

Jeremiah W. (Jay) Nixon  
Governor  
State of Missouri

Jane A. Rackers, Division Director  
DIVISION OF PROFESSIONAL REGISTRATION

Department of Insurance  
Financial Institutions  
and Professional Registration  
John M. Huff, Acting Director

STATE COMMITTEE OF MARITAL & FAMILY THERAPISTS  
3605 Missouri Boulevard  
P.O. Box 1335  
Jefferson City, MO 65102-1335  
Telephone: 573/751-0870  
Fax: 573/751-0735  
800-735-2966 TTY Relay Missouri  
800-735-2466 Voice Relay Missouri  
[maritalfam@pr.mo.gov](mailto:maritalfam@pr.mo.gov)

Loree V. Kessler, MPA  
Executive Director

**Meeting Notice**  
**MISSOURI STATE COMMITTEE OF MARITAL AND FAMILY THERAPISTS**  
**May 22, 2012 8:00 a.m.**  
**Telephone Conference Call**  
**Telephone Number – 573-526-6012**  
**Toll Free - 866-630-9353**  
**Division of Professional Registration**  
**3605 Missouri Boulevard – Jefferson City, Missouri**

Notification of special needs as addressed by the Americans with Disabilities Act should be forwarded to the Missouri State Committee of Marital and Family Therapists, P.O. Box 1335, 3605 Missouri Boulevard, Jefferson City, Missouri 65102 or by calling (573) 751-0870 to ensure available accommodations. The text telephone for the Deaf or Hard of Hearing is 800/735-2966 or 800/735-2466 for Voice Relay Missouri.

Except to the extent disclosure is otherwise required by law, the Missouri State Committee of Marital and Family Therapists is authorized to close meetings, records and votes, to the extent they relate to the following: Chapter 610.021 subsections (1), (3), (5), (7), (13), (14), and Chapter 324.001.8 and 324.001.9 RSMo.

The State Committee may convene in closed session at any time during the meeting. If the meeting is closed, the appropriate section will be announced to the public, with the motion and vote recorded in open session minutes. Please see attached agenda for this meeting.

Attachment

Missouri State Committee of Marital & Family Therapists  
Open Session Agenda  
May 22, 2012  
Page 1

## Tentative Open Agenda

### MISSOURI STATE COMMITTEE OF MARITAL AND FAMILY THERAPISTS

May 22, 2012 8:00 a.m.

Telephone Conference Call

Telephone Number – 573-526-6012

Toll Free - 866-630-9353

Division of Professional Registration

3605 Missouri Boulevard – Jefferson City, Missouri

- 1 Approval of Open Session Agenda
- 2 Open Session Minutes
  - February 21, 2012 Email Ballot
  - April 23, 2012
- 3 Capella University online MFT program
- 4 Meeting Schedule

Convene in closed session pursuant to sections 610.021 subsection (14), 324.001.8 and 324.001.9 RSMo for the purpose of discussing investigative reports and/or complaints and/or audits and/or other information pertaining to the licensee or applicant, section 610.021 subsection (1) RSMo for the purpose of discussing general legal actions, causes of action or litigation and any confidential or privileged communications between this agency and its attorney, and for the purpose of reviewing and approving closed meeting minutes of one or more previous meetings under the subsections of 610.021 RSMo which authorized this agency to go into closed session during those meetings.

Adjournment

**OPEN MINUTES**  
**Missouri State Committee of Marital and Family Therapists**  
**Division of Professional Registration**  
**3605 Missouri Boulevard - Jefferson City, Missouri**  
**Email Ballot February 21, 2012**

On this date, a closed email ballot was sent to the members of the Missouri State Committee of Marital and Family Therapists pursuant to section 610.021(14) RSMo.

**Mail Ballots Sent to:**

Dr. Teri Loney, Chairperson  
Ted Estes  
Dianne Modrell, Public Member  
Greg Roberts. Public Member

State committee members unanimously approved the October 25, 2011 open session conference call minutes.

The state committee tentatively scheduled a conference call for 8:00 a.m., April 2, 2012.

The Missouri State Committee of Marital and Family Therapists is authorized to close meetings, records and votes, to the extent they relate to the following: Chapter 610.021 subsections (1), (3), (5), (7), (13) and (14), RSMo, and sections 324.001.8 and 324.001.9 RSMo.



Executive Director

Approved by State Committee on

**OPEN SESSION MINUTES**  
**Missouri State Committee of Marital & Family Therapists**  
**April 23, 2012 – 8:00 A.M**  
**Missouri Division of Professional Registration**  
**3605 Missouri Boulevard – Jefferson City, Missouri**

At 8:17 a.m., the Missouri State Committee of Marital and Family Therapists conference call meeting was called to order by Dr. Teri Loney, Chairperson at the Division of Professional Registration. The executive director facilitated roll call.

**State Committee Members Present**

Dr. Teri Loney Chairperson  
Ted Estes  
Dianne Modrell, Public Member  
Greg Roberts, Public Member

**Staff Present**

Loree Kessler, Executive Director  
Jeanette Wilde, Processing Technician Supervisor  
Sarah Becker, Processing Technician II

Dr. Loney stated she would be voting in open and closed session.

A motion was made by Ms. Modrell and seconded by Mr. Estes to approve the open session agenda. State committee members voting aye: Dr. Loney, Ms. Modrell, Mr. Estes, and Mr. Roberts. Motion carried unanimously.

A motion was made by Mr. Estes and seconded by Ms. Modrell to approve the February 10, 2012 open session minutes. State committee members voting aye: Dr. Loney, Ms. Modrell, Mr. Estes, and Mr. Roberts. Motion carried unanimously.

The state committee tentatively scheduled a conference call for 8:00 a.m., May 21, 2012.

At 8:19 a.m., a motion was made by Mr. Estes and seconded by Ms. Modrell to Convene in closed session pursuant to sections 610.021 subsection (14), 324.001.8 and 324.001.9 RSMo for the purpose of discussing investigative reports and/or complaints and/or audits and/or other information pertaining to the licensee or applicant, section 610.021 subsection (1) RSMo for the purpose of discussing general legal actions, causes of action or litigation and any confidential or privileged communications between this agency and its attorney, and for the purpose of reviewing and approving closed meeting minutes of one or more previous meetings under the subsections of 610.021 RSMo which authorized this agency to go into closed session during those meetings. State committee members voting aye: Dr. Loney, Ms. Modrell, Mr. Estes, and Mr. Roberts. Motion carried unanimously.

At 8:55 a.m., a motion was made by Ms. Modrell and seconded by Mr. Estes to convene in open session and adjourn the conference call meeting. State committee members voting aye: Dr. Loney, Ms. Modrell, Mr. Estes, and Mr. Roberts. Motion carried unanimously.



Executive Director

Approved by State Committee on

**Becker, Sarah**

**From:** Kessler, Loree  
**Sent:** Friday, May 04, 2012 10:42 AM  
**To:** Becker, Sarah  
**Subject:** FW: Licensure  
**Attachments:** Packet for Missouri Licensure Committee from Melissa Winston.pdf  
Please place on May MFT agenda, open session.

**From:** Melissa Winston [mailto:mwinston2@capellauniversity.edu]  
**Sent:** Friday, May 04, 2012 10:40 AM  
**To:** Kessler, Loree  
**Subject:** Re: Licensure

I have attached documentation for the committee to review the Capella University MFT program. I appreciate your time and attention and am happy to provide any additional information should you or the committee like to have it.

Thank you so much,  
Melissa Winston

On Fri, May 4, 2012 at 9:45 AM, Kessler, Loree <lore.kessler@pr.mo.gov> wrote:  
Hard copy or email is fine.

**From:** Melissa Winston [mailto:mwinston2@capellauniversity.edu]  
**Sent:** Thursday, May 03, 2012 8:24 PM  
**To:** Kessler, Loree  
**Subject:** Re: Licensure

Ms. Kessler,

Would it be preferable that I send you hard copy packet of information? Or could I send a digital PDF file?

Thanks,  
Melissa Winston

On Thu, Apr 19, 2012 at 11:45 AM, Kessler, Loree <lore.kessler@pr.mo.gov> wrote:  
The state committee will have a conf call 4/23 and that agenda is already been sent. The state committee will schedule the next call probably for late May.

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**From:** Melissa Winston [mailto:mwinston2@capellauniversity.edu]  
**Sent:** Thursday, April 19, 2012 9:56 AM

**To:** Kessler, Loree  
**Subject:** Re: Licensure

Thank you very much. I (obviously) would love to see the regulation amended and the Capella MFT program become approved for licensure in Missouri.

If I have understood you correctly, I need to send the course syllabus for each of the courses in the program, along with a letter of explanation to the committee - is this correct?

Also - can you tell me when the committee meets so that I can work to have that information submitted prior to the next meeting?

Thanks so much!

Melissa A. Winston  
LifeChoices Medical Clinic & Resource Center  
Youth Development Coordinator

On Thu, Apr 19, 2012 at 9:22 AM, Kessler, Loree <[loree.kessler@pr.mo.gov](mailto:loree.kessler@pr.mo.gov)> wrote:  
The CACREP exemption is for licensure of LPCs not MFTs. The educational requirements within the MFT regulations do not have the exemption language and the state committee must follow the regulations. Please submit the information and the state committee will review it to determine if the regulation needs to be amended.

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**From:** Melissa Winston [<mailto:mwinston2@capellauniversity.edu>]  
**Sent:** Thursday, April 19, 2012 8:59 AM  
**To:** Kessler, Loree  
**Subject:** Re: Licensure

Ms. Kessler,

I am aware of the statute. However, what you might notice is that there has been an exception made for the CACREP accredited Mental Health Degree from Capella. My point is that the Marriage & Family degree is identical to the Mental Health degree in the way of face to face contact hours and is ALSO CACREP accredited. I understand that an exception has not been made for the MFT license - hence the reason for my request for review. I would like to see there be a similar exception for the MFT program from Capella. I'm happy to petition whomever I need to petition in order to see this come to pass.

Thank you for your time,

Melissa A. Winston  
LifeChoices Medical Clinic & Resource Center  
Youth Development Coordinator

Sent from my iPhone, please forgive spelling & grammatical errors.

On Apr 19, 2012, at 7:35 AM, "Kessler, Loree" <[loree.kessler@pr.mo.gov](mailto:loree.kessler@pr.mo.gov)> wrote:

Any information you wish to have reviewed by the state committee can be sent to the address at the state committee's website. The mental health counseling degree from Capella that is CACREP accredited can be used to meet the educational requirements for licensure as a professional counselor.

I would direct you to 20 CSR 2233-2.010(9) that states, "Any course offered primarily via correspondence course, Internet (such as a chat room or discussion group), electronic mail (email), or similar delivery method or system or by audio or video tape or non-interactive communication, shall not be acceptable for course work pursuant to 20 CSR 2233-2.010 (8)(A)-(G), even if credit is awarded by the educational institution and the offering appears on the transcript.....For the purpose of this rule non-interactive communication shall be defined as those courses transmitted via satellite in which the student has no means of simultaneously interacting with the course instructor visually and verbally during the transmission of course information."

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**From:** Melissa Winston [mailto:[mwinston2@capellauniversity.edu](mailto:mwinston2@capellauniversity.edu)]  
**Sent:** Wednesday, April 18, 2012 10:02 PM  
**To:** Kessler, Loree  
**Subject:** Licensure

Ms. Kessler,

As you may recall, I have been corresponding with you off and on regarding licensure following my graduation from the Marriage & Family Therapy program from Capella University. Per our most recent conversation, you mentioned that the board's concern with the MFT program at Capella versus the Mental Health degree from Capella was the lack of face to face contact hours. I asked if it was possible to request a review of my program, and you indicated that I could submit materials to the state board for review - that I would need the syllabus for each course. I had asked where I would submit that packet of information, but did not get a clear answer on that. I was wondering if you might be able to help direct me a bit more.

