRELIMINARY EXAMINATION, FINAL ORAL COMPREHENSIVE EXAMINATION, AND THESIS OPTION**

### **WRITTEN PRELIMINARY EXAMINATION**

A written preliminary examination will be taken by all students after completion of the CACREP core courses, typically in the student's final semester of enrollment. Examinations during the summer will be conducted only in rare and extenuating circumstances. Students will be given the opportunity to register for one common written preliminary examination administration during the appropriate semester. Administration dates each semester and information about exam registration will be disseminated to all CCD students through the CCD listserv. Students are required to consult with their advisor and then contact the identified proctor with their intent to sit for the examination.

The written preliminary examination will include multiple choice or true and false questions and will cover the eight content areas as required by CACREP standards. An overall score of 70% is required to pass. If the overall score is below 70%, remediation will be required in those content areas that fall below the 70% minimum. Shortly after written preliminary exam completion, students will be notified by the program chair of their overall score and, if necessary, of any areas needing remediation. Students who do not receive a passing score should meet with their advisor and schedule a meeting with the counseling faculty to discuss those areas requiring further work. An essay examination will then be scheduled covering those areas. If successful on the essay examination (70%), the final oral comprehensive examination can be scheduled. If unsuccessful, additional course work will be necessary and the preliminary examination will need to be retaken. (See Appendix 3 - Written and Final Oral Comprehensive Examination Flow Chart.) The eight CACREP common core areas are primarily addressed in the following courses:

1. Professional Counseling Orientation and Ethical Practice
  - EDCO 650 Theories of Counseling
  - EDCO 652 Ethical and Legal Issues in Counseling
  - EDCO 653 Counseling for Cultural Diversity
  - EDCO 500 Career and Employment Concepts
2. Social and Cultural Foundations
  - EDCO 652 Ethical and Legal Issues in Counseling
  - EDCO 653 Counseling for Cultural Diversity
3. Human Growth and Development

- HDFS 505 Human Development for Helping Professionals
  - EDCO 653 Counseling for Cultural Diversity
  - EDCO 655 Brief Counseling
  - EDCO 656 Assessment and Appraisal
  - EDCO 670 Introduction to Mental Health Counseling
4. Career Development
    - EDCO 500 Career and Employment Concepts
    - EDCO 660 Career Development Counseling
    - EDCO 665 Career Development Institute
  5. Counseling and Helping Relationships
    - EDCO 625 Foundations of Counseling
    - EDCO 650 Theories of Counseling and Development
    - EDCO 652 Ethical and Legal Issues in Counseling
    - EDCO 686 Counseling Practicum
  6. Group Counseling and Group Work
    - EDCO 651 Group Guidance and Counseling
  7. Assessment and Testing
    - EDCO 656 Assessment and Appraisal
    - EDCO 500 Career and Employment Concepts
    - EDCO 686 Counseling Practicum
  8. Research and Program Evaluation
    - EDRM 600 Introduction to Educational Research
    - EDCO 552 School Counseling Program Delivery/Evaluation
    - EDCO 661 Career and Life Design Counseling
    - EDCO 675 Mental Health Counseling and Treatment

To prepare for the preliminary written examination, students should review the core courses that comprise a major part of the graduate program. The program has some preparation materials for the National Counselors Exam (NCE) and Professional School Counselor Licensing Exams such as the PRAXIS. These formal study materials can be accessed through our clinic library or in some cases, via links on the organization websites or the CCD website.

### **FINAL ORAL COMPREHENSIVE EXAMINATION**

The final oral comprehensive examination will need to be successfully completed no later than the 10<sup>th</sup> week of the semester (3<sup>rd</sup> week of the Summer term) in which the student intends to graduate. The final oral comprehensive examination will consist of the student setting a 1.5 hour meeting time with their committee to provide a 30-40 minute presentation that demonstrates learning during time in the program and helps the committee understand the student's promise as a new professional. The presentation should be grounded in fieldwork demonstrative of the key learning objectives for the training program. The bulk of the presentation will cover each of the eight core CACREP areas. Following the presentation,

committee members will be invited to ask follow-up questions that add clarity or depth to the student presentation.

The final oral comprehensive examination is meant to be a culminating experience for the student and the committee. Members of the committee will utilize the oral exam rubric to evaluate each of the eight core areas. Students must meet expectations for at least five of the eight areas to pass the oral comprehensive examination. Upon successful completion of the final oral comprehensive examination, the committee will need to electronically sign the GS-24 form which must be submitted to the Graduate School within two working days after the results are known. In the case where a student passes fewer than five of the areas, the student will be asked to address those areas where expectations were not met in a second oral examination. The oral comprehensive examination may be taken no more than two times and cannot be taken twice in one semester.

### **THESIS OPTION**

*As of Summer 2022, the CCD Program will no longer provide a thesis option. We will honor this option for those students already in the program and undertaking a thesis as of Spring 2022. Those students interested in research and potentially a PhD program in the future, should talk with their advisor and CCD faculty to see if there are possibilities of gaining research experience with a faculty member either in CCD or in the SOE.*

While all specializations are Plan B options (i.e., no thesis required), a thesis option is available, but will necessitate the use of electives to fulfill requirements (including adding 3 credits of EDRM 699 to their GS-6). Interested students must discuss this option with their advisor either prior to or at the start of the program. Additional research courses may be required and it is likely that the length of time in the program will be extended. Students interested in research experience without doing a thesis should talk with their advisor and CCD faculty to see if there are possibilities of gaining research experience with a faculty member.

