

COUNSELING AND CAREER DEVELOPMENT MASTER'S DEGREE PROGRAM HANDBOOK

Career Counseling, Community Counseling, and School Counseling

Colorado State University
College of Applied Human Sciences (CAHS)
School of Education
209 Education
Fort Collins, CO 80523

COUNSELING AND CAREER DEVELOPMENT
MASTER'S DEGREE PROGRAM HANDBOOK

1.	Statement of Philosophy	3
2.	Three Areas of Emphasis	4
3.	Admission Selection Criteria	4
4.	Minimum Program Requirements	5
5.	Written Preliminary Exam, Final Oral Comprehensive Exam, and Thesis Option ...	6
6.	Written and Oral Examination Flow Chart.....	9
7.	Matriculation Requirements.....	10
8.	Financial Assistance (Assistantships, Fellowships, Financial Aid).....	11
9.	Core Classes and Programs of Study	13
10.	Career, Community, and School Areas of Emphasis	14
11.	Professional Associations	15
12.	Insurance	16
13.	Licensure and Certification.....	17
14.	Program Web Page & Bulletin Boards.....	19
15.	Computer Accounts and Program Listserv	19
16.	Policy on Excused Absences and Professional Development	19
17.	Program Flexibility for Individual Differences	20
18.	Availability of Course Syllabi.....	20
19.	Practicum	21
20.	Internship	22
21.	Faculty Endorsement	24
22.	Job Search Info.....	24
23.	Key Faculty Program Information	26
24.	Retention Criteria and Policy.....	28
25.	Master's Degree Checklist.....	31

1. STATEMENT OF PHILOSOPHY

The Counseling and Career Development Program faculty believes professional counselors should understand human development, life span career development, psycho-educational issues and strategies, comprehensive program planning, and ethical practice. Emphasis is on learning, career, and psychological theories; individual, group, and systemic change strategies; and programs that promote growth, wellness, and community building. Students need to be able to recognize abnormal and dysfunctional behavior and be prepared to seek appropriate referrals and/or consultation.

Students are expected to value personal growth, promoting human potential, and community development. Interpersonal communication skills and commitment to professional development should be developed through course work, supervised labs, self-directed reading, experiential learning, and participation in personal growth experiences.

The goal of the Counseling and Career Development Program is to prepare professional counselors following Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards so that graduates are able to help people of all ages develop the self awareness, exploration, decision making, and self-advocacy skills needed to live effective lives within a pluralistic society.

The program goals include:

1. Promote a safe learning environment for all students.
2. Provide counselors in training with high quality and comprehensive instruction to meet the academic qualifications necessary for state licenses and/or national certification.
3. Prepare career, community and school counselors with a common core curriculum and areas of emphasis that permit acquisition of awareness, knowledge and skills to provide setting-specific counseling and developmental programs.

Faculty and Administrative goals include:

1. Continue to expand efforts to use career, community and school settings as learning laboratories to facilitate student learning and research.
2. Continue to expand opportunities for practicum, internship, and field-based experiences.
3. Continue to conduct high quality outreach programs, training and research related to issues which improve personal skill development, and developmental programs within organizations and partner schools.
4. Encourage applicants from various backgrounds to enhance the diversity of the student body and instructional staff.
5. Promote greater personal exploration and social justice/activism.
6. Encourage greater use of technology by students in the instructional process.

2. THREE AREAS OF EMPHASIS

Students completing the Counseling and Career Development Program (Master of Education and Human Resource Studies) are expected to concentrate their efforts in one of the following professional areas: career counseling, community counseling, and school counseling.

Career Counseling emphasizes the training of counselors to serve youth and adults in a variety of settings to facilitate self knowledge and competencies in education and occupational exploration, career decision-making, career transition, and self-advocacy.

Community Counseling emphasizes training of counselors to serve children, adolescents, and adults in community-based agency settings and private practice, where psycho-education and lifelong learning are principal components in delivering services.

School Counseling emphasizes training of counselors to serve children and adolescents in schools and youth agencies.

It is expected that students graduating with an M.Ed. in Education and Human Resource Studies in Counseling and Career Development will obtain positions as counselors in school, postsecondary, or community/career based agencies, and sit for the state licensing exams and national certification examinations.

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 above degree/specializations may be modified by the faculty at any time in order to improve quality.

3. 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 experience as evidenced by application materials and personal interview.

The university 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 the student if there is strong evidence that the student will successfully complete the degree program. Evidence might include GRE scores and/or previous record of successful graduate work. In this case, the university may

waive its 3.0 minimum. The Graduate School makes the final admissions decision. The GRE is not required for admission.

The Counseling and Career Development Program admission criteria include:

- input from regular, adjunct, and affiliate 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 phone or in-person interview);
- applicant's aptitude for graduate study (as evidenced by undergraduate GPA, transcripts, 3 letters of recommendation);
- 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 he or she could work with people in a counseling setting; applicant's openness to self-examination and personal and professional self-development; and
- applicant match with current faculty resources.

Meeting the minimum University or Program criteria does not entitle the applicant to admission, but insures consideration of the applicant. Admission to the program is competitive. Over the past five years, there have been an average of 50 applicants per year for the three areas of emphasis within the Counseling and Career Development Program, with an average of 22 applicants (or 44%) being admitted.

