



Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH v003, 03CA, 03NV) Online Program Handbook

The College of Social and Behavioral Sciences

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Welcome

Welcome to the University of Phoenix Master of Science in Counseling Clinical Mental Health (CCMH) program. You have joined a community of counseling professionals and educators committed to providing you with a collaborative, scholarly and practitioner-oriented academic and clinical experience. University of Phoenix cultivates an award-winning multi-cultural environment of mutual respect. Our CCMH program maintains a low faculty-to-student ratio, which allows for engagement with you, our students, via ongoing dialogue for personal mentoring as well as for collaborative inquiry and practice. Our comprehensive, rigorous, and research-based curriculum is designed to build your professional counselor identity and prepare you for state licensure.

You will be supported and guided through the theoretical knowledge and clinical skills development of each phase of the degree program. On behalf of the CCMH faculty and the entire College of Social and Behavioral Sciences, I wish you much success in this program.

Sincerely,

Christina Neider, Ed.D.

Dean, College of Social and Behavioral Sciences

Section I

Introduction

This handbook outlines the areas critical to effective student learning in the Master of Science in Counseling Clinical Mental Health Counseling (MSC/CCMH v003, 03CA, 03NV) online program. Students will use this handbook, along with other University of Phoenix (UOPX) student resources and materials, as a resource guide as they progress through their program.

General Policies and Procedures

Overview of MSC Program

The College of Social and Behavioral Sciences offers graduate-level counseling programs with curricula designed to meet the educational standards for Board certification as a National Certified Counselor (NCC) and licensure by state authorities. The American Counseling Association (2018) provides the following definition as a foundation: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

The Master’s in Counseling, Counseling Clinical Mental Health (MSC/CCMH) program at University of Phoenix meets the needs of the working adult professional who will benefit from a graduate education in counseling. Because counseling and jobs requiring counseling skills have an above-average expected growth in both the public and private sectors through the first quarter of the 21st century, according to the Bureau of Labor Statistics (2021), students from diverse settings and backgrounds will find the interpersonal communication and therapeutic skills they master in this program useful in enhancing their careers.

Post-Graduate Licensure Requirements

Our CCMH curriculum prepares students for licensure in the jurisdictions where it is offered. Our Phoenix, AZ campus is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

In order to practice as a counselor in most states, the student must be licensed as an LPC (licensed professional counselor), MFT (marriage and family therapist), or other comparable state professional license designation. License requirements vary by state. Students should ensure they stay updated on the licensure requirements in any state in which the student desires to practice. Review the [state licensure requirements](#).

The Master of Science in Counseling/Clinical Mental Health Counseling program meets the California Licensed Professional Clinical Counselor (LPCC) educational requirements for registration with the Board of Behavioral Sciences (BBS) as an Associate Professional Clinical Counselor (APCC). Upon successful completion of all educational requirements and required postgraduate supervised clinical hours, graduates are eligible to sit for LPCC licensure exam in California. Students should ensure they stay updated on the licensure requirements in any state in which the student desires to practice. Review the [state licensure requirements](#).

Program Structure

Curriculum, course work, and clinical experience combine to produce theoretical knowledge, critical thinking skills, affective awareness, ethical development, and counseling skills. These outcomes are based upon accepted CACREP standards emphasizing programmatic attention to counselor professional identity and ethics, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, research and program evaluation. Outcome-based assessments of core counseling competencies are ongoing throughout the program. For that reason, the

practicum/internship courses are completed at the end of the required course sequence. The CCMH program length is 3-4 years, including practicum and internship requirements.

The program involves a variety of delivery formats depending on the subject matter and the competencies to be developed. These formats include multimodal delivery methods that may involve, but are not limited to the following:

- Class lecture
- Assigned readings
- Role-plays
- Small in-class group work
- Discussion
- Small group Collaborative presentations
- Small group and independent research
- Collaborative exercises
- Access to an electronic chat room to discuss materials with other class members and faculty
- Written assignments
- Quizzes and in-class exams
- Critical thinking activities
- Take-home exams and exercises
- Synchronous individual and group supervision

Because of the compressed timeframe and therefore intensive nature of graduate courses at University of Phoenix (UOPX), we do not recommend taking more than one course at a time (doubling up). In addition to classroom time, out-of-class time is required for homework, collaborative meetings, project activities, and comprehensive clinical coursework.

Online Resources

The CCMH program offers several online resources to facilitate learning and development of core competencies. The UOPX classroom includes student textbooks in electronic format, an extensive online library (the University Library) with multiple databases, information about the local campus, access online support, and links to assistance with educational tasks (such as writing, researching, and subject tutoring). Students will access the UOPX classroom throughout their program.

Collaboration at University of Phoenix

Collaboration is vital to how we get work done today. It stimulates creativity, speeds innovation, and makes students valuable to employers who expect students to be able to collaborate effectively with teammates/colleagues. Throughout the program students will be a collaborator and function within a team as both a leader and a follower. Students will see how embracing diversity, treating others with respect, and working with classmates develops more powerful ideas than they might have developed on their own.

There is strength in numbers, whether students are working on a team as a student or as a professional. Through active collaboration, students will gain valuable experience and insight from the people around them—these people will challenge them to grow as an individual and as a team member. This concept is crucial in the healthcare fields, where collaboration between professionals is generally an expected standard.

MSC/CCMH – Degree Information

The CCMH program is designed to prepare competent professional counselors who will contribute as leaders in the field of mental health. Our students are expected to be dedicated learners who are ready to embrace multiple roles, systems, settings, and situations, diversity, advocacy, and leadership.

CCMH Program Faculty includes fulltime counselor educators, working practitioners, and leaders in the field dedicated to ethical practice in teaching, supervision, research, scholarship, advocacy, clinical practice, service, and leadership.

CCMH Program standards-based curriculum provides the catalyst for promoting professional and personal growth and self-reflection, culminating in supervised clinical experiences. Assessment of the students' knowledge, skills, and dispositions necessary for ethical counseling practice is constantly monitored throughout the Counseling Program. Guidance through faculty supervision maintains a decision-making model that encourages personal growth and promotes self-awareness regarding the impact one person has on others and on their environment, especially in a therapeutic alliance.

Program Mission Statement

The mission of the Master of Science in Counseling Clinical Mental Health program is to prepare confident, competent, and self-reflective clinical mental health counselors with the professional dispositions, and demonstrated knowledge and skills in all of the following areas:

- Professional counseling orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Counseling and helping relationships
- Group counseling and group work
- Assessment and testing
- Research and program evaluation

Furthermore, students who are preparing to specialize as clinical mental health counselors will demonstrate foundational knowledge and skills necessary to address a wide variety of client issues within the context of the clinical mental health counseling practice.