Students choosing the thesis option must still complete the written preliminary examination. The final oral comprehensive examination will be a defense of the thesis.

## **12. PROGRAM FLEXIBILITY FOR INDIVIDUAL DIFFERENCES**

Flexibility in relation to individual differences among students is generally provided for in the following ways:

1. Students who have difficulty in successfully demonstrating counseling skills in practicum are encouraged, or in cases of serious deficiency required, to take an extra semester of practicum during their graduate study. In most cases, this provides students with the extra experience needed to refine their skills before beginning internship.
2. Students may have the option of exploring topics related to their needs and goals by completing an Independent Study (EDUC 695) or conducting research, for credit, with a faculty member.

3. Some instructors utilize grading contracts in some classes. A grading contract requires the student to submit to the instructor, in writing, a list of activities the student wishes to perform to receive a specific grade. The instructor must approve of the combined activities and may indicate that more or different activities need to be added to the contract. A negotiation ensues. After an agreement is reached, both student and instructor sign the contract, which then becomes the standard for grading that individual student in the class. This method of grading students allows them to custom design the focus of their curriculum to a great extent.
4. Some instructors may utilize mastery-based grading for some assignments, allowing for the assignment to be redone until a pre-determined level of mastery is met, if the student so chooses.
5. Students with a disability that may interfere with learning are encouraged to discuss this situation with their instructor to develop a plan for maximizing performance utilizing services provided by the Colorado State University Student Disability Center.

### **Accommodations**

The faculty is committed to providing necessary accommodations for documented student needs during their program. Students should speak with their advisor concerning special needs that require accommodation.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 requires Colorado State University to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustment or accommodations must self-identify with the [Student Disability Center \(SDC\)](https://disabilitycenter.colostate.edu) at Colorado State University (<https://disabilitycenter.colostate.edu>). The student may call for an appointment at 970-491-6385 or stop in at one of their office locations (TILT, Room 121 or Lory Student Center, Room 223). After meeting with SDC staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs.

## **13. PROGRAM RETENTION CRITERIA AND POLICY**

### **COLORADO STATE UNIVERSITY – SCHOOL OF EDUCATION: COUNSELING AND CAREER DEVELOPMENT PROGRAM’S STUDENT RETENTION AND DISMISSAL POLICY**

A student’s acceptance into any program does not guarantee their fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients /students, the profession, and our program by ensuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through regular and ongoing evaluation of students’ academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are approved to progress in the program. Our goal is to be transparent about this review of student performance.

## **Student Rights**

The CSU Graduate School has information regarding Student's Rights and appeals' procedures. Please refer to the Evaluation of Graduate Students website

([http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/evaluation\\_of\\_graduate\\_students\\_and\\_graduate\\_school\\_appeals\\_procedure/](http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/evaluation_of_graduate_students_and_graduate_school_appeals_procedure/))

## **Evaluating Student Academic and Non-Academic Performance**

Academic Performance includes coursework, clinical skills development, and timely progress toward degree completion. These are evaluated through assignments and final grades each semester, through the Counseling Competencies Scale-Revised (and other fieldwork evaluations) in clinical courses, and through completion of program courses and other requirements needed for successful graduation. Please note that the University requires a minimum 3.00 GPA for all graduate degrees and grades of C or higher must be earned in all required courses on the student's Program of Study. Under some circumstances (e.g. major life event), the student may be unable to enroll in courses for a semester. During these times, with advisor approval, the student must register for continuous registration to keep an active status in the program. The School of Education has a policy that students may only register for two semesters of continuous registration during the course of their program.

Furthermore, the CSU Graduate School also sets policies regarding student evaluation as indicated by the Evaluation of Graduate Students website ([http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/evaluation\\_of\\_graduate\\_students\\_and\\_graduate\\_school\\_appeals\\_procedure/](http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/evaluation_of_graduate_students_and_graduate_school_appeals_procedure/)).

Non-Academic Performance includes professional dispositions which are those attitudes and behaviors that counselors must display on a regular basis in our professional roles. All counselors are on a journey of continued development; professional dispositions are foundational in this development. The CCD program faculty believe the following professional dispositions are key to student growth in our program: professionalism, ethical behavior, and self-regulation. CCD faculty welcome conversation about these dispositions and look forward to helping each student develop into the counselor they desire to be. These dispositions are evaluated through observation of interactions and behavior in each course; in students' clinical work; and in interactions with colleagues, faculty, staff, and supervisors.

While evaluation is ongoing, more formal evaluations occur each fall and spring semester with the faculty bi-annual review of students using the Counseling Student Evaluation Rubric (see Appendix 2). Concerns about student performance and progress are discussed in program faculty meetings. If faculty have concerns about a student's performance, they will contact that student as soon as possible. If a student has questions about their performance at any time, they are highly encouraged to visit with their advisor.