Secondly, I wanted to provide (just for your information) the following excerpt from the Capella University catalog to clarify what I was discussing with you regarding the similarity in the programs' structure between the MFT and the Mental Health degrees. Please see below:

***The Pre-Practicum Courses and accompanying six-day Residential Colloquia (HS5940,***

***5940, HS5941, and HS-R5941 for Addiction Counseling; HS5920, HS-R5920, HS5921, and HS-R5921 for Marital, Couple, and Family Counseling/Therapy; HS5930, HS-R5930, HS5931, and HS-R5931 for Mental Health Counseling; and HS5910, HS-R5910, HS5911, and HS-R5911 for School Counseling) are online courses paired with two corresponding pre-practicum laboratories. Each residential colloquium requires 40 contact hours of clinical skill development - for a total of 80 contact hours.***

***The Clinical Practicum (H***

***S6402 for Addiction Counseling; HS6202 for Marital, Couple, and Family Counseling/Therapy; HS6302 for Mental Health Counseling; and HS6102 for School Counseling) is an online course that requires a 100-hour clinical***

*experience. Learners apply the skills developed throughout the course of the program in a mental health or school setting where the practicum is completed.*

### ***The Clinical Internships (H***

***S6431 and HS6432 for Addiction Counseling; HS6231 and HS6232 for Marital, Couple, and Family Counseling/Therapy; HS6331 and HS6332 for Mental Health Counseling; and HS6131 and HS6132 for School Counseling)*** are two online courses that require 600 total hours of hands-on field experience at an approved school or mental health agency that provides agreed-upon clinical counseling opportunities. Learners may enroll in a third internship course (HS6333) should they need additional hours. The internships represent a significant time of learning and applying clinical proficiencies that are critical to the provision of addiction counseling; marital, couple, and family counseling/therapy; mental health counseling; and school counseling services.

As you can see, both the Mental Health and the Marriage & Family programs have an identical amount of direct contact hours. I would appreciate your insight on how I can bring this information to the attention of the committee and request a more in-depth review of the program, which is significantly longer and more in-depth than the State minimum requirements for MFT licensure.

Thanks so much,

Melissa Winston

Melissa A. Winston  
2101 Rolla  
Joplin, MO 64801

May 5, 2012

RECEIVED  
MAY 04 2012

Loree Kessler & MFT Licensure Committee  
3605 Missouri Boulevard  
P.O. Box 1335  
Jefferson City, MO 65102-1335

Dear Ms. Kessler & State of MO MFT Licensure Committee:

I am writing to formally request that the Master of Science in Marriage & Family Therapy program from Capella University be reviewed by the committee and that an exception be made to the MO State Statute 20 CSR 2233-2.010 (9) allowing the CACREP accredited MFT program from Capella to be eligible for licensure in the State of Missouri (just as a similar exception has been made for the Capella University's CACREP accredited Mental Health Counseling program that is eligible for LPC licensure in Missouri). *\*Please note that Capella is in the process to receive COAMFTE accreditation as well.*

In my email correspondence with Ms. Kessler at the licensure office, she indicated to me that the problem with the Capella MFT program was that it did not have enough face to face interaction (being that it is primarily online). In my research, I found that the MFT program and the MHC program have an *identical amount* of face to face hours required for graduation. To be specific, both programs require the following face to face coursework:

- **Residency Requirement(s):** Two six-day residencies (HS-R5920, HS-R5921) with a minimum of 40 hours each of in-class instruction (totaling 80 hours)
- **Clinical Field Experience:** Totaling 700 hours of pre-graduate clinical experience with a minimum of 1 hour per week of face to face supervision with a licensed therapist supervisor in the State of Missouri, as well as a minimum of 2 hours per week of group supervision via online video conference call with a PhD Capella Professor and 6 other learners (90 total hours of face to face supervision with professionals in the field prior to graduation).
  - HS6202 \* Marital, Couple, and Family Counseling/Therapy Clinical Practicum (4 quarter credits plus 100 hours field experience)
  - HS6231 \* Marital, Couple, and Family Counseling/Therapy Clinical Internship I (4 quarter credits plus 300 hours field experience)
  - HS6232 \* Marital, Couple, and Family Counseling/Therapy Clinical Internship II (4 quarter credits plus 300 hours field experience)
- This does not account for the many courses that have additional phone and/or online video conference groups, therapy practice sessions, etc.

The entire program is a total of 92 quarter credit hours, which is 32 hours beyond the required 60 for Missouri and meets each of the course content requirements listed in State Statute 20 CSR 2233-2.010 (Educational Requirements). Please see the enclosed documentation listing each of the courses and the course descriptions for specific details.

In a time when online coursework is becoming more of a growing trend and technology allows for more direct interaction and more in-depth conversation than perhaps even a traditional classroom offers, it is my belief that the State of Missouri would be amiss to not consider the great benefit that amending this statute could bring to our State. Living in Joplin, MO in the aftermath of the tornado this year, I have seen the enormous need for quality mental health practitioners first-hand and have been working diligently to provide lay services for hundreds of families in need of follow-up mental health care, support, and

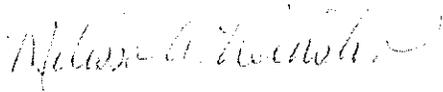
resources. The need is *great!* As a full-time working mother of two, the online education environment is one that works well around my family, work, and community volunteer responsibilities.

With a 4.0 GPA, I have worked incredibly hard at this program and believe that I have the skills necessary as well as the connections to wise, experienced therapists who will serve as a resource to me so that I will become an excellent counselor and an asset to my community and to the State of Missouri. If I am able to pass the required exam and go through the process of supervision in Missouri, I believe that I should be afforded a license to practice.

I have attached the requested documentation and am happy to provide any additional documentation that you might like to review. If you would like to talk directly with the Capella University licensure specialist, Timothy Zak, he can be reached via email at [timothy.zak@capella.edu](mailto:timothy.zak@capella.edu) or via phone at (866) 815-4008. I would also be happy to answer any additional questions that you might have. You may reach me via email at [mwinston2@capellauniversity.edu](mailto:mwinston2@capellauniversity.edu) or via phone at (417) 483-8810. I would also be happy to provide letters of recommendation from my Internship Supervisors who can speak to the level of excellence that they have experienced from Capella interns as compared to other program interns that receive only face to face instruction.

Thank you for your time and attention to this matter. I look forward to hearing from you soon.

Warm Regards,



Melissa A. Winston  
Capella Graduate Learner – anticipated graduation December 2012

Enclosures: Capella program documentation

Please note that this transcript is not complete, but notes coursework completed through Fall of 2011. Anticipated graduation is December of 2012. A final transcript will be produced prior to applying for licensure.

### Official Transcript

Prepared for: Melissa Winston on 09/29/2011

DID #: TWYAWXS

Docufide Student ID: 1114720

Student's Current Name: Winston, Melissa



*Jeffrey Harris*



Jeffrey Harris, Registrar

Page 1 of 3

Student Name: <b>Melissa A Winston</b>	<b>Capella University</b>
Student ID: <b>1114720</b>	225 South 6th Street
Date of Birth: <b>XXXX-12-16</b>	Minneapolis, MN 55402
Student Address: <b>2101 Rolla Joplin, MO 64801 United States</b>	Tel: 888-227-3552

Crs ID	Course Title	Grade	CrAtt	CrE	QPts	Crs ID	Course Title	Grade	CrAtt	CrE	QPts								
<b>Beginning of Graduate Record</b>																			
<b>Summer Quarter 2007</b>						<b>Winter Quarter 2010</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 5002 Svy Rsch in Hum Day & Behav A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 4.00 4.00 16.000						Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 44.00 44.00 176.000 Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5273 Couple and Marital Therapy A 4.00 4.00 16.000 COUN-R 5921 Marr & Fam Thrpy Resid Coll II S 0.00 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 48.00 48.00 192.000													
<b>Fall Quarter 2007</b>						<b>Spring Quarter 2010</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 821 Mental Health Counseling A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 8.00 8.00 32.000						Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5921 Mar&FT Pre-Practicum Course II A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 52.00 52.00 208.000													
<b>Winter Quarter 2008</b>						<b>Summer Quarter 2010</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 814 Theories of Personality A 4.00 4.00 16.000 HS 815 Prof & Scientific Ethics A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 8.00 8.00 32.000 Cum GPA: 4.000 Cum Totals: 16.00 16.00 64.000						Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5334 Ethnic and Cultural Awareness A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 56.00 56.00 224.000													
<b>Spring Quarter 2008</b>						<b>Fall Quarter 2010</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 5239 Theories of Psychotherapy A 4.00 4.00 16.000 HS 5241 Group Couns & Psychotherapy A 4.00 4.00 16.000 HS-R 5900 Couns Edu Pre-Practicum Lab I S 0.00 Term GPA: 4.000 Term Totals: 8.00 8.00 32.000 Cum GPA: 4.000 Cum Totals: 24.00 24.00 96.000						Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5254 Child & Adolescent Counseling A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 60.00 60.00 240.000													
<b>Summer Quarter 2008</b>						<b>Winter Quarter 2011</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 5900 Coun Educ PrePrac Course I A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 28.00 28.00 112.000						Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5106 Assessment Tests and Measures A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 64.00 64.00 256.000													
<b>Fall Quarter 2008</b>						<b>Spring Quarter 2011</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 5107 Prin Psychopath: Diag & Treat A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 32.00 32.00 128.000						Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5225 Human Sexuality A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 68.00 68.00 272.000													
<b>Winter Quarter 2009</b>						<b>Summer Quarter 2011</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 5270 Fam Therapy Theory & Methods A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 36.00 36.00 144.000						Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5006 Survey of Research Methodology A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 72.00 72.00 288.000													
<b>Spring Quarter 2009</b>						<b>Fall Quarter 2011</b>													
Program: MS in Human Services Plan: Specialization in Marital, Couple, and Family Counseling/Therapy HS 5271 Marriage and Family Systems A 4.00 4.00 16.000 Term GPA: 4.000 Term Totals: 4.00 4.00 16.000 Cum GPA: 4.000 Cum Totals: 40.00 40.00 160.000						Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5279 Life Plng & Career Development 4.00 Term GPA: 0.000 Term Totals: 0.00 0.00 0.000 Cum GPA: 4.000 Cum Totals: 72.00 72.00 288.000													
<b>Fall Quarter 2009</b>						<b>Academic Program Summary</b>													
Program: MS in Marriage and Family Ther Plan: Specialization in General Marriage and Family Therapy COUN 5220 Intro Marriage & Family Thrpy A 4.00 4.00 16.000						<table border="1"> <thead> <tr> <th>GPA</th> <th>CrAtt</th> <th>CrE</th> <th>Pts</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						GPA	CrAtt	CrE	Pts				
GPA	CrAtt	CrE	Pts																

This transcript is official when downloaded directly from the Docufide website.  
To verify the validity of the transcript, go to [www.docufide.com](http://www.docufide.com), select the Tracking link in the header, and search for DID # TWYAWXS.

### Official Transcript

Prepared for: **Melissa Winston** on 09/29/2011  
 DID #: **TWYAWXS**  
 Docufile Student ID: **1114720**      Student's Current Name: **Winston, Melissa**



*Jeffrey Harris*



Page 2 of 3

Jeffrey Harris, Registrar

Student Name: **Melissa A Winston**  
 Student ID: **1114720**  
 Date of Birth: **XXXX-12-16**  
 Student Address:  
**2101 Rolla**  
**Joplin, MO 64801**  
**United States**

**Capella University**  
 225 South 6th Street  
 Minneapolis, MN 55402  
 Tel: 888-227-3552

#### Academic Program Summary

Level:		GPA	CrAtt	CrE	Pts
	Graduate Career Totals	4.000	72.00	72.00	288.000

-----End of Transcript-----

Capella University  
225 South Sixth Street, Ninth Floor  
Minneapolis, MN 55402  
1.888.CAPELLA (227.3552)  
[www.capella.edu](http://www.capella.edu) FICE = 032673

#### Name Change

This institution was formerly known as The Graduate School of America. On June 1, 1999, the name of the institution was changed to Capella University.

#### Accreditation

Capella University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (NCA), [www.ncaahc.org](http://www.ncaahc.org).  
Capella University, 225 South Sixth Street, Ninth Street, Minneapolis, MN 55402, 1.888.CAPELLA (227.3552), [www.capella.edu](http://www.capella.edu).

#### Academic Calendar and Credits

Capella University operates on a quarterly academic calendar. The Carnegie standard of 25 hours per credit is used to determine the number of quarter credits assigned to each course. Thus, a 4-credit course is approximately 100 hours of didactic instruction, reading, writing, projects and associated preparation.  
Prior to November 12, 2001, all courses taken at Capella were listed under the quarter in which the course ended. Effective November 12, 2001, all courses taken at Capella are listed under the quarter in which the course begins.