Program Philosophy

Commitment to standards of excellence and a quality curriculum are the core beliefs of the faculty and administration of the MSC /CCMH Program. The program, faculty, and staff respond to community needs by providing a practical course of study and practicum experiences that prepare students to be competent and ethical practitioners. The CCMH program provides needed services to the community through collaboration with local agencies and a wide range of human services institutions. The CCMH program also contributes to the community by providing continuing education opportunities to counselors and faculty.

Students are prepared to become counseling professionals committed to the ideals of working with people in therapeutic relationships. Students find themselves immersed in educational and clinical systems training that provide opportunities to practice a broad range of skills. Exposure to developmental and systemic models, with a balance of theory and practical application, is at the core of the counseling student experience. Additionally, students are introduced to and held responsible for adhering to core values of the counseling profession as contained in the American Counseling Association (ACA) Code of Ethics.

Students will also gain understanding and experience in providing therapy working with diverse populations. CCMH program faculty provide a collaborative learning environment. They are culturally diverse practitioners who model the behaviors and attitudes fostered by the program. With vast fieldwork backgrounds, our faculty members represent a wealth of information, skills, and practical experience.

Program Student Learning Outcomes (PSLOs)

Program Student Learning Outcomes (PSLOs) are statements that describe the knowledge, skills, or abilities that students will be able to demonstrate upon completion of a specific program of study. Each is

intended to describe a skill that can be measured by faculty in multiple ways throughout the program curriculum.

1. Professional Counseling Orientation and Ethical Practice: Students will develop a professional identity as an advocate and steward for the counseling profession.
2. Social and Cultural Diversity: Students will integrate social and cultural diversity competencies into their practice as a professional counselor.
3. Human and Growth Development: Students will integrate human growth and development theories and principles into their counseling practices.
4. Career Development: Students will integrate career development theories and principles into their counseling practices.
5. Counseling and Helping Relationships: Students will integrate counseling theories, models, and techniques into their counseling practices.
6. Group Counseling and Group Work: Students will integrate group counseling theories and practices into their counseling practices.
7. Assessment and Testing: Students will execute counseling assessment and testing processes and procedures to guide their practice as a clinical mental health counselor.
8. Research and Program Evaluation: Students will evaluate research and programs to inform counseling practice.

Program Objectives

1. To provide a foundation in the current scholarly knowledge base that is essential to the practice of counseling.
2. To integrate the acquisition of theoretical and conceptual foundations for the clinical practice of counseling in the therapeutic process.
3. To ensure the synthesis of theories with skills that enrich clinical and interpersonal interactions.
4. To develop a broad base of therapeutic skills and knowledge in order to respond to culturally diverse populations.
5. To foster an attitude of intellectual and critical inquiry and self-development, and to inculcate professional values and ethical standards unique to counseling.
6. To develop an understanding of the processes that promote the use of research within the field of professional counseling.
7. To prepare the student to exercise leadership and self-direction in planning, initiating, implementing, and evaluating therapeutic roles.
8. To interact with the community, agencies, and a diverse range of health professionals to ensure a dynamic collaborative relationship.
9. To expose the student to relevant and current counseling models, which provide a balance of theory and practical application.
10. To prepare students to counsel individuals, couples, groups, and families toward achieving their counseling goals.
11. To provide services based upon counseling theories, recognized professional standards, and scholarly research.
12. To teach effective, diversity-aware communication, conflict, stress management, negotiation, problem solving, and decision-making skills.
13. To critically analyze research and apply research findings in clinical practice.
14. To demonstrate a broad range of knowledge about how to access community resources and apply new knowledge to professional practice.
15. To demonstrate continuing professional growth and development.
16. To recognize and take a leadership role in emerging issues and practices in counseling.

17. To use principles of clinical evaluation and assessment in order to make clinical and program decisions within sound ethical, legal, and regulatory parameters.
18. To apply supervision and consultative principles and practices in a variety of settings.
19. To assist with identifying and providing needed services in the event of individual or community crises, emergencies, and disasters.

Information About Professional Organizations

The CCMH program promotes and facilitates the development of a strong professional identity between and amongst counselors. Students are required to join and participate in the American Counseling Association (ACA) and its branches and divisions. Proof of membership and coverage for professional liability insurance is required prior to entering a practicum or internship course.

The ACA offers counseling resources and serves as a platform for national leadership, advocacy, and development of the counseling profession. In addition to the parent organization, the ACA includes interest-based opportunities for students to pursue. Students can access the [ACA](#) website.

State branches of these professional organizations advocate for counselors at the state level and typically provide continuing education opportunities for the counseling community. Students can become involved in their respective choice of professional affiliation at the national and state levels by attending meetings and conferences, joining committees, offering input, volunteering, submitting manuscripts to journals, and submitting presentations for conferences.

Program Orientation

Students and potential students receive multiple levels of orientation. Students are provided with information on the following:

- Specific information about the program, policies, and requirements
- Counselor identity
- Specific practicum and internship expectations

Graduate Portfolio (CCMH/502)

Graduate Portfolio, CCMH/502, is a 6-week orientation required for MSC/CCMH counseling program applicants. Students will explore the field of counseling and options for a career path to determine their readiness for entry into a graduate program in counseling. Students will be required to participate in activities designed to evaluate their ability to be successful in the MSC/CCMH program and their interest in the clinical mental health counseling profession.

Students also begin to identify their personal motives for a career in the counseling field. Additional topics include orientation to UOPX learning platforms, the online library, graduate level writing expectations, and the broader idea of navigating graduate school and studies.

If a student is denied admission because of the unacceptable grade, the student may reapply for the Counseling program in 30 days and would be required to retake and pass CCMH/502.

A student failing CCMH/502 on the second attempt, must wait 6 months before reapplying. Passing CCMH/502 is limited to a total of three attempts.

Residency Courses (CNSL/503R, CNSL/513R, & CNSL/523R)

The MSC/CCMH program requires attendance at three residencies, which include both online and in-person participation. These courses represent a crucial and dynamic aspect of this program. Residency I (CNSL/503R) and Residency III (CNSL 523R) are 2 weeks in length with the first week being completed entirely online, and the second week culminating in a 3-day, in-person workshop in Phoenix, AZ, where students demonstrate skills mastery and interact with faculty and peers on Thursday, Friday, Saturday, and Sunday. Residency II, CNSL/513R will be virtual, and will utilize synchronous class activities and

supervision, through the Collaborate platform. Students will be expected to be online at the assigned hours, in order to participate fully in all residency activities.

Residencies are designed in an optimized, sequential format that allows students to enhance their online coursework and develop their counselor professional identity. The residency experiences provide students the time to collaborate and build a strong learning community—a factor that can help strengthen and maintain motivation so that students continue moving toward the degree.

When it comes to residency requirements, timing is key. Coursework builds the foundation for residencies, and experience keeps students on track in the program. Residency course tracks are scheduled for students to create quality work and complete all tasks for each track before moving on to the next one.