Faculty seek to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. Faculty may work on an informal basis



with students evidencing academic or non-academic deficiencies when circumstances indicate that this method may be productive. The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a timeline for change, documenting the process. However, the severity of the problem may not allow for this method and informal methods are not procedurally required. When, in the professional judgment of a program faculty member, a student is not meeting academic or non-academic program standards, or university standards, the faculty member will consult with the other program faculty and the School of Education department head to determine appropriate steps.

### **Student Remediation and Dismissal**

Counseling faculty have a responsibility to dismiss students who are unable to meet the academic and non-academic standards of the program. Faculty also recognize their obligation to: a) assist students in obtaining help for improvement, and b) consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program.

### **Student Improvement**

A rating of "Does Not Meet Criteria" or "Inconsistently Meets Criteria" on the Counseling Program Student Evaluation Rubric and/or serious concerns of faculty about student performance may indicate the need for an improvement plan. A faculty member or members will discuss with the student what behavior(s) need to be addressed, requirements for remediation, timelines for expected changes, and consequences if improvement efforts are unsuccessful. These meetings will be documented. Lack of participation in the improvement plan or failure to fully meet the expectations of the plan will result in program dismissal.

### **Student Dismissal**

The following circumstances constitute some, but not necessarily all, cases of "unsatisfactory" performance and will result in dismissal from the program without an opportunity for remediation or improvement.

- Failure to successfully meet all requirements of the student's improvement plan (when applicable)
- Failure of the written or oral examination after appropriate remediation
- Any serious ethical violation or unprofessional behavior, or repeated problems with less severe unprofessional behavior

### **Academic Dismissal**

In the unusual case where academic progress is not satisfactory after remediation, and suspension or termination of a student from the program is considered, the following procedures will be followed:

1. The faculty will inform the student of the faculty's concern, in writing, by the Program Chair and be given an opportunity to respond in writing. The student is encouraged to understand their rights ([Students' Rights website \(http://catalog.colostate.edu/general-catalog/policies/students-rights/\)](http://catalog.colostate.edu/general-catalog/policies/students-rights/)) and responsibilities ([Students' Responsibilities website \(http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/\)](http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/)), as well as resources ([Students' Resources website \(http://catalog.colostate.edu/general-catalog/policies/students-rights/#resources\)](http://catalog.colostate.edu/general-catalog/policies/students-rights/#resources)).
2. A recommendation will be made to the appropriate School of Education committee by the full faculty of the program area only after the student has an opportunity to respond to faculty concerns.
3. The appropriate School of Education Committee will review the faculty's concerns and the student's response and will make a decision. All program faculty who evaluated the student will be explicitly prohibited from participating in this review. The committee will inform both the Director of the School of Education and the Program Chair of the decision. The Director of the School of Education will inform the student in writing of the decision.
4. Per the CSU Graduate School Bulletin: "Graduate students have the right to appeal certain academic decisions, before any action is taken, as described under [Graduate School Appeals Procedure website \(http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/evaluation\\_of\\_graduate\\_students\\_and\\_graduate\\_school\\_appeals\\_procedure/#graduate-school-appeals-procedure\)](http://catalog.colostate.edu/general-catalog/graduate-bulletin/graduate-study/procedures-requirements-all-degrees/evaluation_of_graduate_students_and_graduate_school_appeals_procedure/#graduate-school-appeals-procedure). Appeals of grades and academic integrity decisions must utilize appropriate procedures described in the General Catalog. Students alleging termination of assistantships or dismissal from the graduate program on grounds of unlawful discrimination are advised to consult with the Office of Equal Opportunity. (For information on the "at will" employment status of graduate assistants, see the [Financial Support website \(http://catalog.colostate.edu/general-catalog/graduate-bulletin/financial-support/#assistantships\)](http://catalog.colostate.edu/general-catalog/graduate-bulletin/financial-support/#assistantships)).

### **Disciplinary Dismissal**

In the unusual case where the student has acted contrary to university and program policy, or has demonstrated unprofessional/unethical behavior, disciplinary dismissal is considered and the program will follow the procedures outlined in the Student's Rights and Responsibilities section of the CSU General Catalogue ([Student's Rights https://catalog.colostate.edu/general-catalog/policies/students-rights/](https://catalog.colostate.edu/general-catalog/policies/students-rights/) and [Student's Responsibilities https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/](https://catalog.colostate.edu/general-catalog/policies/students-responsibilities/))

In the unusual case of a disciplinary dismissal, the student is encouraged to contact the Division of Student Affairs and obtain the necessary information regarding their rights and responsibilities as a Colorado State University student. Academic dishonesty such as cheating, plagiarism, or knowingly furnishing false information may result in disciplinary action. According to the general catalog of Colorado State University, plagiarism "includes the copying of language, structure, ideas, or thoughts of another, and representing them as one's own without

proper acknowledgement. Examples include a submission of purchased research papers as one's own work; paraphrasing and/or quoting material without properly documenting the source." Procedures for addressing such cases of academic dishonesty can be found at:

[Academic Integrity/Misconduct website \(http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity\).](http://catalog.colostate.edu/general-catalog/policies/students-responsibilities/#academic-integrity)

## **14. INSURANCE**

### **LIABILITY INSURANCE**

All practicum and internship students are required to have professional counseling liability insurance and proof must be provided prior to client/student contact. Free insurance is available once a student becomes a student member of either the American Counseling Association (ACA) <https://www.counseling.org>, the American Mental Health Counselors Association (AMHCA) <https://www.amhca.org>, or the American School Counselor Association (ASCA) [www.schoolcounselor.org](http://www.schoolcounselor.org). It is recommended that students in the clinical mental health ACA or AMHCA, students in the career specialization join ACA, and students in the school counseling track join ASCA.