4. 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 the American Counseling Association, <http://www.counseling.org> and/or the American School Counselor Association (ASCA) www.schoolcounselor.org, and/or the National Career Development Association (NCDA) www.ncda.org
- Purchase liability insurance prior to practicum and internship
- Participate in ten (10) hours as a member of a personal growth group (required as part of ED651 Group Counseling, led by someone other than the course instructor)
- Successfully complete all course work (including practicum and internship)
- Successfully complete Written Preliminary Examination
- Successfully complete Final Oral Comprehensive Exam

5. WRITTEN PRELIMINARY EXAM, FINAL ORAL COMPREHENSIVE EXAM, AND THESIS OPTION

Competence in the Counseling and Career Development Program is measured by:

- Successful completion of coursework
- Successful practica and internship experiences
- Passing a written preliminary exam
- Passing a final oral comprehensive exam

WRITTEN PRELIMINARY EXAM

A written preliminary exam will be taken by all students after completion of the CACREP core courses and the semester prior to your oral examination. The oral exam is typically taken the semester of graduation. Students will be given the opportunity to register for one common exam administration during the appropriate semester. Administration dates each semester will be disseminated to all CCD students through the CCD listserv (see Section 14). Students are required to contact their advisors concerning in which administration they plan to participate.

The examination will include multiple choice questions and will cover the eight content areas as required by CACREP standards. An overall score of 70% is required to pass. Remediation will be required in those content areas that fall below the 70% minimum. After consulting with your advisor, you may notify the Program Chair that you wish to sign up for the exam. Within two weeks after the preliminary examination, students will be notified by their advisor of their overall score and, if necessary, of any areas needing remediation. Students who do not receive a passing score should meet with their adviser 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 examination can be scheduled. If unsuccessful, additional course work will be necessary and the preliminary examination will need to be retaken. (See flow chart.)

1. Human Growth and Development

- EDCO 500 Career and Employment Concepts
- EDCO 660 Career Development Counseling
- EDCO 625 Foundations of Counseling

2. Social and Cultural Foundations

- EDCO 551 Multicultural and Special Populations
- EDCO 625 Foundations of Counseling

3. Helping Relationships

Individual

- EDCO 650 Individual Guidance and Counseling
- EDCO 686 Practicum, Guidance and Counseling
- EDCO 693 Seminar: Mental Health Issues

Consultation

- EDCO 550 Orientation to Professional School Counseling
- EDCO 552 School Counseling Program Delivery and Evaluation
- EDCO 625 Foundations of Counseling

4. Group Work

- EDCO 651 Group Guidance and Counseling
- EDCO 686D Practicum, Guidance and Counseling

5. Career Development

- EDCO 500 Career and Employment Concepts
- EDCO 660 Career Development Counseling
- EDCO 696 Group Study: Career Institute

6. Appraisal

- EDCO 656 Tests and Assessment
- EDCO 693 Seminar: Mental Health Issues

7. Research and Program Evaluation

- EDRM 600 Introduction to Research Methods

8. Professional Orientation

- EDCO 500 Career and Employment Concepts
- EDCO 660 Career Development Counseling
- EDCO 693 Seminar - Mental Health Issues
- EDCO 652 Ethical and Legal Issues in Counseling
- EDCO 625 Foundations of Counseling

To prepare for the preliminary written examination you should review the core courses that comprise a major part of your graduate program. The program has brochures on preparation materials for the NBCC and the PLACE Examination.

FINAL ORAL COMPREHENSIVE EXAM

The final oral comprehensive exam will need to be successfully completed no later than the 10th week of the semester (3rd week of the Summer term) in which the student intends to graduate. The oral exam will consist of the student setting a 1.5 hour meeting time with his/her committee in order to respond orally to questions presented by the committee members. The questions will relate to the student's written exam, field experiences, as well as an integration and synthesis of the student's program content and experiences with future professional goals. The oral exam is meant to be a culminating experience for the student and the committee. Members of the committee will vote on the success or failure of the candidate for the oral exam. Upon successful completion of the oral exam, the committee will need to sign the GS-24 form which the student then submits to the Graduate School within two working days after the results are known, and no later than published deadline dates for graduation during that semester. The oral comprehensive exam may be taken no more than two times and cannot be taken twice in one semester.

THESIS OPTION

For interested students, particularly those planning doctoral work in the future, a thesis option is recommended in addition to the written comprehensive exam. Please discuss this option with your adviser early on in your program. Students choosing to do a thesis will need to add 3 credits of ED 699 to their GS-6 in addition to the regular program requirements. For those students choosing a thesis option, the oral comprehensive exam will be a defense of the thesis.