Each residency is designed to evaluate students' counseling skill sets and counselor professional dispositions, based on prior learning within the program. This is a great opportunity for students to gain insights regarding their developing skills based on faculty assessment and feedback. It is also an opportunity to develop rapport with both faculty and fellow students by developing social networks and support groups. Students must earn a passing grade in each residency in order to move into the next sequence of courses.

Each residency is an important milestone in the development of professional counseling skills. The residencies provide students with an opportunity to demonstrate skills and apply learning through face-to-face counseling situations. Attendance at the in-person workshop portion of the residency course is mandatory. Students are required to be present for the entire portion of the 3-day workshop, and the virtual CNSL/513R residency II synchronous activities. Arriving late or leaving early will result in not passing the residency course. It is important for students to keep this in mind when making travel arrangements or planning schedules for the virtual Residency II course.

If a student does not pass a residency course on the first attempt, they must wait 3 months before retaking the course. During this 3-month remediation period, the student will work closely with his or her faculty advisor on skill development to prepare for the second attempt. If the student does not pass a residency course on the second attempt, the student will be placed on scholastic suspension.

The residency courses are a great benefit for students in this program. Not only do the courses allow students to receive constructive feedback on skill development, they also ensure students are progressing through their mastery of skills at the pace required for the program. These courses allow students to demonstrate readiness for the next courses in their program while preparing them for the professional field of counseling.

The in-person workshop portion of local residency courses starts at 8:00 a.m. on Friday and concludes at 4:00 p.m. on Sunday, including homework Friday and Saturday nights. This is an intensive 3 days of working individually and in groups, as both group members and group leaders. The virtual format of Residency II will have a strict schedule for the live synchronous components.

Placement staff will work with our students to prepare them with all the necessary information, timelines, and directions pertaining to the residency. This information includes hotels located in close proximity to the campus that are partnered with UOPX to provide necessary services and any additional information related to travel. Lunch and small snacks will be provided to students during the in-person workshop portion of the residency. Any costs related to travel, lodging, and meals for the in-person portion of the residency courses are the sole responsibility of the student and are not covered by financial aid.

Clinical Placements

Students must attend a pre-practicum/clinical placement orientation 12 to 16 weeks prior to the beginning of their initial clinical placement course. They will receive a practicum/internship-specific handbook at that time. Information in the handbook pertains to the practicum and internship training, requirements, forms, and processes for acquiring a field placement site.

Practicum and Internships are supervised clinical experiences that provide opportunities for students to counsel clients in community settings. The Phoenix campus Counseling Skills Center (CSC) is equipped with private counseling rooms, a small group meeting room, video/audio recording technology, a bulletin board for information sharing, and internship site compendium for practicum and internship students who are in the Phoenix area. Practicum is a highly supervised tutorial opportunity for students to begin working in a clinical environment. Students do not begin Practicum and Internship until the last year of their studies after fulfilling all requirements for clinical placement.

Practicum and Internship include opportunities for students to work with diverse populations in multiple modalities. The clinical placement courses represent continued experiential training and, depending on the student's program, may involve up to 900 hours (depending on state requirements) of documented direct and indirect clinical work. Site Supervisor Evaluations of student performance assist in determining areas of focused training during the field placement series of courses. Students also have an opportunity to evaluate both their site and site supervisor.

Students are *required* to obtain Professional Liability Insurance prior to entering into a client contact scenario. Students must provide proof of insurance with a Certificate of Insurance in their name at the first clinical placement course workshop (Week 1). Student membership in the American Counseling Association (ACA) will provide the opportunity to obtain Professional Liability insurance at a reduced student rate as part of membership benefits.

The University enters into contractual agreements with clinical placement sites. These agreements clarify expectations and seek to ensure students have a rich clinical training and supervision experience.

Students must select a clinical placement with one of the approved, contracted sites on record.

The list of approved sites is available to students after passing Residency III, generally during the Practicum Orientation workshop.

Students are encouraged to make careful decisions regarding the selection of clinical placement sites. Students are required to secure their own clinical placement site selected from the list of approved sites. If a student chooses a non-approved site, student must work with the Field Placement Team and complete the required site approval process. Work and home schedules may require adjustment in order to work effectively with the site requirements and meet the clinical service hour requirements for each course and for licensure.

Practicum/Internship Hours Carryover Policy

While no hours can be shared between practicum and internship, up to 20% of indirect and direct time MAY be shared between internships (either extra hours or a deficit of hours). (For example, if a student has 110 hours direct time in practicum A, they could be allowed to proceed to practicum B with the expectation that they have 130 hours of direct time in practicum B.)

In order to carryover hours, the following will be completed:

1. The University supervisor will consult with the site supervisor to verify the student's skills are progressing adequately
2. If the university supervisor determines that it is appropriate to allow the student to carryover hours (either extra or deficit) then, the student will complete the Carryover Hours Form and send it to the Field Placement coordinator.
3. The Field Placement Coordinator will upload the form into EXP.
4. The student will be responsible for uploading the Carryover Hours Form to the classroom with the prior university supervisor signature approving the hours reported.

Additionally, students are required to fulfill all agreements with the placement site and are not allowed to leave the site until the internship course is complete even if they have completed their hours.

Student Responsibilities

Each student will maintain behavior in accordance with the highest ethical and professional counseling standards as outlined by the American Counseling Association (ACA) and its branches and divisions. Students are expected to keep all information about clients confidential. Logs, case notes, and other clinical assignments should contain no identifying information.

In addition to the counseling professional standards, all students at UOPX must adhere to the Student Code of Conduct. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University's academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse. Conduct, either on or off-campus that is determined to impair, interfere with, or obstruct the opportunities of others to learn or that disrupts the mission, processes, or orderly functions of the University will be deemed misconduct and shall be subject to appropriate disciplinary action. The Student Code of Conduct and retention (disciplinary) process is in the University of Phoenix Academic Catalog.

In addition to the Student Code of Conduct, students in the counseling programs are subject to specific Supplemental Standards of the College of Social and Behavioral Sciences counseling programs as described in the section that follows.

Note: Students violating client confidentiality, other ethical standards, and behavioral standards per the Student Code of Conduct and the Supplemental Standards (that follow), may be expelled from the program.

Supplemental Standards for Candidates in the College of Social and Behavioral Sciences Programs – Counseling

Candidates in the College of Social and Behavioral Sciences program leading to certification or licensure in Counseling at UOPX are subject to greater scrutiny because of their anticipated interactions with clients and others in the community. These degree candidates participate in one or more field placements, practicum, and/or internships as part of their academic program. As prospective counselors, College of Social and Behavioral Sciences graduates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University's Student Code of Conduct.

