



The College of Social and Behavioral Sciences

“Igniting Students’ Passion for the Helping Professions”

Master of Science in Counseling

Version 1

Program Handbook

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Introduction

This handbook outlines areas critical to effective student learning in the Master of Science in Counseling (MSC) Mental Health, Clinical Mental Health, Marriage, Family and Child Therapy, and School Counseling programs. Students should use this handbook as a resource guide, along with other UOPX student resources and materials, as they progress through their respective program. There are two sections in this manual. The first section includes information consistent across the University's campuses and MSC programs. The second section provides information specific to a particular campus and program.

Section I General Policies and Procedures

Overview of MSC Program

The College of Social and Behavioral Sciences offers graduate-level counseling programs designed to meet the educational standards for certification and licensure by state authority. The American Counseling Association (2011) 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."

MSC programs at the University of Phoenix meet 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 throughout the first quarter of the 21st century, students from a variety of settings and backgrounds should find the interpersonal communication and therapeutic skills offered in this program useful in enhancing their careers (BLS, 2017).

Curriculum in the Master of Science in Counseling/Mental Health Counseling (MSC/MHC), Master of Science in Counseling/Clinical Mental Health Counseling (MSC/CCMH), Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT), and Master of Science in Counseling/School Counseling (MSC/SC) programs prepare students for licensure in most states. Programmatic accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and/or the National Council for Accreditation of Teacher Education (NCATE) may be campus specific (Section II).

Post Graduate Licensure Requirements

The Masters of Science in Counseling degree is designed to meet the educational requirement for counseling licensure in the states in which the program is offered. However, your state may have additional post-graduate requirements that must be met prior to submitting a licensure application.

Such requirements may include one or more of the following:

- ✓ A licensing fee and annual renewal fees (varies by state)
- ✓ Fingerprinting (following state instructions often requiring state forms)
- ✓ Background checks by state and/or federal agencies
- ✓ A self-requested report from the National Practitioner Data Bank (NPDB)
- ✓ Additional post-graduate internship experience:
 - State requirements vary and may be listed in terms of hours, months or years (for example, 3,000 hours, 24 months or 2 years).
 - The state may require supervision of these hours be conducted by a person specifically licensed to act as a post-graduate internship supervisor in that state.
 - A state may require you to register as an intern or obtain a limited license prior to completing these hours.
 - Some states require this experience to be completed within a given timeframe after the degree is completed and/or before the application for licensure is submitted.
 - States may require that post-graduate hours be recorded on a state-specific form.
 - States may require that a post-graduate supervision plan be submitted with application for the internship or limited licensure application.
 - Some states will allow application of some internship hours completed during the degree program to count toward this requirement.

Check your state requirements for verification.

- ✓ Additional post-graduate *clinical supervision* time provided by a person specifically licensed to act as a post-graduate internship counseling supervisor. States may specify the percentage or number of these hours that must be completed *face to face*.
- ✓ Letters of recommendation from internship supervisors commenting on your counseling knowledge, skills, and dispositions.
- ✓ Course syllabi from your counseling program.
- ✓ A passing score on a state or national examination, such as the National Counselor Examination (NCE), or the National Clinical Mental Health Counselor Examination (NCMHCE) provided by the National Board for Certified Counselors (NBCC). See the NBCC website for state-specific details: [State Licensure Exam Registration](#).
- ✓ A passing score on an exam covering state laws specific to counseling may be required.
- ✓ Post graduate educational hours in state-specific areas such as the following may be required: autism; addictions; state specific laws/ethics course related to counseling; child abuse, elder abuse and/or domestic partner abuse, assessment and reporting; human sexuality; state specific cultures; telemental health; and/or other content areas. States specify the number of credits or units required prior to application for licensure.
- ✓ Continuing education may be required. States specify the number of credits or units and the specific intervals at which the number of units of continuing education must be completed. For example, a state may require 30 or 40 hours/units of continuing education on relevant topics by credentialed presenters every two years.

Please ensure that you review the licensure requirements for your state. Links to state websites and applications are listed below for your convenience.