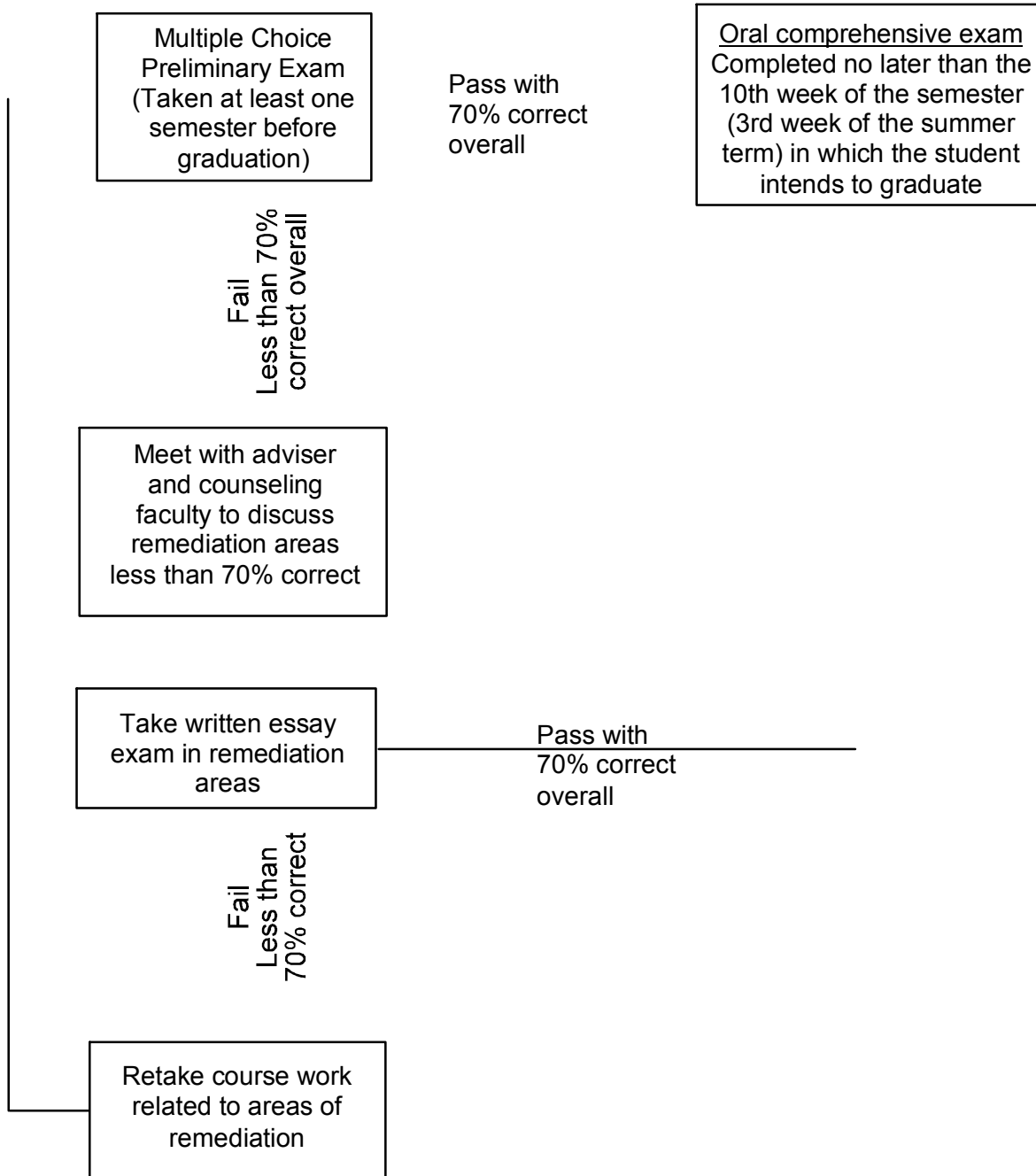
ACCOMMODATION

The faculty is committed to providing necessary accommodations for documented student needs during their program. Please speak with your adviser concerning special needs for which you request 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 Office of Resources for Disabled Students (ORDS). You may call for an appointment at: 491-6385 or stop in at 100 General Services Building. After meeting with ORDS staff, and based on their recommendations, students are encouraged to meet with their instructors to discuss their needs.

6. WRITTEN AND ORAL EXAMINATION FLOW CHART

Start Here



7. MATRICULATION REQUIREMENTS

For those with a GPA below 3.0, GRE scores are highly recommended.

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 in the column entitled notification date.

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

- February 15 Application deadline for the Fall cohort
- April 15 Notification of students accepted into the Fall cohort

To maximize opportunities for assistantships and fellowships, applications should be submitted as soon as possible. (See Section 8. Financial Assistance.)

PROCEDURES FOR APPLYING TO THE COUNSELING AND CAREER DEVELOPMENT PROGRAM

The following materials should be submitted directly to the Director of Graduate Programs:

1. A complete School of Education application form. Follow directions on the School of Education website under Admissions Information which is found on the website: <http://soe.cahs.colostate.edu/Graduate/Admissions/>
2. A complete Counseling and Career Development application form (this includes the finger printing process).
3. Two official transcripts of all college or university credits attempted.
4. A completed Graduate School application, **GS Form 1**, and application fee. Please see instruction sheet for graduate application for U.S. students. Foreign student applicants should complete a GS Form F1 and GS Form 3F, and submit the application fee. The GS Form 1 is available on line.

Important: No application will be considered until all of the above materials are on file.

After the completed application is received, Counseling and Career Development faculty will review the application and, if the applicant meets the competitive criteria, invite the applicant for an interview. Following the interview, the faculty will either recommend admission, or denial to the Director of the Graduate Program. The CCD program will notify each applicant of the school's recommendation to the Graduate School.

At this time the applicant will also be informed of an adviser assignment and the fall admission date that the school has recommended to the Graduate School.

The Graduate School will inform the applicant if s/he has been granted official admission and the date that s/he will be admitted.

Materials should be sent to: Director of Graduate Programs, School of Education, Colorado State University, Fort Collins, CO 80523. Phone: (970) 491-1963. FAX: (970) 491-1317.

8. FINANCIAL ASSISTANCE (ASSISTANTSHIPS, FELLOWSHIPS, FINANCIAL AID)

Assistantships are available through sources in almost every department on campus. Although there are a fewer number of assistantships to the number of graduate students, persistence pays off at Colorado State University. In the School of Education, three primary assistantship sources are worth exploring: assistantships within the School of Education, Student Affairs assistantships, and University Counseling Center assistantships.

ASSISTANTSHIP/FELLOWSHIP APPLICATION - SCHOOL OF EDUCATION

There are a limited number of teaching, research, and grant-related assistantships available through the School of Education. Positions are typically half-time, and carry a full in-state tuition waiver. The number and type of positions varies from year to year, based on current faculty grants, and on applicant experience and qualifications. There is no permanent list of assistantships available. The best way to uncover sources of funding is through extensive informational interviewing. Students might first talk with their advisers, the faculty members within the Counseling and Career Development Program, and the Director of Graduate Programs. Because grants may be funded at any time during the year, it is wise to maintain on-going contact with faculty regarding potential new assistantships.