The following Supplemental Standards for Candidates in the College of Social and Behavioral Sciences programs apply to degree candidates from their first course, CCMH/500 through their field placements, practicum, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a counselor. A corresponding professional dispositions chart following this section provides additional guidance.

A candidate's ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

Supplemental Standards

1. The candidate contributes to a positive climate in the University classroom and all field placements, practica, and internships.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms for the degree program, University classroom, and all field placements, practica, and internships.

7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in themselves and those with whom they interacts.
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the human service and/or counseling field.
10. The candidate demonstrates a level of responsibility and ethical judgment consistent with professional guidelines developed for these fields and appropriate for a professional human service worker and/or counselor.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, staff, and clients, as well as in preparation and submission of required course work and the completion of tests.
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practica, and internships.

When it is determined by faculty, college staff, or campus management that a candidate falls short of meeting any of the above Supplemental Standards, they may file a "Referral" with the Academic Director of Counseling, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.

Candidates who are separately charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under these Supplemental Standards. Similarly, an observation under the Referral Process may be the basis for a Student Code of Conduct charge.

Procedure for Processing Supplemental Standards Referrals

The College of Social and Behavioral Sciences has instituted processes to ensure candidates are regularly evaluated by faculty and have access to advisement on professional requirements. These processes are conducted through collaboration between faculty, college and campus staff, and college and campus management who understand the professions and who can offer constructive feedback. It is the intention of the Referral Process to identify a candidate's opportunities for personal development and professional growth and promote dialogue on how the candidate can improve and move forward in their program.

During a candidate's program, faculty members, through a review of grades and dispositions, will monitor the candidate's academic and ethical progress. The Academic Director of Counseling or designee will serve as the primary point of contact in instances where a remediation plan and/or Candidate Retention Committee meeting is deemed necessary.

First Referral

1. Upon receipt of a Notification of a Referral, the college appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will forward a letter of referral identifying the student's deficiencies in meeting the Supplemental Standards to Resolution Services for review. Upon approval by Resolution Services, the appointed administrator will then notify the student by letter of the referral, identifying the student's deficiencies in meeting the Supplemental Standards.
 - *Note:* The appointed administrator may convene a meeting of the Retention Committee if the reported conduct is deemed serious enough to warrant possible recommendation options available to the Retention Committee. (See Sections B and C below).
2. Upon receipt of the Notification of Referral letter, the student must respond in writing within ten (10) calendar days. Failure to respond may result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student

suspended solely for failure to respond will be reinstated to attendance upon successful completion of the Supplemental Standards process.

3. The appointed administrator and student will schedule a time/date when the student must meet with the appointed administrator or designee to discuss why the referral occurred and whether or not a formal remediation plan will be implemented.
 - The student must meet with the appointed administrator. Failure by the student to meet with the appointed administrator within thirty (30) calendar days will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the appointed administrator will be reinstated upon successful completion of the Supplemental Standards process.
4. The appointed administrator and student will meet for the purpose of discussing the referral and developing a remediation plan to assist the student in correcting identified deficiencies. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan. The student will not be permitted to have representation by an attorney or any other third party at any time during the referral process.
 - The student is expected to maintain contact with the appointed administrator as required by the administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan in the time prescribed will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled and may result in an additional referral under the Supplemental Standards. A student suspended for failure to complete the remediation plan will be reinstated upon successful completion of the Supplemental Standards process. The student will be notified in writing upon successful completion of the remediation plan.

A. Appointed Administrator Referrals, Second Referrals, and Multiple Referrals

1. The appointed administrator may refer students to the Retention Committee for conduct deemed serious enough to warrant possible recommendation options available to only the Retention Committee. All second referrals and students with more than two referrals will be referred to the Retention Committee.
 - Second and multiple referrals: Students receiving a second referral or multiple referrals due to failure to meet state-mandated requirements may be allotted additional referrals (the number of which will align with state expectations) prior to convening the Retention Committee.
2. Upon receipt of a Notification of a Referral, the appointed administrator will review the information presented, as well as gather any additional information relevant to the notification. The appointed administrator will then notify the student in writing of the referral and the convening of a Retention Committee, identifying the student's deficiencies in meeting the Supplemental Standards. Notification shall specifically describe the issue(s) to be discussed and the possible recommendation options available to the Retention Committee.
3. Upon receipt of the Notification of Referral with Retention Committee letter, the student must respond in writing within ten (10) calendar days. Failure to respond may result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to respond will remain suspended pending the decision of the Retention Committee.
4. After the student responds, the appointed administrator shall convene a meeting of the Retention Committee as described below.

The student will not be permitted to have representation by an attorney or any other third party at any time during the process.

5. The student will be notified in writing of the decision of the Retention Committee, including any right of appeal.

B. Retention Committee

1. The Retention Committee is comprised of the appointed administrator or designee and at least two (2) faculty members within the student's college.
2. The appointed administrator and the student will agree to a time/date that the student must meet with the Retention Committee.
3. Failure by the student to meet with the Retention Committee within thirty (30) calendar days following receipt of the notification will result in the student being suspended indefinitely at the conclusion of the current course or immediately if the student is not currently enrolled. A student suspended solely for failure to meet with the Retention Committee will remain suspended pending the decision of the Retention Committee.
4. The student must participate in a dialogue with the Retention Committee to discuss why the referral occurred and whether a formal remediation plan or withdrawal from the program shall be implemented. The Retention Committee members shall discuss with the student the issues or problems that appear to be hindering the student's academic progress and the student is expected to provide insight regarding the referral and possible solutions.
5. The student will not be permitted to have representation by an attorney or any other third party during the process.
6. After meeting with the student, the Retention Committee members shall dismiss the student from the meeting prior to their deliberations on a recommendation. The Retention Committee shall make one of the following recommendations:
 - a. Take no action
 - b. Institute a formal remediation plan
 - c. Withdraw the student from the program
7. The Retention Committee shall issue a summary report, generally containing findings and recommendations to the college appointed dean, who has the ultimate authority to accept, reject, or modify the recommendations of the Retention Committee and render the decision.

C. Decision

1. Take No Action
 - a. Upon a decision to take no action, the student will be notified in writing of the decision. A decision to take no action may be taken into consideration should the student receive any future referral. A decision to take no action is final and cannot be appealed.
2. Institute a Formal Remediation Plan
 - a. Upon the decision that a formal remediation plan be instituted, the student will be notified in writing of this decision and directed to contact the appointed administrator.
 - b. Upon notification, the student is expected to contact the appointed administrator within thirty (30) calendar days for the purpose of scheduling a meeting to develop a remediation plan to assist the student in correcting identified deficiencies. Failure by the student to meet with the appointed administrator within thirty (30) calendar days of notification may result in an additional referral under the Supplemental Standards.
 - c. The appointed administrator has final authority over the terms of the remediation plan. The student will be provided a written copy of the remediation plan.
 - d. The student is expected to maintain contact with the appointed administrator regarding progress in completing the remediation plan or challenges with completing the remediation plan. Failure to complete the remediation plan within the prescribed time may result in an additional referral under the Supplemental Standards.