States	Link to Licensure Application
Alaska	https://www.commerce.alaska.gov/web/portals/5/pub/pco4403.pdf
Arizona	http://azbbhe.us/node/556
California	http://www.bbs.ca.gov/forms.shtml
Colorado	https://www.colorado.gov/pacific/dora/Professional_Counselor_Applications
Georgia	http://sos.ga.gov/index.php/licensing/plb/43
Hawaii	http://cca.hawaii.gov/pvl/programs/mental/application_publication/
Idaho	http://ibol.idaho.gov/IBOL/BoardAdditional.aspx?Bureau=COU&BureauLinkID=100
Louisiana	http://www.lpcboard.org/
Michigan	http://www.michigan.gov/lara/0,4601,7-154-72600_72603_27529_27536---,00.html
Minnesota	http://mn.gov/boards/behavioral-health/
Montana	http://bsd.dli.mt.gov/license/bsd_boards/swp_board/board_page.asp
Nevada	http://nvboard.alliedweb.info/
New Mexico	http://www.rld.state.nm.us/boards/Counseling_and_Therapy_Practice_Forms_and_Applications.aspx
North Dakota	http://www.ndbce.org/forms.shtml
Oklahoma	https://www.ok.gov/behavioralhealth/Board_Forms/index.html
South Dakota	https://dss.sd.gov/licensingboards/examiners_licensing.aspx
Utah	http://www.dopl.utah.gov/licensing/index.html?n=a
West Virginia	http://www.wvbec.org/

Program Structure

Curriculum, course work, and clinical experience produce student-learning outcomes related to knowledge, critical thinking, affective development, and counseling skills. These outcomes are based on industry-accepted counselor education standards emphasizing counselor education with attention to 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 an ongoing component of the program structure and course sequencing. Average program length is three to four years and includes practicum and internship requirements. Practicum/internship courses occur after fulfilling progression requirements and prerequisite courses.

The program involves a variety of delivery formats depending upon 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 (Learning Team) presentations
- ✓ Small group and independent research
- ✓ Participation with a weekly Learning Team
- ✓ Access to an electronic chat room to discuss materials with other Learning Team members and faculty
- ✓ Written assignments
- ✓ Quizzes and in-class exams
- ✓ Critical thinking activities
- ✓ Take-home exams and exercises

Because of the compressed and 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, Learning Team meetings, project activities, and comprehensive clinical coursework. Concurrent courses are *not* allowed during clinical courses.

Online Resources

The MSC 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 with multiple databases, information about a student's local campus, Phoenix Connect (a venue within eCampus in which students can communicate with faculty and peers), access online support, and links to assistance with educational tasks (such as writing, researching, and subject tutoring). Students will access the UOPX Classroom throughout the Masters of Science in Counseling with the University.

Learning Team Philosophy

The foundation of UOPX's educational philosophy and practice is the recognition of a distinction between the traditional college student and the student who has assumed the adult responsibilities of self-determination, has achieved a level of independence, and has experienced professional development. University of Phoenix focuses attention on shared participant responsibility for self-directed learning. Throughout University programs, student expectations include seeking answers to critical questions, identifying and developing resources for validating information, and taking charge of their own learning process. The programs, therefore, provide the structure and support necessary to encourage independence and self-direction.

Traditionally, the role of the student has been relatively passive. The educational model advocated by UOPX, based on the principles of John Knowles, demands active student participation in the educational process which places substantial responsibility on the learner. The dynamic process employed with Learning Teams maximizes each student's understanding and involvement in his or her degree program. Learning Team activities and time commitments are *not* optional. They require an average of 4 hours per week in addition to classroom time. By sharing learning responsibilities, dissemination of more information amongst group members occurs in a limited amount of time.

Learning Teams are comprised of three to six students who meet weekly outside of class (either face to face, electronically, or as directed by course faculty). Learning Teams provide a format for students to support one another, learn from one another, and develop and refine their problem-solving skills. Oral and written projects completed within Learning Teams contribute to each student's individual grade. It is essential for Learning Team members to make a commitment to work together in order to meet course objectives and complete group assignments as instructed. Effective collaboration is one of the University's fundamental learning goals. One critical organizational competency involves learning to work effectively in teams, both as a team member and leader. This concept is crucial in the healthcare fields, where collaboration between professionals is generally an expected standard. The UOPX goal is to give students educational experiences that enhance effective core competencies and skills in a collaborative spirit, such as a Learning Team.