#### Grading System

Grades are provided for all courses taken at Capella University. Capella University uses a four-point grading system. As of January 28, 2008, grade point average is reported separately for graduate and undergraduate Capella course work. Prior to January 28, 2008, one cumulative grade point average was reported for all Capella course work.

#### Grades

##### Quality Points

A	High involvement, substantive participation, exceeded expectations	4
B	Active and knowledgeable participation, met expectations	3
C	Adequate and competent participation, minimally met expectations	2
D	Undergraduate only: limited participation, marginally met expectations	1
F	Limited, minimal or no participation, did not meet expectations; also used when an I grade was assigned and course requirements were not met by the end of the next quarter	0

#### Grades Not Affecting Grade Point Average

**HD (Disaster Hold)** Assigned to courses for learners who must discontinue a course due to a nationally recognized disaster.  
**HM (Military Hold)** Assigned to courses during which learners have been called to active duty; serves as a placeholder until they return to the course.  
**I (Incomplete)** Indicates that the course requirements have not yet been fulfilled.  
**IP (In Progress)** Assigned to comprehensive examination or dissertation courses for which learners require additional quarters to complete the components of the course. Also assigned to some internship and practicum courses.  
**IS (Incomplete)** Indicates that the course requirements have not yet been fulfilled for a satisfactory/not satisfactory course.  
**MW (Military Withdrawal)** Assigned to courses from which the learner has been withdrawn due to active duty. Prior to June 2009, these are reflected as grades of W.  
**NC (No Credit)** Assigned to courses prior to April 1, 2003.  
**NG (No Grade)** Assigned to comprehensive examination or dissertation courses for all course registrations subsequent to the initial registration, or to course registrations for which the registrar has determined that due to university curricular changes "NG" is the appropriate final grade. Also assigned to some internship and practicum courses.  
**NP (Non-participation)** Assigned to courses prior to April 1, 2003.  
**NR (No record)** Assigned to courses awaiting official grade from instructor.  
**NS (Not Satisfactory)** Limited, minimal, or no course participation and/or materials did not meet expectations. Also used when an IS grade has been assigned and course requirements were not met by the end of the following quarter.  
**PC (Petition for Credit)** Assigned to courses for which learners successfully petitioned for credit of previous educational or work experience.  
**R (Required)** Assigned to doctoral dissertation courses at the successful conclusion of each quarter's course.  
**S (Satisfactory)** Active and knowledgeable course participation; materials met expectations. Equivalent to a grade of B or better.  
**VR (Verified Residency)** Assigned to a completed residency requirement.  
**W (Withdrawal)** Assigned to a course dropped by the learner within the authorized time period.

#### Honors

Learners at the undergraduate level may be eligible to graduate with honors upon meeting various stipulations including earning the following grade point averages:

Graduation with Honor (Cum Laude): 3.500 – 3.749  
Graduation with High Honor (Magna Cum Laude): 3.750 – 3.849  
Graduation with Highest Honor (Summa Cum Laude): 3.850 or above

#### Withdrawal and Incompletes

A learner may drop a course during the first twelve calendar days of the course without transcript notation. If a learner drops a course on or after the thirteenth calendar day of the course through the last day to withdraw from the course, a grade of W will be assigned. Learners who discontinue a course after the last day to withdraw will be assigned a grade of F or NS. If a learner receives an incomplete and the final papers/projects are not completed prior to the end of the following quarter, the learner will be assigned a grade of F or NS.

#### Transfer

Previous college-level work submitted by applicants will be evaluated for transfer credit. Undergraduate programs require grades of C or better for transfer. Course work should be from regionally accredited institutions; however, Capella may consider transfer credit from international institutions and some non-regionally accredited institutions based on alternate accreditations. As of January 28, 2008, transfer credits reflect only those applied to current program.

#### Eligibility to Re-enroll

Learners wishing to re-enroll after disenrollment may be eligible to return to Capella University subject to certain conditions. Learners should contact University Operations for specific re-entry policies.

#### Course Numbering System

Course levels determined by prefix:  
9 Graduate course  
8 Graduate course  
7 Graduate course  
6 Graduate course (Prior to January 28, 2008, course numbers beginning with a 6 were professional development courses.)  
5 Graduate course  
4 Upper-division undergraduate course  
3 Upper-division undergraduate course  
2 Lower-division undergraduate course  
1 Lower-division undergraduate course  
FS Residency (course prefix)  
CQL-R Graduate colloquium (course prefix)  
HS-R Human Services residency  
ED-R Education residency (course prefix)  
PSY-R Psychology residency and colloquium (course prefix)

#### Harold Abel School of Psychology course numbering system prior to January 28, 2008:

5500 – 5999 Graduate course  
6000 – 6999 Non-credit residency and colloquium  
7000 – 9999 Graduate course  
PSY-R Psychology residency and colloquium (course prefix)  
FS Residency (course prefix) prior to September 2003

#### Release of Information

The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, prohibits the release of this record or disclosure of its contents to any third party without the written consent of the learner.

*Alteration or forgery of this document is a criminal offense.*

Transcript key revised July 2009

## Master of Science (MS) in Addiction Counseling

The Master of Science in Addiction Counseling degree program is designed to prepare learners to pursue careers in mental health counseling or addiction counseling, treatment, and prevention. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of addiction counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

Review of this program is pending in: AZ, FL, NC, and ND.

## Master of Science (MS) in Addiction Counseling Specialization

### General Addiction Counseling

The master's General Addiction Counseling specialization is designed to prepare learners to assume positions in addiction counseling, substance abuse treatment and prevention, and general clinical settings. Built on national standards, the curriculum emphasizes principles of psychopathology and personality disorders; addictive and compulsive behavior assessment, diagnosis, and treatment; intervention; and individual and group counseling. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex mental health needs of a multicultural society. This specialization requires course work and clinical experience; see *Clinical Experience*.

#### Residency Requirement(s):

Two six-day residential colloquia (COUN-R5940, COUN-R5941).

#### Twenty-Three Required Courses 92 quarter credits

##### Core courses:

- COUN5003 Survey of Research in Human Development and Behavior
- COUN5006 Survey of Research Methodology
- COUN5106 Assessment, Tests, and Measures
- COUN5107 \* Principles of Psychopathology: Diagnosis and Treatment
- COUN5214 Theories of Personality
- COUN5215 Professional and Scientific Ethics for Counselors/Therapists
- COUN5221 Mental Health Counseling
- COUN5239 Theories of Psychotherapy
- COUN5241 \* Group Counseling and Psychotherapy
- COUN5279 Life Planning and Career Development
- COUN5334 Ethnic and Cultural Awareness

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

- COUN5940 \* Addiction Counseling Pre-Practicum Course I (4 quarter credits) AND
- COUN-R5940 \* Addiction Counseling Residential Colloquium I (non-credit)
- COUN5941 \* Addiction Counseling Pre-Practicum Course II (4 quarter credits) AND
- COUN-R5941 \* Addiction Counseling Residential Colloquium II (non-credit)
- COUN6402 \* Addiction Counseling Clinical Practicum (4 quarter credits plus 100 hours field experience)
- COUN6431 \* Addiction Counseling Clinical Internship I (4 quarter credits plus field experience)
- COUN6432 \* Addiction Counseling Clinical Internship II (4 quarter credits plus field experience)

##### Specialization courses:

- COUN5108 \* Foundations of Addictive and Compulsive Behavior
- COUN5225 Human Sexuality
- COUN5258 Group Therapy and Treatment of Compulsive and Addictive Behaviors
- COUN5260 Theories and Models for the Treatment of Addictive and Compulsive Behaviors
- COUN5262 Interventions with Substance Abuse and Dependence
- COUN5264 Current Issues in Compulsive and Addictive Behavior Treatment
- COUN5945 \* Addiction Counseling Integrative Project

**Total 92 quarter credits**

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners' responsibility to understand and comply with requirements for their state.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the designated school representative.

## Master of Science (MS) in Marriage and Family Therapy

The CACREP-accredited Master of Science in Marriage and Family Therapy degree program is designed to prepare learners to serve as marital, couple, and family counselors/therapists for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of marriage and family therapy and knowledge and skills in associated areas of wellness theory and research, relationship building, cultural competence, and ethical practice.

Review of this program is pending in: AZ, FL, and ND.

## Master of Science (MS) in Marriage and Family Therapy Specialization

### General Marriage and Family Therapy

The CACREP-accredited master's General Marriage and Family Therapy specialization is designed to prepare learners to assume positions as counselors/therapists serving individuals, couples, and families in institutional, public, or private practice settings. Built on CACREP counseling standards, the curriculum emphasizes lifecycle and family system dynamics; assessment, diagnosis, and treatment; intervention; and systemic perspectives of working with individuals, couples, and families. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex individual, couple, and family systems needs of a multicultural society. This specialization requires course work and clinical experience; see *Clinical Experience*.

#### Residency Requirement(s):

Two six-day residential colloquia (COUN-R5920, COUN-R5921).

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

**Twenty-Three Required Courses 92 quarter credits**

*Core courses:*

COUN5003	Survey of Research in Human Development and Behavior
COUN5006	Survey of Research Methodology
COUN5106	Assessment, Tests, and Measures
COUN5107 *	Principles of Psychopathology: Diagnosis and Treatment
COUN5108 *	Foundations of Addictive and Compulsive Behavior
COUN5214	Theories of Personality
COUN5215	Professional and Scientific Ethics for Counselors/Therapists
COUN5220	Introduction to Marriage and Family Therapy
COUN5239	Theories of Psychotherapy
COUN5241 *	Group Counseling and Psychotherapy
COUN5279	Life Planning and Career Development
COUN5334	Ethnic and Cultural Awareness

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5920 *	Marriage and Family Therapy Pre-Practicum Course I (4 quarter credits) AND
COUN-R5920 *	Marriage and Family Therapy Residential Colloquium I (non-credit)
COUN5921 *	Marriage and Family Therapy Pre-Practicum Course II (4 quarter credits) AND
COUN-R5921 *	Marriage and Family Therapy Residential Colloquium II (non-credit)
COUN6202 *	Marriage and Family Therapy Clinical Practicum (4 quarter credits plus 100 hours field experience)
COUN6231 *	Marriage and Family Therapy Clinical Internship I (4 quarter credits plus field experience)
COUN6232 *	Marriage and Family Therapy Clinical Internship II (4 quarter credits plus field experience)

*Specialization courses:*

COUN5225	Human Sexuality
COUN5254 *	Child and Adolescent Counseling
COUN5270	Family Therapy Theory and Methods
COUN5271	Marriage and Family Systems
COUN5273 *	Couple and Marital Therapy
COUN5925 *	Marriage and Family Therapy Integrative Project

**Total 92 quarter credits**

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners' responsibility to understand and comply with requirements for their state.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the designated school representative.

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.

**Master of Science (MS) in Mental Health Counseling**

The CACREP-accredited Master of Science in Mental Health Counseling degree program is designed to prepare learners to serve as mental health counselors for a diverse population of clients in various therapeutic settings. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health counseling and knowledge and skills in associated areas of wellness theory and research, relationship building, assessment and treatment, cultural competence, and ethical practice.

Review of this program is pending in: AZ, FL, and ND.

**Master of Science (MS) in Mental Health Counseling Specialization**

**General Mental Health Counseling**

The CACREP-accredited master's General Mental Health Counseling specialization is designed to prepare learners to assume positions as mental health counselors serving individuals and groups in institutional, public, or private practice settings. Built on CACREP counseling standards, the curriculum emphasizes assessment, diagnosis, and treatment; intervention; and systemic perspectives of working with children and adolescents, couples, and families. Learners engage in academic study and clinical training during which they demonstrate the established standards and ethics of professional counseling practice, including awareness and sensitivity to the complex mental health needs of a multicultural society. This specialization requires course work and clinical experience; see *Clinical Experience*.

**Residency Requirement(s):**

Two six-day residential colloquia (COUN-R5930, COUN-R5931).