- e. A recommendation decision by the Retention Committee to institute a formal remediation plan is final and cannot be appealed.

Note: The student will not be permitted to have representation by an attorney or any other third party during the process.

3. Program Withdrawal

- a. Upon decision that the student should be withdrawn from the program, the student will be scholastically suspended and notified in writing.
- b. A student who does not successfully complete, practicum, internship or field experience within two (2) attempts will be withdrawn from the program and scholastically suspended without going through the Retention Committee.
- c. The student notification of program withdrawal and scholastic suspension will inform the student of the right to appeal this decision to the Central Administration Appeals Committee by filing a written statement within ten (10) calendar days of receipt of the decision. The notification will provide the student with information on submitting such appeal.
- d. If no appeal is filed within ten (10) calendar days of receipt of the decision, the program withdrawal becomes a final decision and the student will remain scholastically suspended, and there is no further appeal.

D. Central Administration Appeal Committee

1. The Central Administration Appeals Committee, facilitated by the Student Appeals Center (SAC) is generally comprised of the dean from the appropriate college, an assistant or associate dean from the appropriate college or designee, and a vice provost of Academic Affairs or designee.
2. The Central Administration Appeals Committee will review information provided by the campus, which shall consist of any information considered by the Retention Committee and the student's statement of appeal.
3. The Central Administration Appeals Committee shall make one of the following decisions:
 - Reject the withdrawal and remand back to the campus to reinstate into the program and remediate if applicable or
 - Uphold the program withdrawal
4. The student will be notified in writing of the Central Administration Appeals Committee decision. The decision of the Central Administration Appeals Committee is final.

Students are not entitled to representation by an attorney or any other third party at any point in the process. If the violation involved allegations of sexual assault, domestic violence, dating violence or stalking, then the accused and the accuser are entitled to the same opportunity to have others present during a disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by an attorney or advisor of their choice.

Note: It is possible a student may be referred for counseling as a result of action under the Supplemental Standards.

Professional Dispositions

During the assessment of students CACREP requires counselor education program faculty members to systematically assess each student's professional dispositions during their entire program of study. Before being evaluated, all Counseling students must review and sign the New Student Orientation Agreement during the first course in their program. This contract fulfills the 2014 ACA Code of Ethics requirement that "counselor educators clearly state to students, before and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies" (F.9.a. Evaluation of Students). The Agreement also introduces counseling students to the ethical obligation that counselor educators have to engage in gatekeeping. This duty is defined as "the initial and ongoing academic, skill, and dispositional assessment of students' competence for professional practice, including remediation and termination as appropriate" (2014 ACA

Code of Ethics, Glossary of Terms, p. 19). This objective is achieved, in part, when student are evaluated on a variety of aspects, including knowledge, skills, and professional dispositions at the following points in time.

Student Professional Disposition Rubric

Criteria	Exceeds Expectations (95-100%) A	Meets Expectations (80-94%) B- to A-	Approaches Expectations (60-79%) D- to C+	Does Not Meet Expectations (0-59%) F
<p>The student contributes to a positive climate in the university classroom and all field placements, practicums, and/or internships. (CACREP Standard(s) _2.C_) (UOP/SS:1 &12)</p>	<p>Participates actively in class discussion and assignments by contributing feedback that engages critical thought and provides additional resources to support views and ideas.</p> <p>Works effectively with others by displaying both genuine empathy and respect for others.</p> <p>Creates an atmosphere that stimulates collaboration.</p>	<p>Participates actively in class discussion and assignments.</p> <p>Works effectively with others.</p> <p>Shows respect of others and consideration for the thoughts and feelings of others.</p>	<p>Participates occasionally in class discussion and is often late on classroom assignments.</p> <p>Occasionally presents problems when working within group assignments and tasks.</p>	<p>Frequently does not actively participate in class discussion, and is frequently late in turning assignments, and/or has several missed assignments.</p> <p>Displays difficulty when working with others.</p> <p>Often shows lack of respect of others and consideration for the thoughts and feelings of others.</p>
<p>The student demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings. (UOP S/S: 2)</p>	<p>Verbally communicates thoughts and ideas clearly.</p> <p>Demonstrates an ability to write in a clear and concise manner, with minimal to no errors in spelling and grammar.</p> <p>Adheres to APA standards.</p> <p>Communicates in a professional tone.</p>	<p>Communicates effectively verbally.</p> <p>Demonstrates an ability to write in a clear, organized, fluent manner.</p> <p>Adheres to the conventions of the language when appropriate.</p> <p>Recognizes distinctions between formal and informal tone.</p>	<p>Occasionally displays difficulty in clearly communicating thoughts verbally.</p> <p>Written assignments are often disorganized and displays an informal writing style.</p> <p>Inconsistent use of formal tone.</p>	<p>Frequently displays difficulty in clearly communicating thoughts verbally.</p> <p>Written assignments are frequently disorganized and unclear.</p> <p>Primarily uses an informal writing style.</p>
<p>The student is a thoughtful and</p>	<p>Demonstrates an understanding of program and</p>	<p>Solicits feedback that demonstrates an understanding of program and</p>	<p>Occasionally becomes argumentative when</p>	<p>Frequently becomes argumentative when</p>

Criteria	Exceeds Expectations (95-100%) A	Meets Expectations (80-94%) B- to A-	Approaches Expectations (60-79%) D- to C+	Does Not Meet Expectations (0-59%) F
<p>responsive listener.</p> <p>CACREP Standard: 2.B, 2.I, 2.J (UOP S/S:3)</p>	<p>professional goals and objectives.</p> <p>Solicits and is open to feedback from both instructors and peers. Receives feedback in a positive manner.</p> <p>Displays both eagerness and enthusiasm in making necessary adjustments.</p> <p>Displays active listening skills and acknowledges the thoughts of others.</p>	<p>professional goals and objectives.</p> <p>Receives feedback in a positive manner and makes necessary adjustments.</p> <p>Listens and responds to others.</p>	<p>feedback is provided.</p> <p>Does not display active listening skills and occasionally interrupts others while speaking.</p>	<p>feedback is provided.</p> <p>Does not display active listening skills and frequently interrupts others while speaking.</p>
<p>The student is committed to reflection, assessment, and learning as an ongoing process.</p> <p>CACREP Standard: 2.H (UOP S/S: 4,8, & 9)</p>	<p>Demonstrates a keen and heightened sense of self-awareness. Is eager and enthusiastic in implementing information provided and applying ideas to his/her own practice or life.</p> <p>Frequently demonstrates ability to modify behavior and/or understanding when provided with new information or experience.</p> <p>Actively seeks out opportunities and participates in scholarship outside the classroom.</p>	<p>Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice or life.</p> <p>Able to modify behavior and/or understanding when provided with new information or experience.</p> <p>Demonstrates an interest in and commitment to lifelong learning.</p>	<p>Displays emerging skills in self-awareness but occasionally struggles with the ability to reflect on information provided and apply ideas to his/her own practice or life.</p> <p>Occasionally demonstrates ability to modify behavior and/or understanding when provided with new information or experience.</p>	<p>Lacks sufficient skills in demonstrating self-awareness. Frequently struggles with the ability to reflect on information provided and apply ideas to his/her own practice or life.</p> <p>Does not demonstrate the ability to modify behavior and/or understanding when provided with new information or experience.</p>
<p>The student is willing to give and receive help.</p>	<p>Frequently volunteers to assist others in the University classroom</p>	<p>Volunteers to assist others in the University classroom</p>	<p>Occasionally volunteers to assist others in the University classroom</p>	<p>Does not or infrequently volunteers to assist others in the</p>