### **UNIVERSITY INSURANCE**

#### **Student Internship Insurance**

See the Student Internship Insurance website [Student Internship Insurance website \(http://rmi.prep.colostate.edu/insurance/student-intern-insurance/\)](http://rmi.prep.colostate.edu/insurance/student-intern-insurance/) for more information. While registered for the practicum and internship classes (EDCO 686 & 687), students receive some additional insurance protections. Liability protection is provided through immunity under the Governmental Immunity Act (but students still must have professional counseling liability insurance as noted above). These protections are only provided for required internships at CSU and are never provided for optional internships. Student interns are protected by the University's liability while under direct supervision and control of the university. As with employees, no protection is provided if acts are willful, wanton, intentional or criminal.

Students injured in the course of off campus supervised unpaid internships for credit maybe eligible for coverage by the University Workers Compensation benefits. If a student is injured on the job or sustains a work-related illness that is deemed in the course and scope of the internship, reasonable and necessary medical benefits maybe paid as provided by Workers' Compensation laws. Students serving in unremunerated internships at Colorado State University are not covered by Workers' Compensation insurance. In this case, the internship site is considered an extension of the university classroom.

#### **Student Health Insurance**

Colorado State University has a strong commitment toward graduate student growth and the development of individual responsibility. To further this goal, the University embraces the rationale that catastrophic financial risks while attending the University should be minimized, risks that may impact a student's ability to complete their graduate studies. To this end, the

University embraces a policy of mandatory demonstrated health insurance, requiring that all resident instruction graduate students be covered by a comprehensive health insurance plan. Graduate students will be enrolled in the University's health program, which will provide an insurance plan designed to meet most graduate students' needs, or they may elect coverage under their own insurance or through another employer. For details go to:

<http://wsnet2.colostate.edu/cwis549/csufc/policy.aspx?id=592>

## 15. PROFESSIONAL ASSOCIATIONS AND PROFESSIONAL DEVELOPMENT

Students in the Counseling and Career Development master's program are required to join the American Counseling Association (ACA) or the American School Counselor Association (ASCA) or the American Mental Health Counseling Association (AMHCA) prior to their practicum experience to receive liability insurance. Or, they must obtain separate professional counseling liability insurance. In addition, it is highly encouraged that students in the career specialization join the National Career Development Association (NCDA), however, no liability insurance is provided through NCDA. As a student member, the student receives publications affiliated with the organization. Information and membership applications can be found on the respective associations' websites. Students enrolled at least half-time in a counseling-related graduate program are eligible for student member dues.

- [American Counseling Association \(ACA\) www.counseling.org](http://www.counseling.org)
- [American Mental Health Counseling Association \(AMHCA\) www.amhca.org](http://www.amhca.org)
- [American School Counselor Association \(ASCA\) www.schoolcounselor.org](http://www.schoolcounselor.org) - Students who are enrolled in a master's program preparing school counselors and who do not hold full-time positions in school counseling are eligible for student membership for two years only. However, ASCA understands sometimes it takes longer than two years to complete this degree. If a student membership is needed for more than two years, contact ASCA for a case-by-case decision.
- [National Career Development Association \(NCDA\) www.ncda.org/](http://www.ncda.org/)

ACA divisions directly related to the three specializations (Career, School, Clinical Mental Health Counseling) are:

- National Career Development Association (NCDA): *Career Development Quarterly* journal, *Career Developments* magazine, *Career Convergence* online publication
- American School Counselor Association (ASCA): *Professional School Counseling* journal, *ASCA School Counselor* magazine, *ASCA Aspects* e-newsletter
- American Mental Health Counseling Association (AMHCA): *Journal of Mental Health Counseling*

Other ACA divisions include:

- Association for Adult Development and Aging (AADA)
- Association for Assessment and Research in Counseling (AARC)

- Association for Child and Adolescent Counseling (ACAC)
- Association for Creativity in Counseling (ACC)
- Association for Counselor Education and Supervision (ACES)
- The Association for Humanistic Counseling (AHC)
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE)
- Association for Multicultural Counseling and Development (AMCD)
- American College Counseling Association (ACCA)
- American Rehabilitation Counseling Association (ARCA)
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
- Association for Specialists in Group Work (ASGW)
- Counselors for Social Justice (CSJ)
- International Association of Addictions and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- Military and Government Counseling Association (MGCA) formerly ACEG
- National Employment Counseling Association (NECA)