Applications for these assistantships and funded fellowships are included as part of the School of Education departmental application. To be eligible for a teaching assistantship, research assistantship, or special project assistantship from the School of Education, students must be admitted to a graduate program and enrolled as a full-time student (9 credits or more). To maximize opportunities for financial awards, degree applications must be received no later than March 15. Accompanying this application, please submit Form SOE-23 (the Graduate Assistantship /Fellowship Application) and a current vita or resume, as well as the Form GS4B with the pink copy of the GS Form 1 application for admission. Forms may be obtained from the

- Graduate Programs Office, 111 Education or at
- <http://www.soe.cahs.colostate.edu/Graduate/Forms/>

Awards are usually made during April or May of spring semester for the following 9-1/2 month academic year. Decisions on awards will not be made unless the application is complete, including GRE scores.

ASSISTANTSHIP APPLICATIONS - STUDENT AFFAIRS ASSISTANTSHIPS

A separate application is necessary for Student Affairs assistantships. 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. Appointments are generally 9.5 or 12-month appointments, beginning each academic year, and require approximately 20-30 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 packet of assistantship descriptions for positions available the following year. This packet is available in mid-November. The packet contains application information, application form, an assistantship preference ranking, and instructions on other materials to prepare, such as a statement of interest and qualifications for each position desired, as well as a resume. Interested students should contact the Office of Housing and Food Services, 120 Palmer Center, 1005 W. Laurel, Fort Collins, CO 80523 (Phone: 970-491-4731). Or students can call 970-491-SAHE (7243), 8 am. - 4:30 p.m. MST. Applications are typically due the first week of February (see packet for exact details).

Assistantship applications are reviewed by the assistantship supervisors, and final candidates are interviewed in person whenever possible. Criteria for selection of assistantships includes professional and academic goals, objectives, and abilities in basic skill areas. Management, supervision, counseling experience, creative programming, leadership development, motivation and communication, and demonstrated ability reflected by past experience will be considered. Position award announcements are made in 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 under a separate application procedure.

UNIVERSITY COUNSELING CENTER ASSISTANTSHIPS

A separate application is necessary for University Counseling Center assistantships. Each year the University Counseling Center releases notices for assistantships available the following academic year. Position notices are sent to the School of Education Graduate Programs Office, 111 Education, as well as all psychology faculty in January/February. These positions notices become available starting the last Friday in January at the University Testing Center, Clark C-wing Basement, Room C81, Fort Collins, CO 80523 (Phone 970-491-6498).

Although any registered student can apply, some positions require special skills and/or are reserved for graduate students specializing in psychology and other related areas of study (e.g. education, social work, human development, SAHE). GSAs for the Learning Disabilities Program, Study Skills Program, Stress Management and Biofeedback Program, and Outcomes research at the Provost's office are open to School of Education students.

Applications are received up until the Friday before Spring Break, and must include a letter of interest for *all* positions applied for, a sheet ranking preferences of assistantships (contact the University Testing Center for forms), and a current resume or vita.

UNIVERSITY GRADUATE FELLOWSHIP AWARDS (UGFA)

A limited number of University Graduate Fellowship Awards are awarded annually. This is a non-service award for current, regular graduate students in a degree program or full admission to Graduate School for next fall. Awards are based upon established or potential scholarly performance, contribution to any of the goals of the University Strategic Plan, and strong recommendations. Fellowship awards include a 9-month stipend of \$5,000 plus a \$1,000 tuition waiver. Nominations are due in March.

FINANCIAL AID ASSISTANCE

The School of Education application is not an application for loans, work study positions or grants based on financial need. If you are 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.

9. CORE CLASSES AND PROGRAMS OF STUDY

Core (37)

EDCO 500	(3)	Career and Employment Concepts
EDCO 551	(3)	Multicultural & Special Populations
EDCO 600	(3)	Introduction to Research
EDCO 625	(3)	Foundations of Counseling
EDCO 652	(3)	Ethical and Legal Issues in Counseling
EDCO 650	(3)	Individual Counseling & Guidance
EDCO 651	(3)	Group Counseling & Guidance
EDCO 656	(3)	Tests and Assessment
EDCO 660	(3)	Career Development Counseling
EDCO 686	(4)	Practicum
EDCO 693	(3)	Seminar - Mental Health Issues in Counseling
EDCO 696	(3)	Group study: Career Development Institute

Fifth, students with a disability that may interfere with learning in a class are encouraged to discuss this situation with their instructor to develop a plan for maximizing performance utilizing services provided by the Resources for Disabled Students (116A Student Services, 491-6385).

10. CAREER, COMMUNITY, AND SCHOOL AREAS OF EMPHASIS

School Counseling (15)

EDCO 550	(3)	Orientation to Professional School Counseling
EDCO 552	(3)	School Counseling Program Delivery and Evaluation
Elective	(3)	
EDCO 687	(6)	Internship

Career Development (15)

EDCO 687	(6)	Internship
EDCO 692	(3)	Seminar: Brief Counseling
Any two courses (6 credits) from these SOE Programs:		
<ul style="list-style-type: none"> • Counseling and Career Development • Organizational Performance and Change • Community College Leadership 		

Community Counseling (15)

EDCO 687	(6)	Internship
	(9)	Any three courses (6) from these SOE programs:
<ul style="list-style-type: none"> • Counseling and Career Development • Organizational Performance and Change (as an overview class) • Community College Leadership • Elective courses may also be taken in Psychology, Social Work, HDFS, Anthropology and other related disciplines. 		

Note: EDCO 625 and EDCO 650 must be taken together during the first fall semester.
 EDCO 625 and EDCO 650 are prerequisite to EDCO 651 and EDCO 686D.
 EDCO 652 is a prerequisite to EDCO 686 (or can be taken concurrently).
 EDCO 686 is prerequisite to EDCO 687.
 EDCO 500 is prerequisite to EDCO 660.

SUGGESTED CORE COURSE SEQUENCE:

	Fall	Spring	Summer
1st Year	EDCO 625 EDCO 650 EDCO 652 EDCO 500	EDCO 651 EDCO 686 EDCO 660	EDCO 696 EDCO 693DV
2nd Year	EDCO 600 EDCO 551	EDCO 656 EDCO 687	

Note that EDCO 600 and EDCO 551 are typically offered in the summer so you could take these courses in the summer as well. Courses related to your specific track can be taken any semester (in which they are offered) with the exception of internship (EDCO 687). These credits must be taken after successful completion of practicum. It is also expected that students take EDCO 500 prior to EDCO 660 and school counseling students take EDCO 550 prior to EDCO 552.

11. PROFESSIONAL ASSOCIATIONS

Students in the Counseling and Career Development Masters Program are required to join the American Counseling Association (ACA), the American School Counselor Association (ASCA), or the National Career Development Association (NCDA) the second semester of enrollment and prior to practicum experience. As a student member, the student receives the *Journal of Counseling and Development*, *Professional School Counseling*, or *Career Development Quarterly*. Information and membership applications can be found on the Counseling and Career Development Bulletin Boards. Students enrolled at least half-time in a counseling-related graduate program are eligible for student member dues. Sign up for these at:

- American Counseling Association (ACA) www.counseling.org
- the American School Counselor Association (ASCA) <http://schoolcounselor.org>
- National Career Development Association (NCDA) <http://ncda.org>

ACA divisions directly related to the three specializations (Career, School, Community) are:

- National Career Development Association (NCDA)
 - ◇ (*Career Development Quarterly Journal, NCDA newsletter, Career Development*)
- American School Counselor Association (ASCA)
 - ◇ (*The School Counselor, Elementary School Guidance and Counseling, ASCA newsletter, The ASCA Counselor*)
- American Mental Health Counselors Association (AMHCA)
 - ◇ (*Journal of Mental Health Counseling, AMHCA newsletter, AMHCA Advocate*)

Other ACA divisions include:

- Association for Assessment in Counseling (AAC)
 - ◇ (*Measurement and Evaluation in Counseling and Development, AAC Newsletter, AAC Newsnotes*)
- Association for Adult Development and Aging (AADA)
 - ◇ (*AADA newsletter, Adultspan*)
- American College Counseling Association (ACCA)
 - ◇ (*ACCA newsletter, VISIONS*)
- Association for Counselor Education and Supervision (ACES)
 - ◇ (*Counselor Education and Supervision, ACES newsletter, ACES Spectrum*)

- Association for Creativity in Counseling (ACC)
 - ◊ *(Journal of Creativity in Mental Health)*
- Association for Counselors and Educators in Government (ACEG)
 - ◊ *(ACEG newsletter)*
- Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC)
 - ◊ *(Journal of LGBT Issues in Counseling)*
- Association for Humanistic Education and Development (AHEAD)
 - ◊ *(Journal of Humanistic Education and Development, AHEAD newsletter, InfoChange)*
- Association for Multicultural Counseling and Development (AMCD)
 - ◊ *(Journal of Multicultural Counseling and Development, AMCD newsletter)*
- American Rehabilitation Counseling Association (ARCA)
 - ◊ *(Rehabilitation Counseling Bulletin, ARCA newsletter, The ARCA News)*
- Association for Spiritual, Ethical, and Religious Value Issues in Counseling (ASERVIC)
 - ◊ *(Counseling and Values, ASERVIC newsletter, ASERVIC Interaction)*
- Association for Specialists in Group Work (ASGW)
 - ◊ *(Journal for Specialists in Group Work, ASGW newsletter, TOGETHER)*
- Counselors for Social Justice (CSJ)
 - ◊ *(Journal for Social Action in Counseling and Psychology)*
- International Association of Addictions and Offender Counselors (IAAOC)
 - ◊ *(Journal of Addictions and Offender Counseling, IAAOC newsletter)*
- International Association of Marriage and Family Counselors (IAMFC)
 - ◊ *(The Family Journal: Counseling and Therapy for Couples and Families, IAMFC newsletter)*
- National Employment Counseling Association (NECA)
 - ◊ *(Journal of Employment Counseling, NECA newsletter)*

12. INSURANCE

LIABILITY INSURANCE

Students are required to purchase liability insurance for counseling practicum and internship. As proof of purchase, students are required to provide a copy of their insurance policy and sign a

statement that they have purchased liability insurance. There are several options of sources for this insurance which students can investigate. The American Counseling Association offers liability insurance for student members and professional members (see phone and fax numbers listed under professional association). For students doing practica in the schools, free liability insurance is included in the American School Counselor Association membership fee.

ACCIDENT INSURANCE

Students must be concurrently registered for the internship class EDCO 687 while doing their internships to receive accident insurance through the university. In this case, the internship site is considered an extension of the university classroom. Students who perform their internships when the internship class is not offered are not covered by insurance.

13. 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 on following page).

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 seek 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.

The following is a summary of certification and licensure options for students receiving degrees in Counseling and Career Development:

<i>CSU Specialization</i>	<i>Type of Certification/Licensure</i>	<i>Sponsoring Organization</i>
School Counseling	• National Certified Counselor (NCC)	National Board for Certified Counselors
	• National Certified School Counselor (NCSC)	National Board for Certified Counselors
	• NBPTS National Certification for School Counselors	National Board for Professional Teaching Standards
	• B-23 School Counselor Endorsement *	Colorado Department of Education
	• Licensed Professional Counselor (LPC)***	State of Colorado
Career Counseling	• National Certified Counselor (NCC)	National Board for Certified Counselors
	• Master Career Counselor (MCC)	National Career Development Assoc.
	• Master Career Development Professional (MCDP)	National Career Development Assoc.
	• Licensed Professional Counselor (LPC)**	State of Colorado
Community Counseling	• National Certified Counselor (NCC)	National Board for Certified Counselors
	• Licensed Professional Counselor (LPC) **	State of Colorado

* If you have questions, contact Laurie.Carlson@colostate.edu

** For more information, contact the LPC Board, 1560 Broadway, Suite 1340, Denver, CO 80202, (303) 894-7766.

*** Optional licensure.

To become a licensed school counselor in Colorado, a candidate must obtain a master's degree in school counseling from one of the following:

1. CACREP accredited school counseling program (coursework should include the school counseling specialty standards) and pass the PLACE exam administered by the Colorado Department of Education, or
2. obtain coursework in the eight CACREP common-core curricular areas and the school counseling specialty standards, and pass the PLACE exam administered by the Colorado Department of Education.

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

1. complete 50% of the internship experience in an elementary/middle school setting and 50% of the internship experience in a secondary setting, or
2. complete 100% of the internship experience in a K-12 setting.

14. PROGRAM WEB PAGE & BULLETIN BOARDS

Students are made aware of available extracurricular professional development activities at the orientation meeting and through postings on the programs web page at <http://ccd.colostate.edu/> There are bulletin boards associated with the three emphasis areas located in the adviser hallway on the 2nd floor of the Education Building. In addition, faculty announce professional development activities at semester meetings and in classes.

15. COMPUTER ACCOUNTS AND PROGRAM LISTSERV

Each fee-paying student has free access to a student account (and thus the INTERNET and the WORLD WIDE WEB). For more details, go to <http://www.acns.colostate.edu/>. In addition, all CSU students are required to get an EID. New students will be assigned them when they enter the program, but existing students must go to <http://eid.colostate.edu/> to complete the process. Computer access enables students to use e-mail to communicate with each other and the faculty, as well as with potential employers and job posting services when doing their professional job search.

Many important messages regarding the program will be disseminated to CCD students through the “CCDProgram” listserv. It is very important that all CCD students subscribe to the listserv by accessing the “on-campus students” link on the program web page at <http://ccd.colostate.edu> A listserv is an electronic mail tool that disseminates information to the personal e-mail accounts of a number of individuals at one time. Anyone subscribed to the list can reply to, forward, or compose messages to the entire list.

Once students matriculate, they can sign up for a computer account (that enables the student to use e-mail and Internet). For more details, contact <http://www.acns.colostate.edu/>. Registration forms (found at the back of this handbook) are available in Room 22 Weber Building (in the Software Cellar), the proper signature from the department chair must be obtained, and the completed application is sent to the Consulting Office, 225 Weber Building, or the CTSS Lab, 221 Weber Building, or the ACNS Account Manager, Academic Computing and Networking Services, 6 FL South USC. The account is generally opened in 48 hours.

16. POLICY ON EXCUSED ABSENCES AND PROFESSIONAL DEVELOPMENT

Students have the opportunity and are encouraged to participate in activities that contribute to personal and professional development. Some examples include conventions, conferences, workshops, seminars, and colloquia sponsored by professional associations, institutions, and other organizations. Students may receive excused absences from Counseling and Career Development Program classes by meeting with the instructor before anticipated absences and arranging to complete class assignments and/or additional coursework in a designated time frame.

17. PROGRAM FLEXIBILITY FOR INDIVIDUAL DIFFERENCES

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

1. Students who have difficulty in successfully demonstrating counseling skills in practica 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 who have previously completed equivalent courses from other accredited institutions have the option of transferring up to 9 semester graduate level credits from another institution towards their degree; time limits may apply. Credits earned toward another degree will not be counted. Guest students may take only 9 semester graduate level credits. A minimum of 24 credits must be earned at Colorado State University, 21 of which must be earned after admission to the Graduate School. Since performance in EDCO 650: Individual Guidance and Counseling, EDCO 686: Practicum—Guidance & Counseling, and EDCO 687: Internship—Guidance & Counseling are used as key indicators of skills development, students are required to complete these courses at Colorado State University.
3. Third, students have the option of exploring topics related to their needs and goals by completing an Independent Study (EDCO 695).
4. Fourth, 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.
5. Fifth, students with a disability that may interfere with learning in a class are encouraged to discuss this situation with their instructor to develop a plan for maximizing performance utilizing services provided by the Resources for Disabled Students (100 General Services, 970.491-6385).

18. 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 displayed on the bulletin boards across from adviser offices.

19. 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 practica focus primarily upon the development of individual and group counseling skills. It should be noted that all students take their practicum experience as laboratory experience (EDCO 686). Clinical practicum experience provides opportunities for students to counsel clients representative of the ethnic, lifestyle, and demographic diversity of Colorado State University and Fort Collins communities. Because outside clients are seen as part of the practicum, students are required to have professional liability insurance prior to participation in practicum experience (see Section 12. Insurance). The practicum manual is on-line at <http://ccd.colostate.edu>

PRACTICUM CONTENT:

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

1. a minimum of 40 hours of direct service with clients, so that experience can be gained in individual and group interactions (at least $\frac{1}{4}$ of these hours are completed in group work, through school, career development, or community sites);
2. a minimum of one hour per week of individual supervision (using audiotape, videotape, 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; and
3. a minimum of 1.5 hours per week of group supervision with other students in similar practica 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 the completion of the practicum. 5. The practicum experience is a tutorial form of instruction. Therefore, the individual supervision ratio of 5 students to 1 supervisor is considered maximum.

QUALITY SUPERVISION:

Each person who provides on-campus individual and/or group practicum supervision has a doctoral degree from a program in counselor education, a closely related field, or is advanced graduate student, with relevant professional experience and demonstrated competence in counseling and human development at levels appropriate for the students supervised.

Advanced graduate students, serving as individual and/or group practicum supervisors, have completed practicum and internship experiences equivalent to those within the entry-level

program, have completed or are receiving training in counseling supervision, and are themselves supervised by program faculty with a faculty/student ratio of 1:5.

Students formally evaluate their supervisors at the conclusion of their practicum experience.

MEMO FOR SCHOOL SITE SUPERVISORS:

TO: Site supervisors
FROM: Laurie Carlson, Practicum Instructor
RE: Practicum Experiences

Thank you for your willingness to have a practicum student work with you and your students. To help us meet the required experiences for practicum, please note the following types of opportunities that will be important for students to have or experience at your site:

- 15-30 hours of recorded individual counseling (e.g., personal, academic, and/or career concerns)
- 10 hours group counseling (facilitating or co-facilitating a group; classroom guidance is accepted)

20. INTERNSHIP

The purpose of the internship is to allow counseling students to apply basic knowledge, skills, and professional values to actual practice settings specific to their emphasis in the community. 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. Some internship sites require this of interns and the program sees this as an important part of professional development. The internship manual is on-line at <http://ccd.colostate.edu>

INTERNSHIP CONTENT:

Students complete a supervised internship (EDCO 687) of 600 clock hours. Successful completion of practicum (EDCO 686) is a prerequisite. Students wishing to take a dual emphasis are expected to complete the following number of clock hours and credit hours:

Dual track

- Career and Community dual emphasis 1200 hours (600 per track)
- School and Career dual emphasis 1200 hours (600 per track)
- Community and School dual emphasis 1200 hours (600 per track)

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 on-site supervisor
3. a minimum of 1.5 hours per week of **group supervision** 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 **videotape recording of counselor-client interactions** for use in 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 the professional research and theory literature
7. a mid-term and final **formal evaluation** of the student's performance during the internship by the program faculty member in concert with the site supervisor.

QUALITY SUPERVISION

A site supervisor meets the following 3 criteria:

1. a minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or licenses;
2. a minimum of 2 years of pertinent professional experience; and
3. knowledge of the program's expectations, requirements, and evaluation procedures for students.

Each faculty member who provides on-campus internship supervision has a doctoral degree from a program in counselor education or a closely related field, relevant professional experience, and demonstrated competence in counseling and human development at levels appropriate for the students supervised.

Group supervision seminars for internship do not exceed 10 students. Students formally evaluate their supervisors at the conclusion of their internship experience.

ESTABLISHING AN INTERNSHIP/SITE/RELATIONSHIP

Students may choose to complete their 600 hours of internships (for a particular track) at no more than 2 sites 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.

21. 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 school counseling, career counseling, or community counseling are required to be professionally affiliated with a national professional counseling organization.

22. JOB SEARCH INFO

Community Counseling agencies can typically be located by perusing the Larimer County Human Services Directory, or similar directories for other geographical locations. Compiled by regional United Way offices, this can be a helpful way to identify agencies for both internships and permanent employment. Open positions are typically advertised in local newspaper job sections. Graduates may find it helpful to volunteer their time in order to gain experience with their target population and experience within particular organizations.

Career Counselor positions in higher education are typically advertised in the Chronicle of Higher Education (available in most library periodical rooms, the CSU Career Center, and now on-line on the Internet) and the Colorado Placement Council Spotlight. Community College positions are best located by contacting the State Board for Community Colleges, or like agency, within each state of interest. Career counselors also find positions within public employment and training agencies, placement firms, and consulting groups.

School Counselor position advertising methods vary by school district. There are two methods of job search that are highly recommended for master's degree students and alumni of CSU's Counseling and Career Development Program School Counseling Emphasis. Rural positions are best located by contacting regional BOCES, or like offices, within each state of interest.

In addition, contact the Career Center, 105 Ammons Hall for more assistance:

- a. The Career Center keeps a file cabinet of school district information from all over the country, for student research purposes.
- b. Students and alumni can sign up to access CSU's jobs hotline, which includes listings of school positions.

- c. Students can sign up to attend the annual education fair, which is held the second Tuesday and Wednesday in April.
- d. Students and alumni can use the resume referral service, by maintaining a credential file in the Career Center. Files are purged every September, so it is necessary to update/renew your file annually.

Finally, contact the district where you wish 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.

23. KEY FACULTY PROGRAM INFORMATION

Dr. Sharon Anderson

Chair: Community Counseling Specialization
Counseling and Career Development Program
School of Education
111 Education Building
Colorado State University
Fort Collins, CO 80523
Phone (970) 491-6861
E-mail: Sharon.Anderson@colostate.edu
Education: Ph.D., University of Denver
Research interests/teaching areas: ethics, clinical issues, diversity, practicum and internships

Dr. Laurie Carlson

Chair: School Counseling Specialization
Counseling and Career Development Program
School of Education
226 Education Building
Colorado State University
Fort Collins, CO 80523
Phone (970) 491-6826
E-mail: Laurie.Carlson@colostate.edu
Education: Ph.D., University of Arkansas
Research interests/teaching areas: school counseling, tests and assessments, practicum, internship, LGBT issues

Dr. Rich Feller

Chair: Career Counseling Specialization
Counseling and Career Development Program
School of Education
222 Education Building
Colorado State University
Fort Collins, CO 80523
Phone (970) 491-6879
E-mail: feller@cahs.colostate.edu
Education: Ph.D., Colorado State University
Research interests/teaching areas: counseling, career development, workforce development issues, personal and organizational performance and change

Dr. Nathalie (Nat) Kees

Counseling and Career Development Program

School of Education

224 Education Building

Colorado State University

Fort Collins, CO 80523

Phone (970) 491-6720

E-mail: kees@cahs.colostate.edu

Education: Ed.D., West Virginia University

Research interests/teaching areas: individual and group counseling, wellness, women's issues, spirituality

Dr. John Littrell

Program Chair, Counseling and Career Development Program

School of Education

225 Education Building

Colorado State University

Fort Collins, CO 80523

Phone (970) 491-5160

E-mail: John.Littrell@colostate.edu

Education: Ed.D., Indiana University

Research interests/teaching areas: solution-focused counseling, brief counseling, practicum, supervision, metaphor

24. RETENTION CRITERIA AND POLICY

PROGRAM OBJECTIVES

Graduate students in the Counseling and Career Development Program can expect to gain knowledge, develop skills, and become aware of the major theories, foundations and current issues in career development, community or school counseling. The following curriculum areas provide an outline of program goals:

1. human growth and development
2. social and cultural foundations
3. helping relationship
4. group dynamics
5. career development
6. individual appraisal
7. research & evaluation
8. professional orientation

REVIEW OF STUDENT PROGRESS AND RETENTION

Continuation and Review Criteria

A committee of faculty members makes decisions concerning continuation of students in the program based upon established criteria such as:

- Demonstrated effectiveness in developing interpersonal relationships in individual and group contacts
- Demonstrated aptitude for counseling and related human development responsibilities
- Demonstrated commitment to a career in counseling and career development
- Demonstrated potential for establishing facilitative relationships with people at different levels of development and with various needs and problems
- Demonstrated openness to self examination and personal and professional self-development

Review and Retention

Policy

1. A continuing evaluation through systematic review is made as students progress through the program. A student's progress shall be evaluated on the basis of grade point average, faculty observations of academic performance, and progress in the didactic, lab, and field experiences.

2. In situations where evaluations of a student indicate inadequate academic progress or unprofessional/unethical behavior, the faculty will pursue appropriate review and dismissal procedures.

Types of Review

1. **Semester Review:** During the fall and spring semesters, every student is reviewed by faculty for academic progress and personal and interpersonal growth related to professional development. This review takes place between the 12th and 16th week of the fall and spring semester.
2. **Full Review:** A full review may be requested by a faculty member (or student) when there is sufficient concern about the student's academic performance and continuation in the program. Such a request can be made at any time but ordinarily the review will be completed in conjunction with the annual review. The faculty will carefully and deliberately review the academic areas of concern and identify deficiencies and strengths. Faculty concerns and recommendations, plus any conditions for continuing in the program, will be communicated orally and in writing to the student, with one copy to be placed in the student's file in the Graduate Programs Office in the School of Education.
3. **Retention Conference:** Within two weeks of the Full Review, the student's adviser is expected to hold a Retention Conference with the student and at least one other faculty member. The conference is to review the findings of the Full Review and discuss opportunities to address the areas of academic concern and correct academic deficiencies. Before any final recommendations for remediation and correction are made, the student's own plan for improvement will be given consideration.

Academic Dismissal

In the unusual case where academic progress is not satisfactory after remediation, 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 might consider the potential role of the University Ombudsperson at this time.
2. A recommendation will be made to the School of Education Graduate Committee by the full faculty of the program area only after the student has an opportunity to respond to faculty concerns.
3. The School of Education Graduate 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 the Graduate Committee 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. Information regarding grievance procedures will be made available to the student at this time.

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 booklet developed by the Division of Student Affairs.

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 his or her 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 are presented on page 36 of the university's general catalog.

25. MASTER'S DEGREE CHECKLIST

What To Do	When To Do It
<input type="checkbox"/> 1. Meet with adviser once assigned	As soon as possible.
<input type="checkbox"/> 2. Join American Counseling Assoc. and/or American School Counselor Assoc. and/or National Career Development Assoc.	As soon as possible.
<input type="checkbox"/> 3. Purchase counseling liability insurance	Prior to practicum and internship
<input type="checkbox"/> 4. Select graduate committee in consultation with your adviser	Before end of second term (earlier if possible).
<input type="checkbox"/> 5. File GS Form 6: Program of Study	Before end of second term (earlier if possible).
<input type="checkbox"/> 6. Written comprehensive exam	Semester prior to graduation.
<input type="checkbox"/> 7. File the following forms: <input type="checkbox"/> GS Form 25: Application for Graduation <input type="checkbox"/> GS form 25A: Diploma Name Form <input type="checkbox"/> GS Form 25B <input type="checkbox"/> Survey CCD-02	6 th week of graduation term (prior to end of 1 st week of 8-week summer term). Check SOE Graduate Programs Office door for date.
<input type="checkbox"/> 8. If a change in committee, File GS Form 9A: Petition for Change in Committee	Whenever committee changes. Prior to final oral exam
<input type="checkbox"/> 9. Adviser notifies candidate and committee of scope and nature of final oral master's exam.	Ten days before final oral master's exam
<input type="checkbox"/> 10. Complete final oral master's exam.	Prior to end of 11th week of graduation term (or end of 5th week of 8-week summer term)
<input type="checkbox"/> 11. File GS Form 24: Report of Final Examination Results at the Graduate Programs Office, 100 Education.	Within two working days after results are known
<input type="checkbox"/> 12. Take optional NCE exam and/or Place Exam (Place Exam is only for school counselors; they take only the school counseling part of the Place Exam)	Semester of graduation

- | | | |
|------------------------------|---|--|
| <input type="checkbox"/> 13. | Complete program and advising evaluation. | Within two working days. |
| <input type="checkbox"/> 14. | If thesis option is chosen, deposit two unbound copies of signed professional paper or thesis (including 2 extra title pages and a photocopy of signature page) at Graduate School (208 Administration Annex) | Prior to end of 11th week of graduation term (or end of 5th week of 8-week summer term). Check with SOE Graduate Programs Office door for exact date |
| <input type="checkbox"/> 15. | Pay balance of student account at Cashier, 100 Johnson Hall. | Before leaving campus |
| <input type="checkbox"/> 16. | Graduation Ceremonies | Fall/Spring only |
| <input type="checkbox"/> 17. | Receive diploma from Office of Admissions and Records. | Mailed 6-8 weeks after graduation term, if all obligations are met |