Criteria	Exceeds Expectations (95-100%) A	Meets Expectations (80-94%) B- to A-	Approaches Expectations (60-79%) D- to C+	Does Not Meet Expectations (0-59%) F
CACREP Standards: 2.G (UOP S/S: 5)	and/or practicum settings. Demonstrates openness to assistance from others. Eagerly and enthusiastically accepts direction from others. Respects authority.	and/or practicum settings. Demonstrates openness to assistance from others. Accepts direction from others. Respects authority.	and/or practicum settings. Occasionally rejects direction from others and is occasionally resistant toward authority.	University classroom and/or practicum setting. Frequently rejects the direction from others and is often resistant toward authority.
The student appreciates and values human diversity and shows respect for others' varied talents and perspectives. (CACREP Standard: 2.F, 2.J) (UOP S/S: 6 &7)	Listens to others' perspectives in a respectful manner. Exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and/ or privilege in American society. Uses culturally sensitive language in communication and avoids communicating stereotypes and group generalizations. Expresses a genuine desire to increase multicultural competencies.	Listens to others' perspectives in a respectful manner. Exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and/or privilege in American society.	Demonstrates limited awareness for the need to understand the complexities of race, power, gender, class, sexual orientation, and/or privilege in American society. Occasionally uses language that is insensitive to the multicultural dynamics of others.	Demonstrates limited awareness for the need to understand the complexities of race, power, gender, class, sexual orientation, and/or privilege in American society. Frequently uses language that is insensitive to the multicultural dynamics of others.
The student demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor.	Attends and arrives on time to all classes and practicum/internship experiences. Does not represent work of others as his/her own.	Attends and arrives on time to all classes and practicum/internship experiences. Does not represent work of others as his/her own.	Occasionally late and/or leaves early from classes and practicum/internship experiences. Occasionally omits citations or references to others' work.	Frequently late and/or leaves early from classes and practicum/internship experiences. Frequently comes to classes and practicum/internship

Criteria	Exceeds Expectations (95-100%) <i>A</i>	Meets Expectations (80-94%) <i>B- to A-</i>	Approaches Expectations (60-79%) <i>D- to C+</i>	Does Not Meet Expectations (0-59%) <i>F</i>
CACREP Standard: 2.A, 2.D, 2.E (UOP S/S: 10 &11)	Protects both students' and clients' rights to confidentiality and privacy. Consistently communicates professionally with classmates, instructors, organizations, staff, and clients. Dresses professionally and consistently comes to classes and practicum/internship experiences prepared. Frequently volunteers to take on additional responsibilities, as appropriate.	Protects both students' and clients' rights to confidentiality and privacy. Communicates in a professional manner with fellow classmates, instructor, organization's staff, and clients during classes and practicum/ internship experience. Dresses professionally and comes to classes and practicum/internship experiences prepared.	Protects both students' and clients' rights to confidentiality and privacy. Occasionally communicates in an unprofessional manner with fellow classmates, instructor, organization's staff, and clients during classes, practicum/ internship experience. Dresses casually for practicum/internship experiences and occasionally comes to classes and practicum/internship experiences unprepared.	experiences unprepared. Represents work of others as his/her own. Does not adhere to protecting both students' and clients' rights to confidentiality and privacy. Dresses inappropriately and unprofessionally for practicum/internship experiences. Frequently communicates in an unprofessional manner with fellow classmates, instructor, organization's staff, and clients during classes and practicum/internship experience.

Academic Requirements

Counselor Preparation Comprehensive Examination (CPCE)

Students in CCMH must take and pass the Counselor Preparation Comprehensive Examination (CPCE) or another exam that is approved by the dean of the College of Behavioral and Social Sciences. Students must pass the CPCE with a minimum score of 62. The CPCE is an exit exam and preparatory for the National Counselor Examination (NCE), which is required for licensure in many states and which addresses the core areas of competency assessed on the NCE. Counseling programs at UOPX prepare students to sit for the NCE. Students are eligible to take the CPCE after completing all coursework listed as prerequisite to the first clinical placement course.

Grade Requirements

All courses require a grade of "B-" or better. Any grade below a grade of "B-", an In Progress (IP) grade, or an Incomplete grade ("I"), do not meet academic progression requirements for the program. Students who receive one of these grades may not enroll in any additional coursework until a grade of "B-" or better is awarded. MSC students will be placed on Scholastic Disqualification if a "B-" or better is not earned.

Class Participation Guidelines

Grading the student, both individually and as a group member, is a complex task for the faculty member. The philosophy of UOPX is to encourage active student participation in each week to augment the learning; thus, faculty members must be able to objectively and subjectively grade participation.

In most courses, part of the student's grade is derived from class participation or is a factor in collaborative assignments. Outlined below is a suggested class participation guide:

1. With regard to group involvement, the student:
 - Contributes to group discussion frequently
 - Chooses topics relevant to the topic being presented in class at that time
 - Is interested in class and faculty discussion
 - Actively listens to others
 - Leads group discussion
 - Serves as group spokesperson
 - Relates theory to practice in group discussion
 - Asks questions
 - Is prepared for group discussion
 - Enhances the group presentation
2. With regard to class involvement, the student:
 - Arrives prepared to each class
 - Shows interest in faculty and class discussion
 - Asks pertinent questions in class
 - Relates theory to practice
 - Contributes to class discussion frequently
 - Brings materials to share with the class (at least once)
 - Does not dominate or monopolize group discussions
 - Makes an effort to involve classmates in discussions

University of Phoenix Approved Writing Style Guide

The UOPX-approved writing style guide is the Publication Manual of the American Psychological Association, Seventh Edition. As a suggestion, purchase the manual before the first course of the program as it will be useful throughout your program. In the UOPX Course Materials, this book is referred to as both the "APA Manual" and "UOPX Approved Style Guide." ***Students are expected to have well-developed writing skills appropriate for graduate level work and to understand APA writing style format to be accepted into the program.*** Graduate school typically involves a good deal of writing in each class. Further, it is a professional expectation in counseling.