**Twenty-Two Required Courses 88 quarter credits**

*Core courses:*

COUN5003	Survey of Research in Human Development and Behavior
COUN5006	Survey of Research Methodology
COUN5106	Assessment, Tests, and Measures
COUN5107 *	Principles of Psychopathology: Diagnosis and Treatment
COUN5214	Theories of Personality
COUN5215	Professional and Scientific Ethics for Counselors/Therapists
COUN5221	Mental Health Counseling
COUN5239	Theories of Psychotherapy
COUN5241 *	Group Counseling and Psychotherapy
COUN5252	Introspective and Personal Growth Seminar
COUN5279	Life Planning and Career Development
COUN5334	Ethnic and Cultural Awareness

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5930 *	Mental Health Counseling Pre-Practicum Course I (4 quarter credits) AND
COUN-R5930 *	Mental Health Counseling Residential Colloquium I (non-credit)
COUN5931 *	Mental Health Counseling Pre-Practicum Course II (4 quarter credits) AND
COUN-R5931 *	Mental Health Counseling Residential Colloquium II (non-credit)
COUN6302 *	Mental Health Counseling Clinical Practicum (4 quarter credits plus 100 hours field experience)
COUN6331 *	Mental Health Counseling Clinical Internship I (4 quarter credits plus field experience)
COUN6332 *	Mental Health Counseling Clinical Internship II (4 quarter credits plus field experience)

*Specialization courses:*

COUN5108 *	Foundations of Addictive and Compulsive Behavior
COUN5225	Human Sexuality
COUN5254 *	Child and Adolescent Counseling
COUN5271	Marriage and Family Systems
COUN5935 *	Mental Health Counseling Integrative Project

**One Elective Course 4 quarter credits**

Choose one from the following courses:

COUN5240	Counseling and Guidance with Children
COUN5270	Family Therapy Theory and Methods
COUN6333 *	Counselor Education Clinical Internship III
COUN7503	Academic and Clinical Writing for Counseling

**Total 92 quarter credits**

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners' responsibility to understand and comply with requirements for their state.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the designated school representative.

Graduates of this specialization are not eligible for licensure in South Carolina. Learners residing in South Carolina should check with the state licensing agency for specific requirements for professional licensure.

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

## Master of Science (MS) in School Counseling

The Master of Science in School Counseling degree program is designed to prepare learners to serve as school counselors and leaders who advocate for the personal, educational, and social needs of students. The program seeks to deliver its curriculum through a dynamic, interactive, and collaborative learning environment and provides learners with a strong theoretical foundation in the field of mental health and knowledge and skills in associated areas of wellness theory and research, advocacy and change, leadership, assessment and treatment, cultural competence, and ethical practice.

Review of this program is pending in: AZ, FL, and ND.

## Master of Science (MS) in School Counseling Specialization

### General School Counseling

The master's General School Counseling specialization is designed to prepare learners to assume positions as school counselors serving a diverse population of students in public or private elementary, middle, and high school settings. Built on national standards and models, the curriculum offers a comprehensive approach to effectively delivering and managing contemporary school counseling programs and emphasizes assessment, diagnosis, and treatment; intervention; individual and group counseling; classroom guidance; consultation and collaboration with parents and school personnel; and advocacy of systemic change in the P-12 environment. Learners engage in academic study and clinical training during which they demonstrate various counseling approaches for working with P-12 children and adolescents. This specialization requires course work and clinical experience; see *Clinical Experience*.

#### Residency Requirement(s):

Two six-day residential colloquia (COUN-R5910, COUN-R5911).

**Seventeen Required Courses**      **68 quarter credits**

#### Core courses:

COUN5003	Survey of Research in Human Development and Behavior
COUN5006	Survey of Research Methodology
COUN5106	Assessment, Tests, and Measures
COUN5215	Professional and Scientific Ethics for Counselors/Therapists
COUN5241 *	Group Counseling and Psychotherapy
COUN5279	Life Planning and Career Development
COUN5334	Ethnic and Cultural Awareness

All academic courses listed below are 10-week online courses. Each includes specific residential colloquia or clinical experiences. Learners must complete prerequisites and residency and clinical experience requirements to be eligible to complete each course in the sequence.

COUN5910 *	School Counseling Pre-Practicum Course I (4 quarter credits) <b>AND</b>
COUN-R5910 *	School Counseling Residential Colloquium I (non-credit)
COUN5911 *	School Counseling Pre-Practicum Course II (4 quarter credits) <b>AND</b>
COUN-R5911 *	School Counseling Residential Colloquium II (non-credit)
COUN6102 *	School Counseling Clinical Practicum (4 quarter credits plus 100 hours field experience)
COUN6131 *	School Counseling Clinical Internship I (4 quarter credits plus field experience)
COUN6132 *	School Counseling Clinical Internship II (4 quarter credits plus field experience)

#### Specialization courses:

COUN5240	Counseling and Guidance with Children
COUN5254	Child and Adolescent Counseling
COUN5280	Introduction to School Counseling
COUN5282	Developmental School Counseling and Pupil Services
COUN5915 *	School Counseling Integrative Project

**One Elective Course**      **4 quarter credits**  
Choose any graduate course(s).

**Total**      **72 quarter credits**

Capella University cannot guarantee licensure, certification, or endorsement. State regulations vary regarding professional licensure and salary benefits. It is learners' responsibility to understand and comply with requirements for their state.

State regulations vary regarding course requirements for professional licensure. For assistance with state-mandated course requirements for licensure, contact the designated school representative.

Prior to enrollment, Washington state learners are advised to contact the Office of the Superintendent of Public Instruction at 360.725.6320 or [profed@k12.wa.us](mailto:profed@k12.wa.us) to determine teacher certification or endorsement requirements, and contact their school district regarding qualifications for salary advancement.

## Certificates

Effective October 5, 2009, the prefixes for the courses required for the Addiction Counseling, Diversity Studies, Marriage and Family Therapy, and Professional Counseling certificate programs will be redesignated as COUN or CST.

### Addiction Counseling

The Addiction Counseling certificate is designed for professionals in agencies or in private practice who want to build their knowledge related to substance abuse, addiction, and compulsive behaviors. The Addiction Counseling certificate is not designed to meet licensure requirements for the counseling professions.

**Four Required Courses**      **16 quarter credits**

COUN5258	Group Therapy and Treatment of Compulsive and Addictive Behaviors
COUN5260	Theories and Models for the Treatment of Addictive and Compulsive Behaviors
COUN5262	Interventions with Substance Abuse and Dependence
COUN5264	Current Issues in Compulsive and Addictive Behavior Treatment

**Total**      **16 quarter credits**

### Diversity Studies

The Diversity Studies certificate is designed for professionals who desire greater understanding of ethnic, gender, cultural, and multicultural issues and applications in order to practice in industry, schools, the military, government, and other sectors of American society.

**Four Required Courses**      **16 quarter credits**

CST5237	Counseling and Guidance in Diverse Populations
CST5304	Ethnic and Linguistic Minorities in the Workplace
CST5500	Multicultural Issues in Health Care
CST8300	Diversity in the Workplace

**Total**      **16 quarter credits**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

## Marriage and Family Therapy

(formerly Marriage and Family Services)

The Marriage and Family Therapy certificate is designed for human services professionals and therapists who want to increase their knowledge of marital and family therapy. The Marriage and Family Therapy certificate is not designed to meet licensure requirements for the counseling professions.

<b>Four Required Courses</b>	<b>16 quarter credits</b>
COUN5270	Family Therapy Theory and Methods
COUN5271	Marriage and Family Systems
COUN5273 *	Couple and Marital Therapy
COUN8476	Methods of Family Research
<b>Total</b>	<b>16 quarter credits</b>

## Professional Counseling

The Professional Counseling certificate is designed for professionals who want to develop knowledge of assessment and treatment of mental health issues. The Professional Counseling certificate is not designed to meet licensure requirements for the counseling professions.

<b>Four Required Courses</b>	<b>16 quarter credits</b>
COUN5107	Principles of Psychopathology: Diagnosis and Treatment
COUN5214	Theories of Personality
COUN5215	Professional and Scientific Ethics for Counselors/Therapists
COUN5221	Mental Health Counseling
<b>Total</b>	<b>16 quarter credits</b>

## Clinical Experience

Learners enrolled in Master of Science in Addiction Counseling, Marriage and Family Therapy, Mental Health Counseling, and School Counseling degree programs complete clinical experience as a requirement of their respective program. The clinical experience consists of the following online courses and supervised residential colloquia:

The Pre-Practicum Courses and accompanying six-day Residential Colloquia (COUN5940, COUN-R5940, COUN5941, and COUN-R5941 for Addiction Counseling; COUN5920, COUN-R5920, COUN5921, and COUN-R5921 for Marriage and Family Therapy; COUN5930, COUN-R5930, COUN5931, and COUN-R5931 for Mental Health Counseling; and COUN5910, COUN-R5910, COUN5911, and COUN-R5911 for School Counseling) are online courses paired with two corresponding pre-practicum laboratories. Each residential colloquium requires 40 contact hours of clinical skill development.

The Clinical Practicum (COUN6402 for Addiction Counseling; COUN6202 for Marriage and Family Therapy; COUN6302 for Mental Health Counseling; and COUN6102 for School Counseling) is an online course that requires a 100-hour clinical experience. Learners apply the skills developed throughout the course of the program in a mental health or school setting where the practicum is completed.

The Clinical Internships (COUN6431 and COUN6432 for Addiction Counseling; COUN6231 and COUN6232 for Marriage and Family Therapy; COUN6331 and COUN6332 for Mental Health Counseling; and COUN6131 and COUN6132 for School Counseling) are two online courses that require 600 total hours of hands-on field experience at an approved school or mental health agency that provides agreed-upon clinical counseling opportunities. Learners may enroll in a third internship course (COUN6333) should they need additional hours. The internships represent a significant time of learning and applying clinical proficiencies that are critical to the provision of addiction counseling; marriage and family therapy; mental health counseling; and school counseling services. Learners should consult the Counselor Education Handbook for details about the clinical experience.

### Page 157 - School of Public Service Leadership Degree Programs, Specializations, Certificates

Effective October 5, 2009, the prefix for a course required for the PhD Social and Community Services specialization will be redesignated as HS.

## Doctor of Philosophy (PhD) in Human Services Specialization

### Social and Community Services

The doctoral Social and Community Services specialization is designed for individuals who have a master's degree in sociology, social work, or a related field. Learners may be licensed clinical social workers or licensed professional counselors who wish to teach, pursue advanced research, administer programs, or supervise clinicians. This specialization provides advanced study of contemporary issues impacting social work and community services as well as preparation to assume leadership roles as social change agents at community, state, and national levels. Successful graduates of this specialization are prepared to teach, engage in research, and provide consultation services within the field. This specialization is not designed to meet licensure requirements for the social work professions.

#### Residency Requirement(s):

Three five-day residential colloquia. See policy 104.05 Attendance at Residences in the University Policies section of the catalog and the Residential Colloquia page on iGuide for more information. Also see each graduate schools' residential colloquium courses.

#### Twenty-One Required Courses 88 quarter credits

##### Core courses:

HS8002	Advanced Research in Adult Human Development and Behavior
HSB300	Diversity in the Workplace
HS8415	Advanced Professional Scientific Ethics
HS8106	Epistemology of Practice Knowledge
HS8100 *	Fundamentals of Social Science Research
HSB111 *	Quantitative Research Methods in the Human Services
HS8112 *	Advanced Qualitative Research Methods
HSB113 *	Advanced Study in Research Methods

##### Specialization courses:

HS8103	Principles and Practices of Social Work
HS8413	Social Influences of Behavior
HS8447	Applied/Clinical Sociology
HSB453	Prevention and Causes of Child Abuse
HS8476	Methods of Family Research
HS8478	The Family in Social Context
HS8745	Grief and Bereavement Counseling
HS8764	Contemporary Issues in Compulsive and Addictive Behavior Treatment
HS9919 *	Doctoral Comprehensive Examination
HS9920 *	Dissertation Coursework (non-credit)
HS9921 *	Dissertation Research 1 (5 quarter credits)
HS9922 *	Dissertation Research 2 (5 quarter credits)
HS9923 *	Dissertation Research 3 (5 quarter credits)
HS9924 *	Dissertation Research 4 (5 quarter credits)

**Eight Elective Courses 32 quarter credits**  
Choose any graduate course(s).

**Total 120 quarter credits**

\* Denotes courses that have prerequisite(s). Refer to the descriptions for further details.

### Page 163 - Graduate Course Descriptions

The following new, redesignated, and revised courses have been added.

### School of Business and Technology

**LEAD5004 - Leading for the Future (4 quarter credits).** In this course, learners explore, analyze, and apply tools and techniques to gain knowledge of leadership environment trends. Learners examine the leader's role in innovation and change as part of establishing a foundation of leading for the future. **LEAD5004 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer or petition.**

**LEAD5110 - Managing and Leading in Dynamic Environments (4 quarter credits).** This course introduces learners to theory and practice of leading and managing in complex environments. Learners apply leadership best practices to their own leadership experience and explore the value and impact of coaching, assessment, and feedback as leadership tools. **Prerequisite(s): Completion of or concurrent enrollment in LEAD5004. Cannot be fulfilled by transfer or petition.**

**LEAD5120 - Developing as a Leader (4 quarter credits).** This course provides learners the opportunity to develop their leadership abilities by exploring their inner landscape and the perceptions of those they lead. Learners create a personal leadership development plan based on self-reflection, peer feedback, and leadership goals. **Prerequisite(s): LEAD5110.**

**LEAD5130 - Leading and Developing Others (4 quarter credits).** This course presents an appreciative and strengths-based approach to building relationships. Learners explore the role of leader as coach and the impact of coaching on relationship building in organizations. **Prerequisite(s): LEAD5110.**

**LEAD5140 - Leading Collaboratively (4 quarter credits).** This course presents a view of leadership that goes beyond the traditional organizational boundaries and emphasizes the concepts of collaboration and cooperation. Learners study multi-party relationships and leadership in virtual environments to develop skills in shared leadership and strategic partnerships. **Prerequisite(s): LEAD5110.**

**LEAD5150 - Leading Adaptive Organizational Systems (4 quarter credits).** In this course, learners investigate emerging theories of leadership in complex, adaptive, and future systems, including non-linear and multi-minded systems. Learners assess the impact of organic and non-linear activities on organizational operations. **Prerequisite(s): LEAD5110.**

**LEAD5160 - Developing Innovative Organizations (4 quarter credits).** Learners in this course explore the elements of organization design and change. Learners evaluate design and change theories, the leader's influence on drivers of innovation, and the tools needed to lead for future growth. **Prerequisite(s): LEAD5110.**

**LEAD5170 - Strategies for Sustainability (4 quarter credits).** The focus of this course is the role of the leader as an ethical strategist for sustainable and responsible business practices that embrace the organization and its broader communities. Learners examine sustainability from multiple perspectives to inform responsible strategies of growth, innovation, and change. **Prerequisite(s): LEAD5110.**

**LEAD5210 - Leading Global and Diverse Cultures (4 quarter credits).** In this course, learners explore aspects of leading and working in global and diverse environments. Learners gain an understanding of the personal and professional role of leadership in diverse cultures and the strategies used to lead more effectively within those cultures. **Prerequisite(s): LEAD5110.**

**LEAD5220 - Leader as Change Agent (4 quarter credits).** The focus of this course is the role of the leader as an architect of change in organizations and environments. Learners study the nature of leadership in complex and dynamic settings; theories of change at the individual, group, and organizational level; and leadership practices that guide and sustain complex change. **Prerequisite(s): LEAD5110.**

**LEAD5230 - Leadership Communication and New Media (4 quarter credits).** In this course, learners evaluate the ways leaders use professional communication channels to effectively influence strategic dialogue, change, and innovation. Learners assess their leadership communication skills and create new media leadership communication examples. **Prerequisite(s): LEAD5110.**

**LEAD5240 - Leading in Social and Community-Based Organizations (4 quarter credits).** This course familiarizes learners with the unique expressions of leadership in social and community-based organizations. Learners identify the capacities of various types of leaders and the constituents necessary for continuous leadership and organizational development. **Prerequisite(s): LEAD5110.**

**LEAD5250 - Leadership in Family Business (4 quarter credits).** Learners in this course identify and analyze the dynamics involved in leading family businesses throughout the business lifecycle. By gaining knowledge of the unique aspects of strategy and leadership in family business, learners identify the skills needed to lead, govern, and plan for succession in family businesses. **Prerequisite(s): LEAD5110.**

**LEAD5260 - Social Entrepreneurship (4 quarter credits).** In this course, learners examine applications of social entrepreneurship to organize, create, and lead social change ventures. Learners explore and assess the ways social entrepreneurs work collaboratively with nonprofit organizations and citizen groups in both private and governmental sectors to influence social change. **Prerequisite(s): LEAD5110.**

**LEAD5300 - Contemporary Leadership Opportunities Capstone (4 quarter credits).** This is an integrative course for learners in the MS in Leadership degree program. Learners synthesize and integrate the knowledge, competencies, and skills acquired throughout the program by developing and implementing a final project that demonstrates critical thinking, creativity, and practical application of program content. Learners create and customize project plans and strategies to achieve desired project outcomes, focusing on their area of specialization. **Prerequisite(s): Completion of all required master's course work. Cannot be fulfilled by transfer or petition.**

**T55351 - Architecture Requirements Analysis (4 quarter credits).** Learners in this course develop ways to specify and design enterprise-wide systems based on requirements analysis. Learners solve business problems and improve business processes by gathering requirements information from stakeholders and building these needs into an architecture of the solutions. By applying appropriate tools and techniques to the requirements analysis process, learners are able to broadly define the software architecture for an enterprise. **Prerequisite(s): T55130. Prerequisite does not apply to Combined B5/MS in Information Technology option learners.**

### School of Human Services

**CE58002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits).** Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives. Learning to apply principles of adult development to the human services professions is central to this course. **CE58002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.**

**CE58100 - Fundamentals of Social Science Research (4 quarter credits).** This course introduces learners to social science research, particularly in the context of human services. The course helps learners become educated consumers of research, critically evaluate published research, and utilize research findings in practice. The course also prepares learners to design research studies in their fields of interest. Major concepts and techniques of social science research are examined, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. **Prerequisite(s): CE58106. Cannot be fulfilled by transfer.**

**CE58106 - Epistemology of Practice Knowledge (4 quarter credits).** Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. **Cannot be fulfilled by transfer.**

**CES8111 - Quantitative Research Methods in the Human Services (4 quarter credits).** Learners in this course examine the application of research methods and designs to specific social problems encountered in human service disciplines. Topics include human subjects protection, and issues associated with measurement, development of instruments, data collection, data management, and initial phases of data analysis. Methodological adaptations are considered when conducting research with special populations and in diverse human service contexts. **Prerequisite(s): CES8100. Cannot be fulfilled by transfer.**

**CES8112 - Advanced Qualitative Research Methods (4 quarter credits).** In this course, learners evaluate qualitative research methods and apply qualitative research designs. Learners develop the skills used to synthesize information related to the qualitative research methodology and examine the ethical issues that emerge during the qualitative research process. **Prerequisite(s): CES8111. Cannot be fulfilled by transfer.**

**CES8113 - Advanced Study in Research Methods (4 quarter credits).** Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for their use in the dissertation. The course emphasizes conceptualizing, planning, and designing a proposal for doctoral research. Topics include planning and sampling, measurement, choosing statistical and qualitative analytic models, ethical considerations, and planning for analyzing and interpreting results. This course must be the last academic course before enrolling in comprehensive examination courses. **Prerequisite(s): CES8112. Cannot be fulfilled by transfer.**

**CES8756 - Advanced Counseling Theories (4 quarter credits).** This course presents an overview of major counseling theories and the current professional literature and research supporting them. Learners analyze key concepts of counseling and evaluate various theories, approaches, and interventions that can be applied to a diverse population of clients, issues, and settings. Learners also consider the legal and ethical implications of applying theory to practice and examine methods of demonstrating counseling effectiveness.

**CES8776 - Leadership and Advocacy in Counseling (4 quarter credits).** This course presents the historical and philosophical foundations of counselor education and supervision practice, including professional identity and values, leadership styles, client diversity issues, ethical issues, and social advocacy processes. Learners evaluate leadership theories and their applications and examine the roles of counselor educators and leaders in public and private policy processes, including professional advocacy.

**CES8780 - Counselor Education and Supervision Practicum (4 quarter credits).** This course provides a structure of supervised experiences in advanced counseling practice during which learners articulate, synthesize, and demonstrate a range of counseling skills and knowledge bases. Learners apply major counseling theories and their associated approaches to working with individuals, groups, systems, and developmental and consultation services. Learners also apply effective case conceptualization, assessment, diagnosis, and treatment skills; demonstrate the ability to develop ethical therapeutic relationships with a diverse population of clients; and establish long- and short-term goals. This course helps learners synthesize a comprehensive theoretical basis for the practice of counseling that is informed by evidence-informed practice, professional practice skills, and personal meaning. It requires 100 hours of field experience and no less than 40 hours of direct client contact. **Prerequisite(s): CES8002, CES8760, CES8764, CES8776, CES8113; completion of or concurrent enrollment in CES8768 and/or CES8772. Cannot be fulfilled by transfer.**

**COUN5003 - Survey of Research in Human Development and Behavior (4 quarter credits).** This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. **COUN5003 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.**

**COUN5006 - Survey of Research Methodology (4 quarter credits).** This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and quantitative and qualitative approaches to scholarly inquiry. **Learners may earn credit for either COUN5006 or CST5006, but not both.**

**COUN5106 - Assessment, Tests, and Measures (4 quarter credits).** Learners in this course examine the assessment process and the use of tests and measures in counseling assessment activities. Learners also explore the evolution of assessment methods, test construction and standardization, and assessment strategies and interpretation.

**COUN5107 - Principles of Psychopathology: Diagnosis and Treatment (4 quarter credits).** Learners in this course examine psychopathology principles, professional literature, and current issues associated with assessing and treating mental disorders. Learners critically evaluate diagnostic models, methods, and approaches used in diagnosing and treating individuals, couples, and families, including the DSM-IV-TR multiaxial system. Learners also explore diagnostic issues associated with multicultural populations. **Prerequisite(s): Addiction Counseling learners have completed COUN5940 and COUN-R5940. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930.**

**COUN5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits).** In this course, learners explore the theories and research that guide the treatment of addictive and compulsive behavior disorders. Learners analyze traditional and non-traditional interventions as applied to inpatient, outpatient, and community-based treatment for individuals, couples, families, and groups. Topics include assessment, diagnosis, and treatment planning and evaluation. **Learners may earn credit for either COUN5108 or CST5108, but not both. Prerequisite(s): Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930.**

**COUN5214 - Theories of Personality (4 quarter credits).** In this course, learners examine the main constructs of personality by analyzing person-centered, trait, behavioral, psychodynamic, and social-cognitive personality theories. Learners also study biological, social, and cultural influences on personality and the development of personality throughout the lifecycle. **Learners may earn credit for either COUN5214 or CST5214, but not both.**

**COUN5215 - Professional and Scientific Ethics for Counselors/Therapists (4 quarter credits).** Learners in this course examine the evolution of professional counselor/therapist ethics and analyze the effect of ethics on education, psychotherapy, law, and institutional guidelines protecting human subjects in research. Learners also identify current ethical issues in the addiction counseling field and explore methods used to effectively address them.

**COUN5220 - Introduction to Marriage and Family Therapy (4 quarter credits).** This course provides an introduction to the profession of marriage and family therapy and its underlying systemic theoretical framework. Learners evaluate systems theories from a historical perspective and distinguish them from those of other individual-based mental health disciplines. Learners also review the history, philosophy, and clinical practice theories of marital and family therapy and examine the fundamental therapeutic concepts and skills needed to work with couples and families. This course provides the foundation upon which all other specialization courses are based.

**COUN5221 - Mental Health Counseling (4 quarter credits).** Learners in this course review the skills, methods, and practices associated with mental health counseling and apply current counseling theory and research to clinical practice. Topics include treatment planning, therapeutic intervention methods, and working with diverse populations. **Learners may earn credit for either COUN5221 or CST5221, but not both.**

**COUN5225 - Human Sexuality (4 quarter credits).** Learners in this course study sexuality within the broad context of human experience. Learners examine physical and psychosexual development and evaluate the frequency and significance of sexual behavior in individuals. Learners also study health issues associated with sexuality, explore treatments for various sexual problems, and identify sexuality-related concerns of special and diverse populations.

**COUN5239 - Theories of Psychotherapy (4 quarter credits).** This course presents various schools of therapeutic intervention and their respective philosophical tenets and associated therapeutic skills. Learners examine current psychotherapy theories, procedures, and techniques and apply them to a variety of clinical problems.

**COUN5240 - Counseling and Guidance with Children (4 quarter credits).** Learners in this course review current theories, research, and methods of counseling and guidance of children. Topics include childhood abuse and trauma, the effect of family relationships on children, methods of parent education, school counseling issues, and specialized techniques for working with challenging children.

**COUN5241 - Group Counseling and Psychotherapy (4 quarter credits).** Learners in this course examine the clinical theories, research, and procedures of group counseling and psychotherapy. Topics include leadership responsibilities and styles, co-therapy mechanics, special-function group design, and critical incident management within groups. *Prerequisite(s):* **Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930. School Counseling learners must have completed COUN5910 and COUN-R5910.**

**COUN5252 - Introspective and Personal Growth Seminar (4 quarter credits).** This course helps learners identify aspects of their history and personality that are relevant to professional clinical work. Learners examine methods of introspective work that facilitate the self-assessment process, including journaling, personal psychotherapy, self-expressive artwork, dream work, and specialized readings. The course emphasizes identifying personal strengths and limitations and the ways they may influence clinical effectiveness.

**COUN5254 - Child and Adolescent Counseling (4 quarter credits).** This course presents major theories and research of adolescent and child development. Learners examine biological and psychosocial development factors and evaluate the influence of family, community, society, and trauma on development. *Prerequisite(s):* **Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930.**

**COUN5258 - Group Therapy and Treatment of Compulsive and Addictive Behaviors (4 quarter credits).** In this course, learners analyze theory and research of compulsive and addictive behavior treatment. Learners study the group therapy process and apply clinical theories, research, and skills to their clinical setting. Topics include group therapy development, leadership styles, and critical incident management in group therapy, including members "acting out" (e.g., relapsing), inter-group conflict, and group member transference with leaders. Learners also consider ethics, managed care, and culture and their influences on compulsive and addictive behavior treatment.

**COUN5260 - Theories and Models for the Treatment of Addictive and Compulsive Behaviors (4 quarter credits).** Learners in this course investigate the nature of addictive and compulsive behavior problems and study various addiction models and their tenets to evaluate the validity and efficacy of associated treatment approaches. Learners also explore alternatives to addiction models, including cognitive behavior therapy and the psycho-dynamic compulsive behavior model.

**COUN5262 - Interventions with Substance Abuse and Dependence (4 quarter credits).** Learners in this course evaluate traditional and non-traditional treatment approaches of substance abuse, addiction, and recovery and relapse. Topics include inpatient and outpatient treatment programming; self-help groups; and the use of alternative treatment approaches, community resources, and individual, group, and family psychotherapy in the treatment of compulsive and addictive behaviors. The course also addresses current trends in service delivery related to ongoing changes in the health care delivery system, including managed care.

**COUN5264 - Current Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits).** In this course, learners review current research, developments, and trends in compulsion and addiction treatment. Learners examine the effects of global terrorism on society, the addictive nature of society, and the changing rates of drug-related imprisonment. Other course topics include emerging addictive behavior treatments and treatment approaches, the influence of managed care on treatment, and the changing role of addiction counselor. Learners also consider culture and its influence on the treatment of compulsive and addictive behavior treatment.

**COUN5270 - Family Therapy Theory and Methods (4 quarter credits).** This course is a comparative study of the prominent schools of thought within the field of marriage and family therapy: their tenets, therapeutic strategies, and techniques. Learners also discuss structural, strategic, transgenerational, behavioral, communication, and analytical approaches to marriage and family therapy.

**COUN5271 - Marriage and Family Systems (4 quarter credits).** Learners in this course study families as systems from theoretical, clinical, and research perspectives. The course emphasizes family development, transitions, assessment, and intervention. Learners also explore systems-oriented assessment models and strategies for initial interviews, hypothesis formulation, designing a strategy for intervention, and the process of termination.

**COUN5273 - Couple and Marital Therapy (4 quarter credits).** In this course, learners study systems-based couples counseling theories, methods, and practices and focus on therapeutic treatment planning and intervention. Learners also examine and interpret marriage therapy literature and examine ways to apply it to clinical practice. *Prerequisite(s):* **COUN5270. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920.**

**COUN5279 - Life Planning and Career Development (4 quarter credits).** In this course, learners study theory and research related to working with individuals responding to life transitions. Learners explore career and life development, improvement, and transition.

**COUN5280 - Introduction to School Counseling (4 quarter credits).** This course introduces learners to the role and functions of the professional school counselor across the P-12 curriculum. Learners analyze the history and current trends of school counseling programs and design leadership strategies to improve school environments. Learners also study models of prevention and intervention in school settings and the American School Counselor Association (ASCA) National Model as a professional framework for practice. Other course topics include community, environmental, and institutional barriers that enhance or impede student success, and the role of racial, ethnic, and cultural issues in school counseling.

**COUN5282 - Developmental School Counseling and Pupil Services (4 quarter credits).** This course provides a comprehensive, developmental approach to establishing and delivering school counseling programs and services, and the management, evaluation, and accountability needed to sustain them. Learners study the needs, structure, specialized areas, and evaluation functions of school counseling programs. Learners also examine comprehensive models of guidance using the American School Counselor Association (ASCA) National Model and the role of the school counselor as an advocate for social justice.

**COUN5334 - Ethnic and Cultural Awareness (4 quarter credits).** This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. *Learners may earn credit for either COUN5334 or C5T5334, but not both.*

**COUN5910 - School Counseling Pre-Practicum Course I (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners explore the identity, function, and role of the school counselor, evaluate consultation processes, and apply school counseling theories and methods to clinical practice. **COUN5910 must be taken with COUN-R5910. Prerequisite(s):** *Learners must have completed or be progressing in the following courses: COUN5003, COUN5215, COUN5241, COUN5254, COUN5280, COUN5334. Cannot be fulfilled by transfer.*

**COUN5911 - School Counseling Pre-Practicum Course II (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes counseling theory, advanced therapeutic relationship skills, and school counseling techniques for P-12 children, families, and communities. The course also presents techniques for counseling individuals and groups of different cultures, races, and ethnicities. Learners apply school counseling theories and methods to clinical practice. **COUN5911 must be taken with COUN-R5911. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5910, COUN-R5910, COUN5006, COUN5106, COUN5240, COUN5279, COUN5282. Cannot be fulfilled by transfer.**

**COUN5915 - School Counseling Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in school counseling by applying learning from required and elective courses to complete an analysis of a school counseling organization or system or to propose a new application in the professional school counseling field. **Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.**

**COUN5920 - Marriage and Family Therapy Pre-Practicum Course I (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners apply marriage and family therapy theories and methods to clinical practice. **COUN5920 must be taken with COUN-R5920. Prerequisite(s): Learners must have completed the following courses: COUN5003, COUN5215, COUN5107, COUN5220, COUN5239, COUN5270, COUN5271. Learners must have completed or be progressing in COUN5334. Cannot be fulfilled by transfer.**

**COUN5921 - Marriage and Family Therapy Pre-Practicum Course II (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes counseling theory, advanced therapeutic relationship skills, and diagnosis and treatment planning. The course also presents group psychotherapy techniques for unrelated individuals and systems-oriented therapies for couples and family groups. Learners apply marriage and family therapy theories and methods to clinical practice. **COUN5921 must be taken with COUN-R5921. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5920, COUN-R5920, COUN5108, COUN5214, COUN5225, COUN5241, COUN5254, COUN5273. Cannot be fulfilled by transfer.**

**COUN5925 - Marriage and Family Therapy Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in marriage and family therapy by applying learning from required and elective courses to complete an analysis of a marriage and family therapy organization or system or to propose a new application in the professional marriage and family therapy field. **Prerequisite(s): All required course work. Cannot be fulfilled by transfer.**

**COUN5930 - Mental Health Counseling Pre-Practicum Course I (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners apply mental health counseling theories and methods to clinical practice. **COUN5930 must be taken with COUN-R5930. Prerequisite(s): Learners must have completed the following courses: COUN5003, COUN5214, COUN5215, COUN5221, COUN5239, COUN5252, COUN5334. Learners must have completed or be progressing in COUN5271. Cannot be fulfilled by transfer.**

**COUN5931 - Mental Health Counseling Pre-Practicum Course II (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes counseling theory, advanced therapeutic relationship skills, individual psychotherapy techniques using the DSM-IV system, group psychotherapy techniques, and crisis assessment strategies. Learners apply mental health counseling theories and methods to clinical practice. **COUN5931 must be taken with COUN-R5931. Prerequisite(s): Learners must have completed the following courses: COUN5930, COUN-R5930, COUN5106, COUN5107, COUN5241, COUN5254, COUN5271. Learners must have completed or be progressing in the following courses: COUN5006, COUN5108, COUN5225, COUN5279. Cannot be fulfilled by transfer.**

**COUN5935 - Mental Health Counseling Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in mental health counseling by applying learning from required and elective courses to complete an analysis of a mental health counseling organization or system or to propose a new application in the professional mental health counseling field. **Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.**

**COUN5940 - Addiction Counseling Pre-Practicum Course I (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes therapeutic relationship skills, therapeutic assessment and intervention techniques, and ethical and legal standards of practice. Learners apply addiction counseling theories and methods to clinical practice. **COUN5940 must be taken with COUN-R5940. Prerequisite(s): Learners must have completed the following courses: COUN5003, COUN5214, COUN5215, COUN5221, COUN5334. Learners must have completed or be progressing in COUN5239. Cannot be fulfilled by transfer.**

**COUN5941 - Addiction Counseling Pre-Practicum Course II (4 quarter credits).** This online course reinforces laboratory skill development and emphasizes counseling theory, advanced therapeutic relationship skills, and addictive and compulsive behavior treatment planning. The course also presents applications of individual psychotherapy for Axis-I behaviorally disordered clients, group psychotherapy techniques for unrelated individuals, and systems-oriented therapies for individuals and family groups. Learners apply addiction counseling theories and methods to clinical practice. **COUN5941 must be taken with COUN-R5941. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5940, COUN-R5940, COUN5006, COUN5106, COUN5107, COUN5108, COUN5225, COUN5241. Cannot be fulfilled by transfer.**

**COUN5945 - Addiction Counseling Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in addiction counseling by applying learning from required and elective courses to complete an analysis of an addiction counseling organization or system or to propose a new application in the professional addiction field. **Prerequisite(s): All required course work. Cannot be fulfilled by transfer.**

**COUN6102 - School Counseling Clinical Practicum (4 quarter credits).** The clinical practicum is a requirement for all School Counseling learners seeking licensure as a part of their academic program. It is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a school counseling field setting. Learners use fundamental communication and interviewing principles and design individual and small-group counseling approaches that promote student and school success. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 15 hours of face-to-face contact with field supervisors. **Prerequisite(s): COUN5910, COUN5911. Cannot be fulfilled by transfer.**

**COUN6131 - School Counseling Clinical Internship I (4 quarter credits).** This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills in a field setting and assist students and parents during all phases of educational transition and create programs that address students' academic, social, emotional, career, and developmental needs. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling. **Prerequisite(s): COUN6102 and all required and elective course work. Cannot be fulfilled by transfer.**

**COUN6132 - School Counseling Clinical Internship II (4 quarter credits).** This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. Learners apply counseling skills and prevention and crisis intervention strategies in a field setting. Learners also design guidance approaches to assist students with academic, career, and personal and social development, and build teams that promote counseling program objectives and facilitate student achievement. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling. **Prerequisite(s): COUN6131. Cannot be fulfilled by transfer.**

**COUN6202 - Marriage and Family Therapy Clinical Practicum (4 quarter credits).** The clinical practicum is a requirement for all Marriage and Family Therapy learners seeking licensure as a part of their academic program. It is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a marriage and family therapy field setting. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and families. This course requires 100 hours of clinical field experience; no less than 40 hours of direct client contact, 20 of which must be with couples and families; and no less than 12 hours of face-to-face contact with field supervisors. **Prerequisite(s): COUN5920, COUN5921. Cannot be fulfilled by transfer.**

**COUN6231 - Marriage and Family Therapy Clinical Internship I (4 quarter credits).** This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact, 120 of which must be with couples or families, and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. **Prerequisite(s): COUN6202 and all required course work. Cannot be fulfilled by transfer.**

**COUN6232 - Marriage and Family Therapy Clinical Internship II (4 quarter credits).** This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact, 120 of which must be with couples or families, and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. **Prerequisite(s): COUN6231. Cannot be fulfilled by transfer.**

**COUN6302 - Mental Health Counseling Clinical Practicum (4 quarter credits).** The clinical practicum is a requirement for all Mental Health Counseling learners seeking licensure as a part of their academic program. It is an online-directed, supervised field experience during which learners practice specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation in a mental health counseling field setting. Learners use fundamental communication and interviewing principles and perform initial assessments with individuals, couples, and families. This course requires 100 hours of clinical field experience, no less than 40 hours of direct client contact, and no less than 12 hours of face-to-face contact with field supervisors. **Prerequisite(s): COUN5930, COUN5931. Cannot be fulfilled by transfer.**

**COUN6331 - Mental Health Counseling Clinical Internship I (4 quarter credits).** This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of fact-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. **Prerequisite(s): COUN6302 and all required and elective course work. Cannot be fulfilled by transfer.**

**COUN6332 - Mental Health Counseling Clinical Internship II (4 quarter credits).** This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of counseling or therapy. **Prerequisite(s): COUN6331. Cannot be fulfilled by transfer.**

**COUN6333 - Counselor Education Clinical Internship III (4 quarter credits).** Learners take this clinical internship course to complete the required contact hours needed to fulfill graduation and/or state licensure requirements. It provides additional hours of clinical field experience. **Prerequisite(s): COUN6132 or COUN6232 or COUN6332 or COUN6432. Cannot be fulfilled by transfer.**

**COUN6402 - Addiction Counseling Clinical Practicum (4 quarter credits).** The clinical practicum is a requirement for all Addiction Counseling learners seeking licensure as a part of their academic program. It is an online-directed, supervised field experience during which learners practice specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in an addiction counseling field setting. This course requires 100 hours of clinical field experience; no less than 40 hours of direct client contact, 20 of which must be substance-abuse related; and no less than 15 hours of face-to-face contact with field supervisors. **Prerequisite(s): COUN5940, COUN5941. Cannot be fulfilled by transfer.**

**COUN6431 - Addiction Counseling Clinical Internship I (4 quarter credits).** This is the first course in a sequence of two clinical internship courses during which learners fulfill 600 total required contract hours. Learners must complete 240 hours of direct client contact, 120 of which must be substance abuse-related, and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of addiction counseling or therapy. **Prerequisite(s): COUN6402 and all required course work. Cannot be fulfilled by transfer.**

**COUN6432 - Addiction Counseling Clinical Internship II (4 quarter credits).** This is the second course in a sequence of two clinical internship courses during which learners fulfill 600 total required contact hours. Learners must complete 240 hours of direct client contact, 120 of which must be substance abuse-related, and 24 hours of face-to-face contact with field supervisors. The internship provides learners with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation in a field setting relevant to the learner's chosen field of addiction counseling or therapy. **Prerequisite(s): COUN6431. Cannot be fulfilled by transfer.**

**COUN8476 - Methods of Family Research (4 quarter credits).** Learners in this course are introduced to measurement of family variables, complexities of family research design, data collection, and analysis. Topics include scales of measurement, validity and reliability, experimental and non-experimental designs, and approaches to integrating clinical research and practice. Special attention is given to the unique factors in family research.

**CST5003 - Survey of Research in Human Development and Behavior (4 quarter credits).** This course presents theories of human development and behavior throughout the lifecycle. Learners examine approaches for researching human development, including personality and moral development theory. Learners also focus on the developing person using the theoretical lenses of disciplines such as psychology, anthropology, and biology. **CST5003 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.**

**CST5006 - Survey of Research Methodology (4 quarter credits).** This course provides an overview of graduate-level approaches to research methodology. Learners study major research methodologies and quantitative and qualitative approaches to scholarly inquiry. **Learners may earn credit for either COUN5006 or CST5006, but not both.**

**CST5108 - Foundations of Addictive and Compulsive Behavior (4 quarter credits).** In this course, learners explore the theories and research that guide the treatment of addictive and compulsive behavior disorders. Learners analyze traditional and non-traditional interventions as applied to inpatient, outpatient, and community-based treatment for individuals, couples, families, and groups. Topics include assessment, diagnosis, and treatment planning and evaluation. **Prerequisite(s):** *Addiction Counseling learners must have completed COUN5940 and COUN-R5940. Marriage and Family Therapy learners must have completed COUN5920 and COUN-R5920. Mental Health Counseling learners must have completed COUN5930 and COUN-R5930. Learners may earn credit for either COUN5108 or CST5108, but not both.*

**CST5214 - Theories of Personality (4 quarter credits).** In this course, learners examine the main constructs of personality by analyzing person-centered, trait, behavioral, psychodynamic, and social-cognitive personality theories. Learners also study biological, social, and cultural influences on personality and the development of personality throughout the lifecycle. **Learners may earn credit for either COUN5214 or CST5214, but not both.**

**CST5221 - Mental Health Counseling (4 quarter credits).** Learners in this course review the skills, methods, and practices associated with mental health counseling and apply current counseling theory and research to clinical practice. Topics include treatment planning, therapeutic intervention methods, and working with diverse populations. **Learners may earn credit for either COUN5221 or CST5221, but not both.**

**CST5237 - Counseling and Guidance in Diverse Populations (4 quarter credits).** Learners in this course examine substantive and theoretical issues concerning guidance and counseling in a variety of culturally diverse populations. Topics include the role of culture-specific programming, special issues and needs of cultural subgroups, and therapeutic approaches to working with culture-specific issues. Learners also apply current theory and research to specific clinical issues.

**CST5249 - Health Advocacy in the Community (4 quarter credits).** Learners in this course explore an important goal in human services, which is to develop effective change agents in communities. Topics include issues such as the purity of drinking water, waste disposal, clean air, health education and public safety, public and private health care plans, effects of HMOs and managed care, and Medicare and Medicaid—all issues that involve health advocacy.

**CST5304 - Ethnic and Linguistic Minorities in the Workplace (4 quarter credits).** This course provides an overview of ethnic and linguistic minorities found in the American workplace. Learners synthesize current theories, methods, and research related to diversity and cross-cultural awareness and apply them to linguistic and ethnic minorities in the workplace. Learners examine employer codes of ethics and the ways minorities

have been able to achieve success despite barriers. Learners also analyze the influence ethnic and linguistic minorities have on the success of individuals, organizations, and the labor industry.

**CST5315 - Professional and Scientific Ethics (4 quarter credits).** Learners in this course examine the evolution of professional ethics and analyze the effect of ethics on education, psychotherapy, law, and institutional guidelines protecting human subjects in research. Learners also identify current ethical issues in the human services field and explore methods used to effectively address them.

**CST5318 - Scope of Human Services (4 quarter credits).** This course presents learners with contemporary social problems addressed by human service professionals in the field. Learners examine theories of human service delivery, management, culture, and diversity to gain a broad understanding of the human services profession in diverse delivery settings. Learners also use the knowledge, skills, and methods acquired during the course to address a contemporary social problem.

**CST5334 - Ethnic and Cultural Awareness (4 quarter credits).** This course is a survey of theories, research, and concepts that highlight the importance of race, culture, and ethnicity in individual and group experience. Learners consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human service and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Learners also examine cross-cultural issues and practice applying a variety of theoretical approaches and methodologies to real-life scenarios. **Learners may earn credit for either COUN5334 or CST5334, but not both.**

**CST5500 - Multicultural Issues in Health Care (4 quarter credits).** Learners in this course examine multicultural issues in health care from a community and organizational perspective. Learners analyze various solutions used to address multicultural health care disparities and develop an implementation plan to better meet the diverse health care needs of the local community.

**CST5990 - Counseling Studies Integrative Project (4 quarter credits).** In this course, learners demonstrate proficiency in counseling studies by applying learning from required and elective courses to complete an analysis of a counseling or educational organization/system or to propose a new application in field of counseling or education. **Prerequisite(s): All required and elective course work. Cannot be fulfilled by transfer.**

**CST8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits).** Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives. Learning to apply principles of adult development to the human services professions is central to this course. **CST8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.**

**CST8053 - Special Topics in Counseling Studies (4 quarter credits).** This course provides an opportunity for PhD learners to engage in an in-depth study of the theory, research, and application of subject matter that is not included in the Counseling Studies curriculum. Using the special topics course format, elements of this directed study course are focused on the specific subject matter that the learner identifies and the program chair approves.

**CST8100 - Fundamentals of Social Science Research (4 quarter credits).** This course introduces learners to social science research, particularly in the context of human services. The course helps learners become educated consumers of research, critically evaluate published research, and utilize research findings in practice. The course also prepares learners to design research studies in their fields of interest. Major concepts and techniques of social science research are examined, including problem formulation, identification of variables, literature review, research design, sampling, definition and measurement of study variables, instrument construction, and data collection and analysis. **Prerequisite(s): CST8106. Cannot be fulfilled by transfer.**

**CST8106 - Epistemology of Practice Knowledge (4 quarter credits).** Learners in this course examine theories that guide the acquisition of knowledge within human services professions. Learners critically analyze and evaluate the methods used to develop social science theory as a precursor to examining and applying the scientific method. Learners also study theory derivation, the link between research methods and theory, and the ways scholar-practitioners apply the scientific method. **Cannot be fulfilled by transfer.**

**CST8111 - Quantitative Research Methods in the Human Services (4 quarter credits).** Learners in this course examine the application of research methods and designs to specific social problems encountered in human service disciplines. Topics include human subjects protection, and issues associated with measurement, development of instruments, data collection, data management, and initial phases of data analysis. Methodological adaptations are considered when conducting research with special populations and in diverse human service contexts. **Prerequisite(s): CST8100. Cannot be fulfilled by transfer.**

**CST8112 - Advanced Qualitative Research Methods (4 quarter credits).** In this course, learners evaluate qualitative research methods and apply qualitative research designs. Learners develop the skills used to synthesize information related to the qualitative research methodology and examine the ethical issues that emerge during the qualitative research process. **Prerequisite(s): CST8111. Cannot be fulfilled by transfer.**

**CST8113 - Advanced Study in Research Methods (4 quarter credits).** Learners in this course analyze the relevance and appropriateness of specific research methodologies in preparation for their use in the dissertation. The course emphasizes conceptualizing, planning, and designing a proposal for doctoral research. Topics include planning and sampling, measurement, choosing statistical and qualitative analytic models, ethical considerations, and planning for analyzing and interpreting results. This course must be the last academic course before enrolling in comprehensive examination courses. *Prerequisite(s): CST8112. Cannot be fulfilled by transfer.*

**CST8300 - Diversity in the Workplace (4 quarter credits).** In this course, learners analyze contemporary theories of diversity in the workplace. Learners compare and contrast inclusion theories, research and apply best practices for a diverse workplace, and integrate professional and ethical codes, standards, and laws in the human services work setting.

**CST8478 - The Family in Social Context (4 quarter credits).** Learners in this course examine families from a systems perspective and explore the dynamics and systems influencing family structures. Learners also identify the skills needed to work with diverse family groups and the challenges faced by human service professionals.

**CST8501 - Contemporary Issues in Counseling Studies (4 quarter credits).** In this course, learners explore counseling professions and the increasing need to devise research-based methods of practice to better understand the role of the counselor in contemporary society. This course focuses on analysis and evaluation of contemporary issues that affect the counseling professions, such as ethical issues, compassion fatigue and burnout, the impaired professional, Internet counseling applications, and multiculturalism and diversity challenges.

**CST8725 - Human Sexuality (4 quarter credits).** In this course, doctoral learners study sexuality within the larger context of human experience. The course emphasizes physical and psychosexual development, frequency and significance of various types of sexual behavior, and health-related issues. Topics include treatment of sexual problems and concerns of special and diverse populations.

**CST8731 - Psychopathology: Assessment and Treatment (4 quarter credits).** This course is a forum for examining the various forms of psychopathology, current methods of psychological assessment, research on psychodynamics, and existing treatment methods. Learners explore the politics of mental disorders, emerging diagnoses, and other contemporary issues.

**CST8739 - Theories of Psychotherapy (4 quarter credits).** This course provides a review of various schools of therapeutic intervention and the current professional literature and research supporting them. Learners analyze major psychotherapy theories, procedures, and techniques, and their applications to diverse populations and settings.

**CST8741 - Group Counseling and Psychotherapy (4 quarter credits).** Learners in this course review the historical development of group counseling and psychotherapy, and synthesize and apply the field's current research, theories, and clinical procedures. Topics include the role of the leader and leadership styles, the mechanics of co-therapy, special-function groups, and management of critical incidents within groups.