There are also state associations in Colorado that may be of interest for students. These associations provide opportunities for professional development, leadership, and networking. Below are three that are most directly related to CCD program specializations:

- [Colorado Career Development Association \(CCDA\)](http://www.coloradocareerdevelopment.org/)
- [Colorado School Counseling Association \(CSCA\)](http://www.coloradoschoolcounselor.org/)
- [Colorado Counseling Association \(CCA\)](http://www.coloradocounselingassociation.org/cca/default.asp)

## **POLICY ON EXCUSED ABSENCES AND PROFESSIONAL DEVELOPMENT**

Students have opportunities and are encouraged to participate in activities that contribute to personal and professional development. Examples include conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations. Students may inquire about excused absences from classes by contacting instructors before anticipated absences and arranging to complete class assignments and/or additional coursework in a designated time frame. Please note that this is at the instructor's discretion; refer to instructor and course syllabi for attendance policies.

## **16. LICENSURE AND CERTIFICATION**

Professional counselors have the option of publicly demonstrating the attainment of generic and specialized knowledge and skill in counseling. Generic knowledge and skill in counseling is demonstrated by attaining National Certified Counselor (NCC) status. Specialized knowledge and skill in counseling is demonstrated by attaining one or more of the available specialized certification and licensure options (see summary that follows).

Some employers require certification or licensure as a condition of employment, while other employers require that the applicant be eligible for certification or licensure as a condition of employment. In cases where certification or licensure is not required for employment, counselors sometimes attain credentials as a statement of their commitment to professionalism and to enhance their future employment options. The faculty encourages students to consider relevant credentials as one aspect of professional development.

It is important to note that a degree in Counseling and Career Development comprises only the preparation component of certification and licensure requirements. In most cases, post-degree supervised experiences, examinations, and reference requirements exist in addition to completing a graduate degree. Completion of a degree at Colorado State University or any other university does not guarantee subsequent certification or licensure. While Colorado State University has the authority to grant degrees, only professional associations and state governments grant certification and licensure. Students themselves are responsible for accessing and processing applications for certification and licensure. Early in the program, it is recommended that students consider potential states they may want to be licensed in and seek information regarding those states' requirements as it may affect their choices of electives.

The following is a summary of some certification and licensure options (not necessarily requirements) for students receiving degrees in Counseling and Career Development. It is important that students discuss options/requirements with their advisors.

<b><i>Type of Certification or Licensure</i></b>	<b><i>Sponsoring Organization</i></b>	<b><i>Specialization</i></b>
National Certified Counselor (NCC)	National Board for Certified Counselors	Career, CMHC, School
Licensed Professional Counselor	Colorado Department of Regulatory Agencies (DORA)	Career, CMHC, School
National Certified School Counselor (NCSC)	National Board for Certified Counselors	School
NBPTS National Certification for School Counselors	National Board for Professional Teaching Standards	School
B-23 School Counselor Endorsement *	Colorado Department of Education	School
Certified Career Counselor	NCDA Credentialing Commission	Career (and CMHC or School if meet additional criteria)

\*Successful school counselor endorsement candidates are granted an endorsement for Birth-23 school counseling and to ethically practice at any K-12 level, the candidate must:

1. complete a portion of the practicum/internship experience in an elementary/middle school setting and a portion of the practicum/internship experience in a secondary setting, or
2. complete 100% of the practicum/internship experience in a K-12 setting.

## 17. PROGRAM COMMUNICATIONS AND TECHNOLOGY

### DIGITAL INFORMATION LITERACY EXPECTATIONS

Students in the Counseling and Career Development program are expected to possess (or learn during the program) the following digital information literacy skills:

- Use the Canvas learning management system
- Access and regularly attend to emails
- Access and use clinic and fieldwork technology (electronic health records system and clinical training/fieldwork management system – see [Clinic and Fieldwork Technology subsection](#))
- Create and submit files in commonly used word processing and presentation formats such as Microsoft Office Tools
- Download, install, and update software (with support from University and College IT)
- Using web conferencing tools for collaborations
- Post and respond to online discussion forums
- Using online libraries, databases, and search engines to locate and gather appropriate information

### STUDENT ACCOUNTS AND UNIVERSITY TECHNOLOGY

Each fee-paying student has free access to a university student account. For more details, go to [Academic Computing & Networking Services \(www.acns.colostate.edu/\)](http://www.acns.colostate.edu/). In addition, all CSU students are required to register for an eID. Students new to the university can register for an eID by visiting the [eID website \(https://eid.colostate.edu/\)](https://eid.colostate.edu/). The eID provides students with access to RAMweb, student email, Office 365, Canvas, and more. Please refer to this University [Information Technology website](https://it.colostate.edu/students/) for more information (<https://it.colostate.edu/students/>). Additionally, CSU uses two-factor authentication (via Duo) to better protect your account. To access certain CSU System services – including Microsoft 365 applications (OneDrive, Teams, etc.) and university email accounts – you will be required to use a device that you have (mobile phone, desk phone, or a hardware token) to provide an additional layer of security to your account. This is done by receiving a push authentication request through the Duo Mobile App, a phone call, or entering a generated code. For more information see [Duo Two Factor Authentication \(https://it.colostate.edu/duo-two-factor-authentication/\)](https://it.colostate.edu/duo-two-factor-authentication/).