The APA manual contains specifications for researching, writing, documenting, and formatting typewritten work. The nature of each assignment will dictate which section(s) of the manual is/are useful. For example, students might consult the manual in order to determine how to outline a five-page paper, create citations, and format the paper (including title page and reference page). The Center for Writing Excellence houses a tutorial on APA style for students and faculty.

Standards for Written Work

1. Content/Development

- a. All key elements of the assignment are covered in a substantive way. Content is comprehensive, accurate, and persuasive (if applicable).
 - b. Major points are stated clearly; supported by specific details, examples, or analysis; and organized logically.
 - c. Where appropriate, the paper supports major points with theory relevant to the development of the ideas and uses the vocabulary of the theory correctly.
 - d. There is integration of theory and practice, whereby the writer is able to link theories to practical experience (i.e., application to the “real world” work setting).
 - e. Research is adequate and timely for the topic.
 - f. The context and purpose of the writing is clear (e.g., critique, research, sample memo, business plan, etc.).
2. Organization
 - a. The structure of the paper is clear and easy to follow.
 - b. The paper’s organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
 - c. Ideas flow in a logical sequence.
 - d. The introduction provides sufficient background on the topic and previews major points.
 - e. Paragraph transitions are present and logical and maintain the flow of thought throughout the paper.
 - f. The conclusion is logical and flows from the body of the paper. The conclusion reviews major points and does not introduce new material.
3. Format
 - a. The paper, including citations and the reference page, follows APA guidelines for format.
 - b. The paper is laid out effectively and uses reader-friendly aids (e.g., sections, summaries, tables of contents, indices, appendices, etc.) when appropriate.
 - c. The paper makes appropriate use of references. Three are considered minimum at this level. Headings, the use of italics, etc., aid in readability of the paper and are not “overdone”.
 - d. The paper is neat, with attention given to format requirements.
4. Grammar/Punctuation/Spelling
 - a. Rules of grammar, usage, and punctuation are followed.
 - b. Spelling is correct.
5. Readability/Style
 - a. Sentences are complete, clear, and concise.
 - b. Sentences are well-constructed, with a consistently strong, varied structure.
 - c. Sentence transitions are present and maintain the flow of thought.
 - d. Words used are precise and unambiguous.
 - e. The tone is appropriate to the content and assignment.

Standards for Oral Presentations

1. Organization and structure
 - a. Presentation is well-organized, clear, and effectively structured.
 - b. The introduction tells the reader what to expect (i.e., act as a “signpost”). The conclusion summarizes the main points.
 - c. Group presentations are integrated rather than a disjointed series of individual presentations.
 - d. Topic is researched adequately.
2. Effective use of visual aids
 - a. Visual aids are clear and effective.
 - b. Visual aids contribute to a focused and integrated presentation.
3. Content of presentation
 - a. Content of presentation clearly follows the written paper on which it is based (if applicable).
 - b. The topic is relevant and addresses specifications of the assignment. The content presented is comprehensive, accurate, and believable.

- c. Key points are noted and presented logically.
- 4. Style and presentation
 - a. Non-verbal gestures are appropriate to the purpose of the presentation and flow of ideas.
 - b. Confidence and knowledge of content are evident.
 - c. Audience is engaged, when appropriate, in a professional manner.
 - d. Delivery time is used well. Presentation is not rushed.
 - e. Speaker adheres to the specified time limit.
- 5. Questions and comments
 - a. Audience feedback is solicited.
 - b. Audience questions are effectively addressed and correctly answered.

Standards for Collaborative Teamwork

1. Members develop perspective and goals for the group as a whole.
2. Members develop effective work plans, meeting schedules, and assignments.
3. Members are clear about goals for work products.
4. Members develop and agree upon standards of group member performance.
5. Members effectively manage conflict and resolve problems within the group.
6. Members share workload equally.
7. Members build consensus and effectively share in decision-making.
8. Products of the group process (oral presentations, papers) are cohesive and present the image of a single product, rather than a collection of individual products.
9. Tasks are completed on time and meet established requirements.

Faculty Overview

Faculty members for the MSC/CCMH program are leaders in the local counseling community. Selected faculty have distinguished themselves through effective practice, professional service, and demonstrated knowledge. All faculty members in the MSC/CCMH program are active in the counseling community providing direct services, supervising counselors, volunteering for professional organizations, and serving as administrators of agencies. Faculty members in the MSC/CCMH program demonstrate continued learning and professional service throughout their employment at UOPX.

Relationships Between Students and Faculty

Because faculty members are active within the local counseling community, there is an increased possibility that students will have contact with faculty members outside of the educational setting. For example, students may work at the same agency as a faculty member.

There are potentially beneficial aspects to this relationship. For example, faculty members with whom students are familiar or comfortable can function as mentors for the student. Faculty members can mentor students through such activities as writing manuscripts, presenting at conferences, attending meetings of professional organizations, and discussing theoretical perspectives or career options. However, the possibility of interactions outside the educational setting requires vigilant attention to ethical boundaries. Faculty and students follow ACA Ethical Code guidelines regarding unacceptable relationships (ACA, 2014, F.10.a-e) and potentially beneficial relationships (ACA, 2014, F.10.f).

Procedures for Disseminating Information

It is important that students are aware of programmatic changes, current professional and academic events and learning opportunities. Students receive information through mass emails, faculty announcements in class, and in the electronic forums/Blackboard Classroom. In addition, academic

counselors may conduct class visits at specific times throughout the program. During class visits, they may review progression- and degree-completion requirements.

Section II

Campus-Specific Program Information

The online CCMH program is aligned with required state licensure statutes and regulations where the programs are approved to be offered. Students who move to a state where the program is not approved may NOT be able to complete their program. Should a student have the need to relocate while enrolled in the counseling program, they must reach out to their academic counselor PRIOR to their move to determine if they will be able to continue their program in that state. Furthermore, when transferring to a different state it will be the student's responsibility to ensure they are meeting all the requirements for licensure in the new state.

MSC/Online Counseling Clinical Mental Health Program Description

The Master of Science in Counseling/Clinical Mental Health Counseling (MSC/CCMH) is a 60-63 credit program that prepares graduates to work as practitioners with diverse clients in various mental health environments, including private practice, hospitals, and public and private mental health agencies. Students learn the foundations of counseling including theories and their application with groups and individuals; assessment and evaluation; counseling and consultative relationships; career planning; research methods; legal and ethical concerns, trauma and crisis, and program development, implementation, and evaluation. The program addresses critical issues facing clinical mental health counselors and includes supervised practicum and internship experiences where students obtain practical experience prior to graduation. Students in the program must pass the Counselor Preparation Comprehensive Examination (CPCE) as part of the graduation requirements.