**CST8745 - Grief and Bereavement Counseling (4 quarter credits).** Learners in this course investigate research on death and dying. Topics include psychological stages of dying common to all losses, symptomatology of grief, death trajectory, hospice model of treatment, and dealing with death in the family. Learners explore case consultations with dying children and their parents that utilize techniques of drawing therapy and storytelling to elicit psychological material in the form of unfinished business and techniques for coping with losses of all types.

**CST8754 - Child and Adolescent Counseling (4 quarter credits).** This course focuses on advanced analysis of the major theoretical paradigms and their application to child and adolescent counseling. Learners evaluate the influence of individual, family, community, multicultural, and societal factors on the development and treatment of childhood disorders. Topics include ethical and legal requirements, diagnostic treatment planning, play therapy techniques, and systemic concepts.

**CST8758 - Mental Health and Aging (4 quarter credits).** In this course, learners examine the dramatic increase in the population of older persons and the increase in attention to their mental and physical health. This course addresses mental health and aging as major psychosocial phenomena integrating biological, psychological, social, and environmental perspectives and factors. Learners explore research in these areas as a function of many aspects of modern society: family life, caregivers, community and institutional care, ethnic and sociocultural differences, and urbanization.

**CST8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits).** In this course, learners review current development, research, and trends within the compulsion and addiction treatment field. The course emphasizes current understanding of substantive issues in the field. Possible topics include developments in psychopharmacologic treatment of compulsive behaviors and addictions, the influences of managed care on treatment, ethics and managed care, the use of Internet resources in the field, the changing role of the counselor, emerging treatment approaches, and the development of new treatments. Cultural considerations and influences as they relate to the treatment of compulsive and addictive behavior treatment are also addressed.

**CST8779 - Life Planning and Career Development (4 quarter credits).** This course provides doctoral learners with advanced theory, research, and application opportunities appropriate for counselors working with individuals responding to life transitions. Topics include career and life development, improvement, and transition.

**CST9919 - Doctoral Comprehensive Examination (4 quarter credits).** This course includes an overview of the comprehensive examination process, the university's expectations of academic honesty and integrity, the three core themes of the examination, and the evaluation criteria. The coursework mentor provides three questions addressing the core themes. Learners write answers to the comprehensive examination questions. Answers are evaluated by faculty readers using point-scale scoring rubrics. Upon passing the comprehensive examination, learners are eligible to enroll in the first dissertation course. *Grading for this course is S/NS. Prerequisite(s): Completion of all required and elective course work with a cumulative GPA of 3.0 or better. Completion of practicum courses, if applicable. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.*

**CST9920 - Dissertation Coursework (non-credit).** This course provides learners with resources, guidance, and peer and mentor support during each dissertation course as they complete the required milestones. *Grading for this course is R/NS. Prerequisite(s): CST9919. Cannot be fulfilled by transfer.*

**CST9921-CST9945 - Dissertation Research 1-Dissertation Research 25 (5 quarter credits each).** Learners complete the required dissertation milestones and prepare their dissertation for publication. *Grading for this course is R/NS. Prerequisite(s): CST9919. CST9920 is a co-requisite for these courses. Courses must be taken in sequence. Cannot be fulfilled by transfer.*

## School of Human Services

### Graduate Writing Courses

**COUN7503 - Academic and Clinical Writing for Counseling (4 quarter credits).** Learners in this course develop and improve the clinical and academic writing skills needed in the counseling field. Learners assess the purpose, audience, and format of various clinical and academic documents, and develop the skills used to plan, write, revise, and edit academic and clinical papers that exhibit critical thinking and appropriate use of external sources.

**CST7004 - Graduate Writing for ESL/EFL Learners (4 quarter credits).** This course introduces non-native speakers of English to graduate-level academic writing. Learners develop an understanding of the assumptions and intentions that underlie advanced academic writing as it is practiced in the U.S. Learners develop skills in producing effective advanced academic writing including combining facts and opinions from multiple sources. They develop linguistic and content editing skills in order to continue improving their own academic writing after they complete the course.

**CST7006 - Research and Writing for Graduate Learners (4 quarter credits).** This course prepares graduate learners for the rigors of academic writing, which requires a series of related critical thinking and writing skills, including understanding the nature of academic research; developing strong arguments based on primary and secondary research; evaluating, summarizing, paraphrasing, and citing sources; drafting, revising, and editing multiple drafts of major projects; and producing clear, accurate, and error-free prose. Since this is a writing course, learners should expect to write a lot: the course includes weekly writing assignments, several short writing projects, and a research plan for a longer project. Learners submit a final portfolio at the end of the course.

**CST7007 - Focused Research and Writing for Graduate Learners (4 quarter credits).** In this course, learners refine the principles and strategies learned in HS7006 by focusing on writing in their disciplines. Learners should expect to spend a significant amount of time writing, including weekly writing assignments, several short writing projects, one long writing project, and a final portfolio. Learners develop a research topic, conduct and write a short literature review, develop an argumentative essay of significant length (25–35 pages), and document sources appropriately while focusing on the critical thinking and writing skills established in HS7006. *Prerequisite(s): CST7006.*

**CST7008 - Developing Voice and Style in Academic and Professional Writing (4 quarter credits).** This course focuses on one of the most challenging components of academic writing: developing a voice and style that reflect excellence in scholarship (research, thinking, and communication) while maintaining individuality and style. In this course, learners analyze a variety of writing samples, including their own, in order to understand the effects of writers' rhetorical choices; learn and apply an array of writing strategies that lead to improved awareness and use of voice and style; and revise writing submissions used in external course work to demonstrate learning and understanding. *Learners are strongly encouraged to take the CST7006–CST7007 course sequence before enrolling in this course.*

**CST7009 - Writing for Publication (4 quarter credits).** Learners in this course explore the publication process, beginning with choosing a publication for submission and ending with a completed manuscript to submit. During the quarter, learners define and research their topic and publication, write and revise multiple drafts, participate in peer review, and prepare a cover letter for submission.

## School of Human Services

### Residential Colloquium Courses

**COUN-R5910 - School Counseling Residential Colloquium I.** The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical school counseling proficiencies, including building relationship skills, performing therapeutic assessments and interventions with children and adolescents, consulting with teachers and parents, and applying ethical and legal standards of practice. This residency guides learners as they integrate school counseling theory with practice. **COUN-R5910 has a companion academic online course, COUN5910. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5003, COUN5215, COUN5241, COUN5254, COUN5280, COUN5334. Cannot be fulfilled by transfer.**

**COUN-R5911 - School Counseling Residential Colloquium II.** The second residential colloquium, which is also a pre-practicum laboratory, focuses on advanced development of clinical school counseling proficiencies, including working with difficult populations and applying individual and group counseling techniques and substance abuse prevention and intervention and program evaluation and supervision strategies. This residency guides learners as they integrate school counseling theory with practice. **COUN-R5911 has a companion academic online course, COUN5911. Prerequisite(s): Learners must have completed or be progressing in the following courses: COUN5910, COUN-R5910, COUN5006, COUN5106, COUN5240, COUN5279, COUN5282. Cannot be fulfilled by transfer.**

**COUN-R5920 - Marriage and Family Therapy Residential Colloquium I.** The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical marriage and family therapy proficiencies, including building therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. This residency guides learners as they integrate marriage and family therapy theory with practice. **COUN-R5920 has a companion academic online course, COUN5920. Prerequisite(s): Learners must have completed the following courses: COUN5003, COUN5215, COUN5107, COUN5220, COUN5239, COUN5270, COUN5271. Learners must have completed or be progressing in COUN5334. Cannot be fulfilled by transfer.**

**COUN-R5921 - Marriage and Family Therapy Residential Colloquium II.** The second residential colloquium, which is also a pre-practicum laboratory, focuses on advanced development of clinical marriage and family therapy proficiencies, including building advanced therapeutic relationship skills and applying individual psychotherapy techniques for Axis-I behaviorally disordered clients, group psychotherapy techniques for unrelated individuals, and systems-oriented therapies for couples and family groups. This residency guides learners as they integrate marriage and family therapy theory with practice. **COUN-R5921 has a companion academic online course, COUN5921. Prerequisite(s):** Learners must have completed or be progressing in the following courses: **COUN5920, COUN-R5920, COUN5108, COUN5214, COUN5225, COUN5241, COUN5254, COUN5273.** Cannot be fulfilled by transfer.

**COUN-R5930 - Mental Health Counseling Residential Colloquium I.** The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical mental health counseling proficiencies, including building therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. This residency guides learners as they integrate mental health counseling theory with practice. **COUN-R5930 has a companion academic online course, COUN5930. Prerequisite(s):** Learners must have completed the following courses: **COUN5003, COUN5214, COUN5215, COUN5221, COUN5239, COUN5252, COUN5334.** Learners must have completed or be progressing in **COUN5271.** Cannot be fulfilled by transfer.

**COUN-R5931 - Mental Health Counseling Residential Colloquium II.** The second residential colloquium, which is also a pre-practicum laboratory, focuses on advanced development of clinical mental health counseling proficiencies, including building advanced therapeutic relationship skills, applying individual psychotherapy techniques for Axis-I behaviorally disordered clients and group psychotherapy techniques for unrelated individuals, and performing crisis assessments. This residency guides learners as they integrate mental health counseling theory with practice. **COUN-R5931 has a companion academic online course, COUN5931. Prerequisite(s):** Learners must have completed the following courses: **COUN5930, COUN-R5930, COUN5106, COUN5107, COUN5241, COUN5254, COUN5271.** Learners must have completed or be progressing in the following courses: **COUN5006, COUN5108, COUN5225, COUN5279.** Cannot be fulfilled by transfer.

**COUN-R5940 - Addiction Counseling Residential Colloquium I.** The first residential colloquium, which is also a pre-practicum laboratory, focuses on initial development of clinical addiction counseling proficiencies, including building therapeutic relationship skills, performing therapeutic assessments and interventions, and applying ethical and legal standards of practice. This residency guides learners as they integrate addiction counseling theory with practice. **COUN-R5940 has a companion academic online course, COUN5940. Prerequisite(s):** Learners must have completed the following courses: **COUN5003, COUN5214, COUN5215, COUN5221, COUN5334.** Learners must have completed or be progressing in **COUN5239.** Cannot be fulfilled by transfer.

**COUN-R5941 - Addiction Counseling Residential Colloquium II.** The second residential colloquium, which is also a pre-practicum laboratory, focuses on advanced development of clinical addiction counseling proficiencies, including building advanced therapeutic relationship skills, and assessing and treating addictive and compulsive behaviors. The residency guides learners as they integrate addiction counseling theory with practice. **COUN-R5941 has a companion academic online course, COUN5941. Prerequisite(s):** Learners must have completed or be progressing in the following courses: **COUN5940, COUN-R5940, COUN5006, COUN5106, COUN5107, COUN5108, COUN5225, COUN5241.** Cannot be fulfilled by transfer.

## School of Public Service Leadership

**HS5002 - Survey of Research in Human Development and Behavior (4 quarter credits).** In this course, learners review the major theories of human development and behavior across the entire lifecycle. Learners focus on the developing person and connect areas of study such as psychology, anthropology, and biology. Research approaches to human development include personality theory, developmental tasks, and moral development. **HS5002 must be taken by master's learners in their first quarter. Cannot be fulfilled by transfer.**

**HS8002 - Advanced Research in Adult Human Development and Behavior (4 quarter credits).** Learners in this course critically analyze theory and research in adult development and behavior with an emphasis on contemporary research and application issues. In addition, learners study adult development from biological, psychological, social, and multicultural perspectives. Learning to apply principles of adult development to the human services professions is central to this course. **HS8002 must be taken by PhD learners in their first quarter. Cannot be fulfilled by transfer.**

**HS8764 - Contemporary Issues in Compulsive and Addictive Behavior Treatment (4 quarter credits).** In this course, learners review current development, research, and trends within the compulsion and addiction treatment field. The course emphasizes current understanding of substantive issues in the field. Possible topics include developments in psychopharmacologic treatment of compulsive behaviors and addictions, the influences of managed care on treatment, ethics and managed care, the use of Internet resources in the field, the changing role of the counselor, emerging treatment approaches, and the development of new treatments. Cultural considerations and influences as they relate to the treatment of compulsive and addictive behavior treatment are also addressed.

## Correction

### Page 170 - Harold Abel School of Psychology Degree Programs, Specializations, Certificates

Courses PSY8361 and PSY8765 in the PhD Educational Psychology specialization should be listed as Online Teaching in Psychology Practicum and Testing and Assessment in Workplace Psychology respectively.