Master of Science in Counseling -- MSC Degree Information

The overall mission of the Master of Science in Counseling program is to educate competent and prepared counselors and counselor educators on a global level who see themselves as vital professionals, leaders, and front-runners. Our students are expected to be dedicated learners who are ready to embrace multiple roles, systems, settings, and situations and who are also prepared to embrace diversity, advocacy, and leadership.

Counseling Program Faculty are working practitioners and role-models dedicated to ethical practice in teaching, supervision, research, scholarship, advocacy, clinical practice, service, and leadership.

The Counseling 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 the environment.

MSC Program Philosophy

Commitment to standards of excellence and quality curriculum are the core beliefs of the faculty and administration of the Master of Science in Counseling (MSC) 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 MSC program

provides needed services to the community through collaboration with local agencies, schools, and a range of institutions. The MSC program also contributes to the community by providing continuing education opportunities.

Students are prepared to become competent professionals committed to the ideals of working with people in relationships. Students find themselves immersed in educational and clinical systems training that provide opportunities to practice a broad range of skills and prepares them to help people. Exposure to developmental and systemic models—with a balance of theory and practical application—is at the core of the counseling student experience.

Additionally, introduction to a core set of values is an integral component in a field dedicated to helping others. Descriptions of this ideology, found in a variety of counseling and therapy association codes of ethics, essentially guide professional identity and behavior. Professional organizations related to counseling include the American Counseling Association (ACA), American Mental Health Counseling Association (AMHCA), American Association for Marriage and Family Therapy (AAMFT), and American School Counselors Association (ASCA).

Students will also gain understanding and experience in providing therapy within ethnically, culturally and racially diverse populations. MSC 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, skill, and practical experience.

Program Goals

Graduates will demonstrate an understanding of the following:

1. The nature and needs of the individual at all developmental levels
2. Issues and trends in a diverse society
3. Counseling and consultation processes
4. Group development, dynamics, theories, counseling methods and skills, and other group work approaches
5. Career and lifestyle development
6. Individual and group approaches to assessment and evaluation
7. Types of research methods, basic statistics, and ethical and legal considerations in research
8. All aspects of professional counselor identity, including history, roles, organizational structures, ethics, standards, and credentialing
9. Needs and appropriate intervention strategies for individuals and groups in crises, emergencies, and disasters

Graduates of the MSC program exemplify leadership and excellence in practice and are prepared to:

1. Maintain and advance professional standards
2. Facilitate growth
3. Think critically
4. Communicate effectively
5. Demonstrate flexibility
6. Manage conflict and stress

7. Use various theoretical models
8. Analyze and apply scholarly, counseling-related research
9. Make clinical and treatment decisions based on sound, ethical, and legal reasoning with consideration and respect for diversity
10. Make appropriate diagnoses within the scope of practice
11. Supervise others in the clinical practice of their discipline
12. Intervene effectively with individuals and groups during crises, emergencies, and disasters

Program Objectives

1. To provide a foundation in the current scholarly knowledge base 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 which enrich clinical and interpersonal interactions.
4. To develop a broad base of therapeutic skills and knowledge 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 research process that promotes the use of research for the discipline in which the student will practice.
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 counseling models, including current paradigms, which provide a balance of theory and practical application.
10. To prepare students to assist individuals, couples, groups, and families with meeting their counseling goals.
11. To provide services based on counseling theories, recognized professional standards, and scholarly research.
12. To teach effective communication, conflict and stress management, negotiation, and problem-solving and decision-making skills, with consideration to diverse individuals and groups.
13. To critically analyze research and apply research findings in clinical practice.
14. To exhibit a broad range of knowledge of available community resources and professional practice, and demonstrate appropriate ability to access and apply new knowledge.
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 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 MSC 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, American School Counselor Association (ASCA), American Association for Marriage and Family Therapy (AAMFT), or other approved professional organizations as listed in the Enrollment Agreement. 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 19 specialty divisions, four regional groups, and 56 branches. Students can access the [ACA](#) website. For students in the School Counseling program, the ASCA provides a supportive network for school counselors with a platform for accessing professional journals and the most up-to-date literature in this field. Students can access this information at the [ASCA](#). The American Association for Marriage and Family Therapy is the professional organization for the field of marriage and family therapy. Students can visit [AAMFT](#) for more information.

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
- Other student questions

During the CNSL/502, Graduate Portfolio I process, MSC faculty members orient candidates to both the MSC program and the basic tenets and standards of the counseling profession. Program orientation provides several key elements, including specifics of program policies and requirements, discussion of counselor identity, information about the future practicum and internship, and answers to other questions as needed. Students must successfully pass CNSL/502 before they are considered as accepted into the program.

Portfolio I (CNSL/502)

Graduate Portfolio I, CNSL/502, involves a selection process for entry into the counseling programs. Admission decisions are based on an evaluative process by a selection committee consisting of experienced counseling faculty. Program candidates are introduced to specifics of their campus program in the first CNSL/502 workshop with a Program Orientation. Over the full 6

weeks of CNSL/502, students will be evaluated in five core areas: oral presentation skills, basic counseling skills, writing skills (paper mechanics), writing skills (content), and professional behavior. Candidates are evaluated in general for their potential for success in forming interpersonal relationships in small groups and with individuals; their aptitude for study at the graduate school level; and for their overall career goals in relation to the outcome of the program.

Students who do not pass CNSL/502 on the first attempt may reapply in three months. A student failing CNSL/502 on the second attempt must wait six months before reapplying. Passing Portfolio I is limited to a total of three attempts.

Portfolio II (CNSL/556 or SCHC/556)

About midway through the counseling program (before beginning clinical progression courses), students are evaluated for readiness for clinical placement in practicum and internship. The evaluation is a gateway or threshold that counseling students must pass through providing an opportunity to demonstrate counseling and critical-thinking competencies. Teams of experienced faculty practitioners facilitate the course, Portfolio II, and then provide a collaborative assessment of student learning. Students may pass or fail the course, but passing is required to move forward in the program. Portfolio II provides an integrative experience requiring the student to gather information learned in previous courses, integrate that knowledge and demonstrate competency in a number of key areas covered in the program. This assessment also has two goals: 1) to help students evaluate their own progress and 2) to provide an opportunity for faculty to objectively evaluate the student's professional and personal development, along with readiness for clinical placement.

Students failing Portfolio II may be required to take a temporary leave from coursework and retake Portfolio II according to Policy and Procedures, or accept a plan for remediation in the areas of shortfall discovered during the Portfolio II screening/evaluation process. Student performance during the assessment guides evaluator recommendations for remediation or retaking Portfolio II.

Portfolio III Clinical Placements

Students must attend a pre-practicum/clinical placement orientation 12 to 16 weeks prior to the beginning of their respective initial clinical placement course, and 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. 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, or other similar professional organizations, will provide the opportunity to obtain Professional Liability insurance 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 Portfolio II, 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. 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.

Student Responsibilities

Each student will maintain behavior in accordance with the highest ethical and professional counseling standards as outlined by the counseling association relevant to the corresponding program, i.e., the American Counseling Association (ACA) and its branches and divisions, the American School Counselor Association (ASCA), or the American Association for Marriage and Family Therapy (AAMFT). Students are expected to keep all information about clients confidential. Logs, case notes, and other clinical assignments should contain no identifying information; names used should be fictitious.

In addition to the counseling professional standards, all students at University of Phoenix 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 Catalog, available at <https://cdn.assets-phoenix.net/content/dam/altcloud/doc/community/uopx-Student-Code-of-Conduct.pdf>.

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 candidates 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 ("Supplemental Standards") apply to these degree candidates before, during, and after 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 himself/herself and those with whom he/she 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, campus staff, or campus management that a candidate falls short of meeting any of the above Supplemental Standards, they may file a “Referral” with the campus college chair, campus director of academic affairs, 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 counseling and advisement on professional requirements. These processes are conducted through collaboration between faculty, campus staff, 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 deficiencies and promote dialogue on how the candidate can improve and move forward in their program.

During the course of a candidate’s program, faculty members, through a review of grades and dispositions, will monitor the candidate’s academic progress. The director of academic affairs (DAA), 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 the Office of Dispute Management (ODM) for review. Upon approval by ODM, 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 agree to 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.

4. The student must meet with the appointed administrator.
5. 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.
6. 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.
7. The student will not be permitted to have representation by an attorney or any other third party at any time during the referral process.
8. 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.
2. *Note:* 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 RC.
3. 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.
4. 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.
5. 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.

6. After the student responds, the appointed administrator shall convene a meeting of the Retention Committee as described below.
7. The student will not be permitted to have representation by an attorney or any other third party at any time during the process.
8. 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
- C. 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.

D. Decision

1. Take No Action

- a. Upon a decision to take no action, the student will be notified in writing of the decision.
- b. A decision to take no action may be taken into consideration should the student receive any future referral.

- c. 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 student will not be permitted to have representation by an attorney or any other third party during the process.
- d. 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.
- e. 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.
- f. A recommendation decision by the Retention Committee to institute a formal remediation plan is final and cannot be appealed.

3. Program Withdrawal

- a. Upon decision that the student be withdrawn from the program, the student will be scholastically suspended and notified in writing.
- b. A student who does not successfully complete the student teaching, 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.

E. Central Administration Appeal Committee

- 1. The Central Administration Appeals Committee, facilitated by the Office of Dispute Management (ODM), 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:
 - a. Reject the withdrawal and remand back to the campus to reinstate into the program and remediate if applicable or
 - b. Uphold the program withdrawal.
4. 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.
5. The student will be notified in writing of the Central Administration Appeals Committee decision.
6. The decision of the Central Administration Appeals Committee is final.

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

Professional Dispositions

Note: This chart complements the *Supplemental Standards for Candidates in the College of Social and Behavioral Sciences - Counseling Programs*. It is intended to provide behavioral examples to show how each disposition might be demonstrated inside and outside of the classroom and in professional settings.

Disposition*	Description of "At Standard" Indicators
1. The candidate contributes to a positive climate in the University classroom and all field placements, practicums, and/or internships.	Participates actively in class discussion and assignments; works effectively with others; shows respect of and consideration for the thoughts and feelings of others.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.	Communicates effectively verbally; demonstrates an ability to write in a clear, organized, fluent manner; adheres to language conventions when appropriate; recognizes distinctions between formal and informal communication.

Disposition*	Description of "At Standard" Indicators
3. The candidate is a thoughtful and responsive listener.	Solicits feedback that demonstrates an understanding of program and professional goals and objectives; receives feedback in a positive manner and makes necessary adjustments; listens and responds to others.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process.	Reflects on information provided and demonstrates an ability to apply ideas to his/her own practice or life; able to modify behavior and/or understanding when provided with new information or experience; demonstrates an interest in and commitment to lifelong learning.
5. The candidate is willing to give and receive help.	Volunteers to assist others in the University classroom and/or practicum settings; demonstrates openness to assistance from others. Accepts direction from others and respects authority.
6. The candidate is sensitive to community and cultural norms of the counseling and/or human services program, the University classroom, and all field placements, practicums, and/or internships.	Uses language that demonstrates sensitivity to others; communicates effectively with peers, instructors, students, and clients; shows an awareness of the context in which s/he is interacting.
7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.	Listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and privilege in American society.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in himself or herself and those with whom he/she interacts.	Demonstrates an ability to identify, analyze, and evaluate complex issues; exhibits the ability to solve problems both independently and in cooperation with others; sets and achieves high standards.

Disposition*	Description of "At Standard" Indicators
9. The candidate demonstrates a commitment to keeping abreast of new ideas and understanding in the counseling and/or human services field.	Identifies and analyzes important trends in counseling and/or human services; looks for opportunities to integrate theory and practice; demonstrates enthusiasm for learning new ideas and strategies; relates class discussions and issues to current events in counseling and/or human services.
10. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional counselor and/or human services worker.	Attends all classes, practicum experiences, required activities and arrives on time; dresses for practicum experiences in an appropriate manner; communicates in a professional manner regarding extenuating circumstances that may prevent attendance; comes to class prepared.
11. The candidate maintains the highest ethical standards in interactions with faculty, students, and staff, as well as in preparation and submission of required course work, and the completion of assignments.	Does not represent the work of others as his/her own; is truthful when making statements about qualifications and competencies; observes contractual commitments and timelines; protects students' and clients' rights to privacy and confidentiality; establishes relationships with co-workers and clients based on courtesy, mutual trust, and open communication; respects the uniqueness and characteristics of varying backgrounds; acts within the community in a way that enhances the status of the profession; promotes the improvement of organizational policies; develops an understanding and respect for laws and policies that protect organizations, staff, clients, and communities.

Disposition*	Description of "At Standard" Indicators
12. The candidate maintains a pattern of exceeding minimal requirements in courses, field placements, practicums, and/or internships.	Attends all required activities and arrives on time; dresses for field placements, practicums, and/or internships in a professional manner; communicates professionally to organizations, staff, and clients; comes to class prepared; respects diversity; volunteers to take on additional responsibilities, as appropriate; participates in professional development opportunities offered in counseling/human services setting; maintains privacy and confidentiality.

**Note: The first nine dispositions were adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC), formerly available at the [Council of Chief State School Officers \(CCSSO\)](#) website.*

Academic Requirements

Counselor Preparation Comprehensive Examination (CPCE)

Students in UOPX counseling programs must take the Counselor Preparation Comprehensive Examination (CPCE) or another exam that is approved by the dean of the College of Social and Behavioral 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 most 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

A failing grade (“F”), In Progress (IP), or an Incomplete grade (“I”) is not acceptable. Students who receive an “F”, “IP,” or an “I” grade may not enroll in any other coursework until a passing grade is awarded. Students in the counseling programs may not attend any further courses after being assigned a grade of Incomplete in a course. MSC students will be placed on Scholastic Disqualification if minimum grades established in the program Policy and Procedures are not earned. Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for reentry, if allowed by Policy and Procedures.

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.

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 Learning Team assignments. Outlined below is a suggested class participation guide:

1. With regard to group involvement, the student:
 - a. Contributes to group discussion frequently
 - b. Chooses topics relevant to the topic being presented in class at that time
 - c. Is interested in class and faculty discussion
 - d. Actively listens to others
 - e. Leads group discussion
 - f. Serves as group spokesperson
 - g. Relates theory to practice in group discussion
 - h. Asks questions
 - i. Is prepared for group discussion
 - j. Enhances the group presentation

2. With regard to class involvement, the student:
 - a. Arrives prepared to each class
 - b. Shows interest in faculty and class discussion
 - c. Asks pertinent questions in class
 - d. Relates theory to practice
 - e. Contributes to class discussion frequently
 - f. Brings materials to share with the class (at least once)
 - g. Does not dominate or monopolize group discussions
 - h. 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, Sixth 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

All key elements of the assignment are covered in a substantive way. Content is comprehensive, accurate, and persuasive (if applicable).

- a. Major points are stated clearly; supported by specific details, examples, or analysis; and organized logically.
- b. Where appropriate, the paper supports major points with theory relevant to the development of the ideas and uses the vocabulary of the theory correctly.
- c. 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).
- d. Research is adequate and timely for the topic.
- e. 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 “sign post”). 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 Learning Team Work

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 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 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 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 with regard to unacceptable relationships (ACA, 2005, F.10.a-e) and potentially beneficial relationships (ACA, 2005, F.10.f).

Program Resources

Each campus may have counseling training facilities referred to as the Counseling Skills Center (CSC). Where available, the CSCs are equipped with private counseling rooms, a small group meeting room, video/audio recording technology, a bulletin board for information sharing, and internship site compendium. In addition, each campus has testing materials and a library of counseling resources, including textbooks, videos, and testing materials.

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/New Classroom, and the program message board located in the Counseling Skills Centers. 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

MSC programs may differ from campus to campus (campus-specific). Consult with your enrollment advisor to ascertain the specific program and program version you are attending at your campus. Master of Science in Counseling Degree programs are at these UOPX local campus locations:

- Bay Area Campus
- Central Valley Campus
- Colorado Campus
- Detroit Campus
- El Paso Campus (St. Theresa, NM – LC only)
- Las Vegas Campus
- Phoenix Campus
- Puerto Rico Campus
- New Mexico Campus
- Northern Nevada Campus
- Sacramento Valley Campus
- Southern Arizona Campus
- Southern California Campus
- Utah Campus
- West Michigan Campus

Counseling programs are “state-specific” and aligned with state licensure laws and rules. Should students relocate while enrolled in a counseling program, they may *not* complete their program in a state that does not have a current counseling program. Further, transferring to a different state may not ensure licensure in the new state.

Clinical Mental Health Counseling Program Description

The Master of Science in Counseling degree program, with a specialization in Clinical Mental Health Counseling, provides the required knowledge and skills to become competent and ethical practitioners. The MSC/CCMH specialization provides a needed service to the community through collaboration with agencies and institutions and their personnel, as well as through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients meet their counseling goals. The program encompasses foundations of counseling and guidance, including theories and their application with groups; individuals; assessment and evaluation; counseling and consultative relationships; career planning for students; and program development, implementation, and evaluation. The program addresses critical issues facing mental health counselors and offers supervised clinical experiences.

MSC/Clinical Mental Health Counseling Mission Statement

The mission of the Masters of Science in Counseling/Clinical Mental Health Counseling is to prepare confident, competent, and 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 the foundational knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling practice.

School Counseling Program Description

The Master of Science in Counseling degree program, with a specialization in School Counseling, provides the required knowledge and skills to become effective school counselors. The program encompasses foundations of counseling and guidance, including theories and their application with groups; individuals; assessment and evaluation; counseling and consultative relationships; career planning for students; and program development, implementation, and evaluation. The program addresses critical issues facing school counselors and offers supervised clinical experiences that allow students to obtain the practical experience necessary for licensure as school counselors.

MSC/School Counseling Mission Statement

The mission of the Master of Science in Counseling/School Counseling program is to prepare students to achieve their academic and professional goals as school counselors. Students benefit from an innovative educational program that prepares our students to excel as highly effective, ethical, and culturally competent K-12 school counselors.

Marriage, Family and Child Therapy Program Description

The Master of Science in Counseling degree program, with a specialization in Marriage, Family and Child Therapy, provides the required knowledge and skills to become competent and ethical practitioners. The MSC/MFCT specialization provides a needed service to the community through collaboration with agencies and institutions, as well as their personnel and through the provision of continuing counselor education and programming. Students are involved in a variety of educational and clinical activities that prepare them to help their clients meet their counseling goals. The program encompasses foundations of counseling and guidance, including theories and their application with groups; individuals; assessment and evaluation; counseling and consultative relationships; career planning for students; program development, implementation, and evaluation. The program addresses critical issues facing mental health counselors and offers supervised clinical experiences.

MSC/Marriage & Family Therapy Mission Statement

The mission of the Master of Science in Counseling/Marriage, Family, Child Therapy program is to prepare students to achieve their academic and professional goals and develop into marriage and family therapists. Students benefit from a diverse program that provides rigorous education on counseling theory, career development, legal and ethical issues, multicultural trends, human development, research methods, and assessment techniques.

Faculty Advisors (Campus-Specific)

The Master of Science in Counseling degree program may provide faculty advising for counseling students. If your program is CACREP accredited, a faculty advisor will be assigned during your first course following Portfolio I, the entrance assessment. Check with your academic advisor or enrollment advisor to see if this service is provided at your campus. Faculty advisors help students with their graduate program by providing support, challenging student learning, and oversight regarding the 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 CPCE/NCE

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), state branches of ACA, American Association for Marriage and Family Therapy, and/or the American School Counselor Association (ASCA), according to your respective degree program policy. Faculty will inform students about the available and required association memberships, according to your respective

program. 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 campus college chair, 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. Although it is not our policy to require personal or career counseling as a program requirement, 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](#).

Preferred Course Sequence and Prerequisites

Program versions and sequences may vary from campus to campus. Your campus will provide a Course Sequence outline and addendum for your particular program that will include prerequisite information. Additional information in the Campus Addendum includes guidelines and policies for taking the CPCE at your campus, as well as other pertinent information relevant to your specific degree program.

Reference

Bureau of Labor Statistics. (2017). *Occupational outlook handbook*. Retrieved from <https://www.bls.gov/ooh/community-and-social-service/mental-health-counselorshttps://www.bls.gov/ooh/community-and-social-service/mental-health-counselors-and-marriage-and-family-therapists.htm>

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 Master of Science in Counseling Program Handbook and have read and understand the Program Handbook for the University of Phoenix MSC degree program. I further state that I acknowledge and will adhere to the supplemental standards the for College of Social and Behavioral Sciences students.

Student Signature _____

Date: _____