IT Services for the College of Health and Human Sciences can help you with a broad range of technology needs. Included in services are:

- [Citrix](#), a web-based portal that allows you to connect to a virtual desktop. It provides you with access to your M:drive and other network storage, as well as specific software packages. Citrix is accessible from on or off-campus.
- [Student Computer Labs](#) are available in various parts of campus for student use.

You have two options for University supported file storage at CSU:

- [Microsoft OneDrive](#) is an Enterprise Sharing service where people in an organization can upload, view, and share content securely on a cloud-based server. You can share recordings of classes, meetings, presentations, training sessions, or other videos that aid your team's collaboration. Log in to the portal at [portal.office.com](http://portal.office.com) with your username (ename@colostate.edu) and your eID password. For more info on OneDrive go to: [OneDrive for School](#)
- [M Drive File Storage](#): The M:drive provides your own secure file storage space on college services. The S:drive is a shared file space that is secured for various classes in our program. Your instructor will notify you if the S:drive is to be utilized.

[CSU Academic Computing and Networking Services](#) also provides numerous resources for students including email services, Office 365, and help with a variety of questions and problems (<https://www.acns.colostate.edu/>).

## **CLINIC AND FIELDWORK TECHNOLOGY**

The CCD program utilizes a HIPAA-compliant Electronic Health Record System (EHRS) for management of client records, scheduling, and communications in the CCD Clinic. Additionally, students are subscribed to an electronic fieldwork management system (Tevera) that assists in management of practicum and fieldwork experiences. Students use Tevera throughout the program to engage in a variety of fieldwork and program tasks and to access their semesterly student reviews completed by faculty. Additionally, upon graduation, CCD alumni are able to continue to use Tevera to track hours towards licensure.

## **TECHNOLOGY SUPPORT**

The College of Health and Human Sciences supports the information and instructional technology infrastructure and services for all faculty, staff, students, and affiliates in the College. The College provides and supports a variety of services for students, including a computing helpdesk, secure file storage, a virtual desktop solution for access to campus resources when off campus, and student computer labs. The College's computing helpdesk supports all associated personnel, hardware, software, and related services and is the first point of contact for college and university-level IT support. The student computer labs provide open and instructional computing space for students with state-of-the-art hardware, software applications, and options for printing. These spaces and technologies are funded by student technology fees.

At a university level, the central IT organization, Academic Computing and Networking Services (ACNS), provides IT services to campus including email, wired and wireless network infrastructure, lecture capture, a learning management system, and Microsoft 365. Additionally, the main campus library houses a Computer Diagnostic Center where students can obtain help with issues such as connecting a computer or mobile device to wi-fi; malware removal, antivirus issues, or software recommendations; resetting one's CSU NetID; laptop tune-ups; removal of bloatware and other unnecessary software; driver and operating system



updates; connecting mobile devices to one's email account; general software support and basic hardware diagnostics.

In addition to University and College-level support, our program's field experience coordinator works closely with the College's IT department to ensure accessibility and usability of all clinic technology for students. This individual also provides training for students on the appropriate and ethical use of the EHRS and the clinical training/fieldwork management software.

### **PROGRAM LISTSERV, WEB PAGE AND BULLETIN BOARDS**

Many important messages regarding the program will be disseminated to CCD students through the program's mailing list. Every student will be subscribed automatically to the CCD listserv upon admission to the program. The default email address for the listserv will be the student's email that is on file with their application. If a student wishes to change or modify the address at which they receive messages, they can do so through their listserv membership options. Any questions or issues with the listserv can be directed to the CCD program chair. CCD Faculty use the mailing list to announce job openings, events, and to convey important information to current students. ***Students must not unsubscribe while they are a student in the program.*** There is also a CCD alumni listserv that students are added to once they complete the program. They may unsubscribe from this listserv at any time, or make updates to their email address.

Students are also made aware of program requirements and curricular changes at the orientation meeting and through the [Counseling and Career Development web page \(www.soe.chhs.colostate.edu/students/masters/ccd/requirements.aspx\)](http://www.soe.chhs.colostate.edu/students/masters/ccd/requirements.aspx). The orientation meeting is typically held the first Saturday of the fall semester. There are also bulletin boards located in the northeast hallway on the 2<sup>nd</sup> floor of the Education Building with current professional development opportunities, CCD news, and pictures of current students and faculty. In addition, faculty announce professional development activities at semester meetings, in classes, and on selected social media accounts.

### **18. FACULTY ENDORSEMENT**

Faculty are bound by ethical professional practices to recommend students only for positions for which they have received adequate preparation. The faculty who endorse the competence of students who successfully complete a specialization in career counseling, clinical mental health counseling, or school counseling are required to be professionally affiliated with a national professional counseling organization.

### **19. JOB SEARCH INFORMATION**

Employment opportunities are disseminated through the program's current student listserv, the alumni listserv, and select social media sites. Information regarding job search and postings may also be disseminated during internship classes.

Additionally, students are highly encouraged to utilize the University's Career Center and the College of Health and Human Sciences Career Services. The CSU Career Center, located in the Lory Student Center provides drop-in and individual appointments; hosts various career fairs, including an education fair, throughout the academic year; and students and alumni can sign up to access CSU's online job posting system (Handshake), as well as access alumni and more through "Career Communities." Additional resources for each specialization are as follows:

### **Career Counselor**

Career Counselor positions in higher education are typically advertised in the Chronicle of Higher Education (available online via [HigherEdJobs.com](http://HigherEdJobs.com)). Community College positions are best located by accessing states boards of community college within the state of interest to locate a list of community colleges. A list of community colleges in Colorado can be found at the [Colorado Community College System website \(www.cccs.edu/colleges\)](http://www.cccs.edu/colleges). Career counselors also find positions within government workforce centers, public employment and training agencies, placement firms, and consulting groups. Federal government positions are found at [USAJobs](http://USAJobs).

### **School Counselor**

School Counselor position advertising methods vary by school district. Information regarding position postings should be accessed through the Colorado Department of Education and through the Colorado School Counselors Association opportunities listings. Rural positions are best located by contacting regional BOCES, or like offices, within each state of interest. Finally, it is important to contact the district where ones wishes to work, and inquire how they advertise their positions. Some states have centralized job listing services. Some districts advertise in the local paper, or have a job line or database.

### **Clinical Mental Health Counselor**

Clinical Mental Health Counseling positions in higher education are typically advertised in the Chronicle of Higher Education (now online via [HigherEdJobs.com](http://HigherEdJobs.com)). Positions within mental health agencies are typically found through online job search engines (such as [Indeed.com](http://Indeed.com) or [IHireMentalHealth.com](http://IHireMentalHealth.com)) and through local government and agency sites.

## **20. UNIVERSITY HONOR CODE**

The Counseling and Career Development Program follows the university honor code and the academic integrity policy of the general catalog as articulated in [section 1.5 in the faculty and administrative manual \(http://facultycouncil.colostate.edu/files/manual/sectioni.htm#I.5.1\)](http://facultycouncil.colostate.edu/files/manual/sectioni.htm#I.5.1). The general catalog outlining policies as well as the student conduct code can be found at [CSU's General Catalog \(http://catalog.colostate.edu/\)](http://catalog.colostate.edu/).

## 21. KEY FACULTY INFORMATION

### Dr. Sharon Anderson

Co-coordinator: Clinical Mental Health Counseling Specialization

Bio & Contact Info: <https://www.chhs.colostate.edu/bio-page/sharon-anderson-2253>

### Dr. Laurie Carlson

Coordinator: School Counseling Specialization

Bio & Contact Info: <https://www.chhs.colostate.edu/bio-page/laurie-carlson-2257>

### Dr. Jessica Gonzalez-Voller

Co-coordinator: Clinical Mental Health Counseling Specialization

Bio & Contact Info: <https://www.chhs.colostate.edu/bio-page/jessica-gonzalez-voller-2269>

### Dr. Jacqueline (Jackie) Peila-Shuster

Coordinator: Counseling and Career Development Program

Coordinator: Career Counseling Specialization

Bio & Contact Info: <https://www.chhs.colostate.edu/bio-page/jackie-peila-shuster-2286>

### Dr. Kody Roper

Coordinator: Fieldwork

Bio & Contact Info: <https://www.chhs.colostate.edu/bio-page/kody-roper-8175>

## 22. OVERVIEW OF STEPS TO THE MA IN COUNSELING & CAREER DEVELOPMENT DEGREE

	What to do	When to do it
<input type="checkbox"/>	Meet with advisor once assigned.	As soon as possible.
<input type="checkbox"/>	Attend orientation & review CCD advising course shell in Canvas.	Typically scheduled for beginning of fall semester. Refer to CCD advising course shell throughout program.
<input type="checkbox"/>	Join at least one appropriate professional counseling association such as ACA, NCDA, ASCA.	By practicum semester. While you are encouraged to join, NCDA does not provide student liability insurance for fieldwork.
<input type="checkbox"/>	Secure counseling liability insurance (Can be done by having student membership with ACA, AMHCA, or ASCA).	Prior to practicum and internship. Only school counseling students can obtain insurance through ASCA. Career counseling students should join ACA. CMHC students should join ACA or AMHCA.
<input type="checkbox"/>	Complete personal group experience (as a group participant).	Prior to end of program. We recommend completing this sooner versus later in the program.
<input type="checkbox"/>	Select graduate committee in consultation with advisor.	By end of second term.
<input type="checkbox"/>	File GS Form 6: Program of Study.	By end of second term.

<input type="checkbox"/>	Compete written comprehensive examination.	Semester of graduation-consult with advisor regarding timeline.
<input type="checkbox"/>	File the GS Form 25: Application for Graduation.	6 <sup>th</sup> week of graduation term (prior to end of 1 <sup>st</sup> week of 8-week summer term). Check Graduate School website for official dates.
<input type="checkbox"/>	If a change in committee, File GS Form 9A: Petition for Change in Committee.	Whenever committee changes. Prior to final oral comprehensive examination.
<input type="checkbox"/>	Set up final oral comprehensive examination date with committee. Notify committee of examination content and procedures 10 days prior to exam date.	Semester of graduation (3-4 weeks prior to oral examination date).
<input type="checkbox"/>	Complete final oral comprehensive examination.	Following oral examination. See <a href="#">CSU Graduate School website for specific deadlines</a> .
<input type="checkbox"/>	File GS Form 24: Report of Final Examination Results and GS 40: Non-Thesis Plan B Master's Requirement	Within two working days after results are known. This process is completed together directly following your oral examination.
<input type="checkbox"/>	If completing thesis option, complete the electronic submission of final thesis manuscript according to procedures outlined through the Graduate School.	See <a href="#">CSU Graduate School website for specific deadlines</a> . <b>Thesis option is no longer available for incoming students starting summer 2022.</b>
<input type="checkbox"/>	Take NCE or NCMHCE (optional and depends on state's licensure requirements) and/or PRAXIS (PRAXIS is only for school counselors and is required).	NCE/NCMHCE is typically taken semester of graduation, but can be taken after. (If NCC application is open through program coordination with NBCC, it stays open for 2 years.) PRAXIS is taken graduate semester or semester before graduation.
<input type="checkbox"/>	Complete advising evaluation and other CCD program exit surveys.	Within two working days after received from Graduate Programs Office and/or CCD Program.
<input type="checkbox"/>	Complete all departmental or CSU requirements (bills, library holds, etc.).	Before graduation.
<input type="checkbox"/>	Participate in Commencement	Fall/Spring only (if graduating in summer, must have successfully completed final oral exam in spring to participate in spring commencement ceremony)
<input type="checkbox"/>	Receive diploma from Office of Admissions and Records.	Mailed 6-8 weeks after graduation term, if all obligations are met.

## **APPENDIX 1- GRADUATE SCHOOL FORMS**

Information regarding commonly required/needed Graduate School forms can be found at the Graduate School Forms website: <https://graduateschool.colostate.edu/forms/>

- GS-6 Program of Study (completed in spring of first year or early fall of second year)
- GS-9A Petition for Committee Member Changes (only completed if change committee member after GS-6 is completed)
- GS-24 Report of Final Examination Results
- GS-25 Application or Reapplication for Graduation (completed early in semester of graduation, or spring semester if graduating in summer and student wants name in commencement program)
- GS-40 Non-Thesis Plan B Master's Requirement

Information regarding occasionally needed School of Education forms can found at the School of Education Forms and Policies website: <https://www.chhs.colostate.edu/soe/programs-and-degrees/advising-and-support/forms-and-policy-documents>

- SOE Form 33A: Petition for Waiver or Substitution of Curriculum Requirements
- SOE Form 40: School of Education Incomplete
- SOE Form 82: Application for Approval of Independent Study

## **APPENDIX 2-COUNSELING STUDENT EVALUATION RUBRIC**

Each area is measured as Meets Criteria, Inconsistently Meet Criteria, Does Not Meet Criteria, No Opportunity to Observe

### **ACADEMIC PERFORMANCE**

#### Course Work

- The student maintains a minimum 3.0 GPA (“A” or “B” in all Program of Study courses).
- The student demonstrates timeliness, attentiveness, and participation in all class meetings, assignments and activities.
- The student’s performance in all individual and group assignments reflects graduate level work.

#### Clinical Skill Development

- The student demonstrates developmentally appropriate clinical skills in work with clients.
- The student demonstrates basic cognitive skills and appropriate affect in response to clients and supervisors.

#### Progress Towards Program Completion

- Student is making appropriate progress in coursework and other program requirements toward degree completion.

### **NON-ACADEMIC PERFORMANCE**

#### Professionalism

- Commitment to academic and clinical responsibilities including: reliable attendance and timeliness; advance preparation for assignments and absences; effective management of appointments and schedule; follow through on tasks; and adherence to standards of physical appearance in the work setting.
- Displays warmth, respect, positive affect, and empathy when interacting with peers, professors, and supervisors. Contributes effectively to groups. Supports the growth of others by providing feedback and encouragement.

#### Ethical Behavior

- Demonstrates a growing awareness of one's own identities, respect for various identities and intersectionality, and responsiveness to ways these identities impact counseling and professional relationships to address and reduce oppression and discrimination.
- Demonstrates honesty, fairness and responsibility in interactions with clients, peers and supervisors. Considers legal and ethical principles in decision-making.
- Avoids ethical violations, legal violations, and unprofessional conduct as a student and as a practicing professional counselor.

### Self-Regulation

- Demonstrates the ability to identify strengths, biases and areas of growth. Responsive to feedback and uses the information to grow as a person and as a professional. Open to new perspectives and demonstrates the ability to flex to changing circumstances and unexpected events.
- Maintains personal and professional wellness, energy and focus by practicing healthy habits, setting boundaries, managing health issues, and seeking professional help when needed.
- Acts professionally when experiencing strong emotions. Uses active listening skills and mutual problem solving to manage conflict situations. Expresses feelings and uses humor that is appropriate to the setting.