Faculty Advisors

The MSC/CCMH degree program provides faculty advising for counseling students. Faculty advisors help students with their graduate program by providing support, challenging student learning, and supervising students' ability to work with others within the program. Faculty advisors serve as mentors, encourage and assist in the development of a professional counseling identity, and promote student specific professional career goals and development. Faculty advisors help track student progress through the entire program and offer professional guidance to students as they navigate graduate school challenges. Faculty advisors will also communicate about opportunities for participation in professional organizations and conferences, as well as counselor-related research.

There are many possible topics for discussion with faculty advisors, including:

- Career goals, including a professional development plan
- Development and articulation of a theoretical approach
- Use of advocacy in the office, administration, and legislation
- Membership in professional organizations
- Acquisition of advanced clinical skills/specialized training
- Research and presentation opportunities
- Supervision and licensure
- Portfolio assessment and preparing to take National Exams required for state licensure

As gatekeepers for the profession, faculty may share information in accordance with FERPA guidelines about student progress throughout the program as a strategy for enhancing student success and ensuring compliance with professional, ethical responsibilities.

Professional Affiliations

Students are required to join the American Counseling Association (ACA). In addition, students are encouraged to participate by attending meetings, volunteering time and services, submitting manuscripts for publication, attending conferences, and speaking at conferences.

It is recommended students consider joining Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, which promotes scholarship, research, professionalism, leadership, and excellence in counseling. The Society was established at Ohio University in 1985 through the efforts of leaders in the counseling profession whose desire was to provide recognition for outstanding achievement and service within the profession. The Society has over 12,000 active members and over 58,000 initiated members in over 250 chapters in the United States, Europe, and the Philippines. This makes Chi Sigma Iota one of the largest single-member organizations of professional counselors in the world. Contact your faculty advisor to explore campus chapter possibilities.

Endorsements

Submit any requests for program endorsements related to credentialing and employment through the Academic Director of Counseling who will evaluate and provide such endorsement in consultation with faculty members. Faculty may provide personal references for students, with appropriate consideration as to their knowledge of the student's progress in the program, the program the student attended, and the faculty members' area of expertise within the scope of program instruction.

Student Counseling Services

Although it is not the policy of this University to require personal or career counseling as a program requirement, UOPX recognizes personal issues can impede academic and clinical functioning as a result of the professional development that takes place within courses and training. Undergoing psychotherapy/counseling as a personal growth opportunity, as well as having the experience of a client, can be cathartic, and is generally a healthy approach to maintaining mental wellness. It is strongly recommended for all counseling professionals. Information on counseling services is available in the Life Resource Center accessible through the student website. The Life Resource Center is provided by the university through EAP Preferred and includes online and telephonic counseling, as well as life and career coaching by licensed counselors. Students are encouraged to utilize this resource as well as other community services.

Disability Services

University of Phoenix recognizes and accepts the obligations under the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008, prohibiting discrimination on the basis of disability and requiring institutions of postsecondary education to provide reasonable accommodations to qualified disabled individuals in all programs, activities, and employment.

In order for the University to provide eligible disabled students with reasonable accommodations, the student must submit an official request for services to a disability services advisor. All students seeking accommodations must contact their disability services advisor in order to begin the self-disclosure and accommodation process. Apollo human resources is available to assist employees and faculty members with disabilities who request accommodations and can be found at the [UOPX Disability Services](#) site.

Course Sequence and Prerequisites

Counseling Fundamentals				
Course ID	Course Title	Credits	Length	Prerequisites
CCMH/502	Graduate Portfolio	0	6 weeks	
CCMH/504	Individual and Family Development Across the Life Span	3	6 weeks	CCMH/500
CCMH/506	Personality Theories and Counseling Models	3	8 weeks	CCMH/504
CCMH/515*	Legal, Ethical, and Professional Issues in Counseling	3	8 weeks	CCMH/504
CCMH/510*	Multi-Cultural Issues in Mental Health Counseling	3	6 weeks	CCMH/504
CNSL/503R	Residency I	1	2 weeks	CCMH/506

Counseling Skills				
Course ID	Course Title	Credits	Length	Prerequisites
CCMH/525	Research Methods for Mental Health Counselors	3	8 weeks	CCMH/515
CCMH/535	Psychometrics	3	6 weeks	CNSL/503R, CCMH/525
CCMH/544	Introduction to Clinical Assessment	3	8 weeks	CCMH/535
CCMH/548	Psychopathology: Advanced Clinical Assessment	3	6 weeks	CCMH/544
CCMH/551	Individual Counseling	3	6 weeks	CCMH/548
CCMH/558	Crisis Intervention and Trauma	3	6 weeks	CCMH/548

CCMH/513R	Residency II	1	2 weeks	CCMH/558, CCMH/551
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Counseling Specialties				
Course ID	Course Title	Credits	Length	Prerequisites
CMHC/551	Human Sexuality and Sex Therapy	3	6 weeks	CCMH/551
CCMH/522	Psychopharmacology	3	6 weeks	CNSL/513R
CCMH/540	Career and Vocational Counseling	3	6 weeks	CNSL/513R
CCMH/561	Dependency and Addictions	3	6 weeks	CNSL/513R
CCMH/565	Family, Couple and Child Counseling	3	6 weeks	CNSL/513R
CCMH/568	Group Counseling	3	8 weeks	CNSL/513R, CCMH/522, CCMH/540, CCMH/561, CMHC/551
CNSL/523R	Residency III	1	2 weeks	CCMH/568

Clinical Placement				
Course ID	Course Title	Credits	Length	Prerequisites
CCMH/592	Practicum in Clinical Mental Health Counseling	3	10 weeks	CNSL/523R
CCMH/597A	Internship A	3	15 weeks	CCMH/592
CCMH/597B	Internship B	3	15 weeks	CCMH/597A
CCMH/597C	Internship C (Nevada Only)	3	15 weeks	CCMH/597B

*California residents must complete CCMH/515CA and CCMH/510CA

References

- American Counseling Association. (2014). *ACA code of ethics*.
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Marriage and Family Therapists, at <https://www.bls.gov/ooh/community-and-social-service/marriage-and-family-therapists.htm> (visited March 14, 2021)

University of Phoenix Master of Science in Counseling Statement of Acknowledgement and Understanding

I, _____ (Print Student Name), hereby state that I have downloaded an electronic copy or received a hard copy of the University of Phoenix MSC/CCMH Online Program Handbook and have read and understand the Program Handbook for the University of Phoenix MSC/CCMH degree program. I further state that I acknowledge and will adhere to the supplemental standards for the College of Social and Behavioral Sciences students.

Student Signature:

Date: