# MASTER'S PROGRAMS IN PROFESSIONAL COUNSELING

# STUDENT HANDBOOK

## GREELEY CAMPUS

### REVISED SPRING 2024

CLINICAL MENTAL HEALTH COUNSELING
MARRIAGE, COUPLES, AND FAMILY COUNSELING/THERAPY
SCHOOL COUNSELING (K-12)

DEPARTMENT OF APPLIED PSYCHOLOGY AND
COUNSELOR EDUCATION

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# Important Websites

The following websites are referenced throughout this handbook.

- The Professional Counseling website: https://www.unco.edu/cebs/applied-psychology-counselor-education/professional-counseling/
- UNCO Graduate School: https://www.unco.edu/graduate-school/
- UNCO Office of Financial Aid: https://www.unco.edu/financial-aid/
- UNCO Dean of Students website: www.unco.edu/dos
- URSA: https://www.unco.edu/canvas/
- Canvas: https://www.unco.edu/canvas/
- UNCO Course Catalog: https://unco.smartcatalogiq.com
- The American Counseling Association: https://www.counseling.org
- American School Counselor Association: https://www.schoolcounselor.org

# Student Handbook

**Master's Programs in Professional Counseling**
**University of Northern Colorado**

This Handbook provides information about policies and procedures for the management and completion of selected programs of study for master's students in Professional Counseling. The guidance provided here does not supplant that which is given in the UNC Catalog located online at http://catalog.unco.edu/. Students are responsible for familiarizing themselves with all information in the Catalog that may have relevance to their program of study. We hope this guide will serve you well in addressing frequently asked questions concerning the completion of the master's degree program.

## Program Information

### Master's Degree Programs

The following master's degree programs are offered: (a) Master of Arts in Clinical Mental Health Counseling, (b) Master of Arts in Marriage, Couples and Family Counseling/Therapy, and (c) Master of Arts in School Counseling (K-12). Descriptions of these degree programs and course requirements are in the UNC Catalog, which is available online at https://unco.smartcatalogiq.com.

### Program Philosophy/Mission

It is the mission of the Professional Counseling program to remain committed to strength-based training with an emphasis on bridging theory to practice through an applied, innovative, and experiential environment. The program strives to develop a strong counselor identity, with a focus on personal and professional growth. By fostering self-discovery and awareness, we honor students' unique contributions to the learning community in the context of enriching student-faculty relationships. Our goal is to train students to serve a diverse and global community through counseling, scholarship, advocacy, and community engagement.

The Professional Counseling faculty views potential candidates as unique, with strengths and assets to be identified, encouraged, and developed during their graduate education. The knowledge of human relations skills necessary to help individuals recognize their own and other persons' unique promise and discover opportunities for its expression form the core of preparation for students in professional counseling. Such knowledge and skills are learned in part from research and study in the behavioral and social sciences, various skill development activities, and supervised practica. Opportunities for a broad understanding of human behavior and human relationships in a diverse society are included in the education of the student in counseling.

The Professional Counseling faculty is committed to the development of broadly based competent professional counselors skilled in helping people with personal, academic, interpersonal, and career concerns in educational settings and community agencies. The requirements of the program are conceptualized within the framework and standards set forth by the counseling profession, Colorado state law, the UNC Graduate School, and job requirements.

# Admissions Requirements and Process

**Admission Requirements**

A bachelor's degree from a regionally accredited college or university or a comparable degree from a foreign institution is required for graduate admission. A grade point average of at least a 3.0 on a 4.0 scale on the most recent 60 credit hours completed is also required.

**Application Process**

Detailed descriptions of the application process can be found online under the University of Northern Colorado's website. The deadline for fall and summer admissions is December 1st. If you have additional questions, please contact: grad.school@unco.edu or 970-351-2831.

Step 1: Students must Complete the online application and pay the application fee as detailed on our website.

Step 2: Request one official transcript from every accredited college or university attended or from which you earned credit, except UNC. Official transcripts may be sent via mail in an unopened sealed envelope to the graduate school admissions or through an electronically secure digital program directly from the issuing institution. Applicants with academic credentials from outside the U.S. will need to follow the requirements for submission of foreign transcripts. Click on the Transcripts tab on our website for information about international transcripts.

Step 3: Students will need to upload the following supplemental items into their online applications:

- Personal Statement
- Supplementary Data Sheet
- Three Professional Letters of Recommendation (will be requested through the online application portal

It is additionally recommended that applicants to the program have at least two years of work experience. Applicants are required to attend a pre-admission workshop.

Once you apply to the UNC Graduate School and your application packet is complete, your application will be reviewed by the Graduate School and then sent to the faculty/program for an admission decision. The timing of the admission decision depends on each individual program's deadline and review process. International applicants can find additional information on the graduate school webpage.

# Program Objectives

| Objective | Learning Experience | Student Learning Objectives | CACREP Standard |
|---|---|---|---|
| 1. Professional Identity and Ethics – Students will demonstrate an understanding of the counseling profession, develop an identity as a professional counselor, and abide by the counseling-related legal and ethical guidelines. | APCE 657 Legal & Ethical Aspects of Counseling and Psychology | Professional Identity and Ethics SLO | 4.F |
| 2. Counseling & Helping Relationships – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process. | -APCE 607, Theories of Counseling;<br>-APCE 662, Group Dynamics and Facilitation;<br>Practicums and Internships | Counseling & Helping Relationships SLO | 4.F |
| 3. Social and Cultural Diversity – Students will demonstrate knowledge and awareness of social and cultural diversity issues in counseling and demonstrate the ability to implement culturally sensitive counseling interventions. | APCE 623 Understanding & Counseling Diverse Populations | Social and Cultural Diversity SLO | 4.F |
| 4. Human Growth and Development – Students will develop an understanding of human development over the lifespan and demonstrate the ability to integrate the bio-social, psycho-social, and cultural constructs that impact development into the counseling process. | APCE 530 Lifespan & Developmental Psychology | Human Growth and Development SLO | 4.F |
| 5. Career Development – Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients. | APCE 616 Career Theory, Counseling, & Assessment | Career Development SLO | 4.F |
| 6. Group Counseling — Students will demonstrate an understanding of the group counseling process, including theories of group development, group dynamics, the application of group counseling theories, as well as group leadership and management skills. | -APCE 662 Group Dynamics and Facilitation (completed by CMHC & CMFT/C students);<br>-APCE 606 Theories and Practices in Group Guidance (completed by SC students);<br>-APCE 605 Group Lab (completed by all students) | Group Counseling SLO | 4.F |
| 7. Appraisal and Assessment – Students will demonstrate knowledge and skills in the application of assessment and evaluation techniques with diverse groups, across multiple settings, including: selecting appropriate assessments, the use of standardized assessments, conducting intakes and interviews, and engaging in risk assessments. | APCE 673 Appraisal & Assessment in Counseling | Appraisal and Assessment SLO | 4.F |

| | | | |
|---|---|---|---|
| 8. Addictions – Students will demonstrate knowledge and skills in the diagnosis, assessment, and treatment of substance abuse disorders affecting diverse populations. | APCE 624 Assessment & Treatment of Substance Abuse | Addictions SLO | 4.F |
| 9. Research and Program Evaluation – Students will demonstrate the ability to be effective consumers of research as well as demonstrate the skills needed to conduct research for the purpose of evaluating program and monitoring client outcomes. | SRM 600 Introduction to Graduate Research | Research and Program Evaluation SLO | 4.F |
| 10. Crisis Intervention – Students will demonstrate knowledge of crisis and trauma constructs as well as how to address the effects of crisis and trauma across diverse populations. | APCE 661 Psychological Trauma & Intervention for Individuals, Families, & Communities | Crisis Intervention SLO | 4.F |
| 11. Psychodiagnosis and Treatment Planning– Students will demonstrate knowledge and ethical applications of the psychodiagnostic and treatment planning processes and their effects on client treatment across multicultural populations. | APCE 658 Diagnosis & Treatment Planning | Psychodiagnosis and Treatment Planning SLO | 4.F |
| 12. Consultation and Collaboration – Students will demonstrate knowledge and skills necessary for working in multi-disciplinary mental health care systems and the ability to engage in consultation, collaboration, prevention, and intervention approaches. | APCE 660 Psychological Consultation: Theory & Practice | Consultation and Collaboration | 4.F |
| ***Couples, Marriage, and Family*** | | | |
| 13. Couples, Marriage, and Family – Students will demonstrate knowledge and skills needed to effectively counsel couples and families and to understand the diverse systems in which they belong. | APCE 669 Advanced Methods in Couples & Family Therapy | Couples, Marriage, and Family SLO | 4.F |
| ***Clinical Mental Health Counseling*** | | | |
| 14. Mental Health Counseling Foundations – Students will demonstrate knowledge of the mental health counseling field, including the foundations of the profession, the role of counselor as advocate and collaborator, and the importance of personal wellness and self-care. | APCE 650 Orientation to Community Counseling | Mental Health Counseling Foundations SLO | 4.F |
| ***School Counseling*** | | | |
| 15. Comprehensive School Counseling — Students will demonstrate an understanding of the foundations of school counseling, the K-12 educational processes, evidence-based prevention and intervention programs that address career, social/emotional, and academic development, as well as the evaluation of program outcomes. | -APCE 602 Foundations of School Counseling;<br>-APCE 608 Organization, Administration, & Evaluation of School Counseling Programs | Comprehensive School Counseling SLO | 4.F |
| ***Practical Application Objectives*** | | | |

| | | | |
|---|---|---|---|
| 16. Counseling Skills & Application of Knowledge – Students will demonstrate an integration of the knowledge and skills of an effective counselor, through supervised practicum and internship experiences. | -APCE 612 Practicum in Individual Counseling;<br>-APCE 619 Practicum II in Individual Counseling;<br>-APCE 614 Internship in School Counseling;<br>-APCE 694 Practicum in Couples & Family Therapy;<br>-APCE 691 Internship in Clinical Counseling: Couples & Family Therapy;<br>-APCE 692 Counseling Internship | Counseling Skills & Application of Knowledge SLO | 4.F |
| 17. Personal Development and Wellbeing – Students will demonstrate and maintain self-awareness and self-understanding and their impact on others, including classmates, clients, the counseling process, the work and school environment, and their community by engaging in self-reflection and the integration of feedback from others. | PC Committee bi-annual reviews, Faculty evaluations of students, wellness plans, advising, professional monitoring, and clinical supervision. | Personal Development and Wellbeing SLO | 4.G |

# Policies & Procedures

## Professional Memberships

All students in Clinical Mental Health Counseling and Marriage, Couples, and Family Counseling/Therapy are required to hold and maintain membership in the American Counseling Association (ACA). Students in School Counseling are required to hold and maintain membership in the American School Counseling Association (ASCA). Application forms for professional organizations are available on line at http://www.counseling.org/ and www.schoolcounselor.org. Students who chose to double major must hold and maintain membership in both professional organizations. Additionally, the faculty highly recommends memberships in Colorado divisions of ACA and ASCA.

## Advisors

The Coordinator of the Professional Counseling program will assign each newly admitted student an advisor from the core members of the Professional Counseling faculty. It is your responsibility to set up times to meet with your advisor concerning issues such as preparing a course schedule, planning for comprehensive exams, and completing graduation requirements. Each student admitted into the program is responsible for reading and following the program, UNC Graduate School, and University guidelines. Therefore, it is your responsibility, not your advisor's, to be sure all program requirements are met prior to applying for graduation. You may request to change advisors at any time in the program by completing a Change of Advisor form and this will be reviewed by the PC committee.

## Plan of Study

A Plan of Study form is available for your program. You are responsible for going over the form with your advisor to determine the courses you are required to take and to determine if any courses you have previously taken at another institution of higher learning can be waived or transferred to your MA program. You are to keep copies of the completed form.

## Transfer of Credit

Students must be admitted into a program of study before transfer credits will be evaluated. Once admitted, students provide their advisor with the syllabus from the course(s) to be transferred along with an official transcript (if not contained in their (zirs/hirs/xyr) graduate school application) for consideration. A maximum of 6 semester hours (9 quarter hours) may be transferred into a master's program from another accredited university which offers master's degrees. Transfer credit will not be accepted if the work was used to obtain any degree at any institution or if the work was completed more than five calendar years prior to the completion of a student's master's program. Transfer credit must be compatible with the student's program and must be "A" or "B" work. Warning: Transfer of credit may shorten the program length, as the five-year time limit begins when the transfer course was originally taken. Your advisor will make a recommendation to the program coordinator.

**Course Loads**

Nine semester hours of credit is the minimum credit load to be classified as a full-time student. The maximum load permitted for a graduate student enrolled in a regular semester is 16 hours. The maximum load permitted for a graduate student in the summer sessions (two six week sessions and/or full 12 weeks) is 15 hours with 9 hours maximum for a six-week term. Course Overload Request forms are available and must be signed by the Program Coordinator before you may register for more than the maximum number of credits. Please note that there is no guarantee that you will receive permission. You will need a valid reason for the Department Chair to approve the overload, and there is an additional charge for each credit over the limit.

**APCE 612 Practicum Policy**

APCE 612 (Beginning Practicum in Individual Counseling) serves as our programs' initial required clinical practicum experience. Students must have completed all prerequisites for APCE 612 (or must be in the process of completing them) in advance of registering in the course. Following registration, if a student fails to pass or to complete any of its prerequisites for any reason whatsoever, the student must drop APCE 612 in advance of the course start date.

Students may be enrolled in APCE 612 for a maximum of two semesters and are graded on a Satisfactory/Unsatisfactory basis. Students who earn a grade of Unsatisfactory must take APCE 612 from another instructor and wait a minimum of one semester before re-enrolling. The program faculty will determine the conditions under which and when the students may re-take APCE 612, and how many additional APCE credit hours may be taken prior to the satisfactory completion of practicum. Students who do not satisfactorily complete APCE 612 in their second enrollment will receive notification that their program has been terminated.

Note: A grade of Incomplete in APCE 612 will only be given in exceptional cases when an instructor deems it appropriate, and it must be authorized by the Professional Counseling faculty.

**APCE 619 Practicum II Policy**

Practicum II (APCE 619) is a field-based experience for Clinical Mental Health and School Counseling students (MCFC/T students complete APCE 694 as their 2nd practicum). It is viewed as a transitional experience to be completed after successful completion of Practicum I (APCE 612) and prior to registering for and completion of Internship hours. Practicum II is a semester-long experience, and involves a semester-long commitment to a practicum site. Detailed information on APCE 619 along with all required paperwork can be found in the Practicum II Manual, which is located on the UNC Professional Counseling website (Current Students webpage).

**APCE 694 (Family Practicum) Policy**

APCE 694 is the Practicum in Couples and Family Therapy. MCFC/T majors are required to enroll in APCE 694 for their second practicum experience. Naturally, priority registration for APCE 694 is given to students who are required to take that course as part of their plan of study. Students must have completed all prerequisites for APCE 694 (or must be in the process of completing them) in advance of enrolling in the course. Following registration, if a student fails to pass or to complete any of its prerequisites for any reason, the student must drop APCE 694 in advance of the course start date.

**Course Registration**

The schedule of classes for each semester is distributed via the APCE listserv, and the complete schedule of classes is available online. Please pay close attention to messages that will be distributed over the listserv regarding the process for requesting a spot in classes where enrollment is managed by the program. Consultation with your advisor regarding which classes to take is highly recommended. You will register for classes via URSA.

**Extended Campus Course Registration**

You may register for a maximum of two courses (or six semester hours) of coursework through the Extended Campus Programs. All courses required for both the (a) Clinical Mental Health Counseling and (b) School Counseling majors are offered in Denver and Colorado Springs in an intensive weekend format. You will receive separate fee statements for on- and off-campus class registrations. To register for an off-campus class, you must first complete the External Degree Program (EDP) Enrollment Permission Form (available in McKee 247). Your advisor and the Extended Campus Programs Coordinator must give permission to enroll. Once permission has been obtained you will be informed via e-mail and released to register for the off campus course. This Enrollment Form does not allow you to register for a class that is closed due to high enrollments and off-campus students get priority for spaces open in the class. Please follow all directions on the Enrollment Form, or you will be removed from the class. NOTE: Individual Practicum (APCE 612), Practicum II (APCE 619), the group course sequence (APCE 662/605 or APCE 606/605), and Internship (APCE 614, 691, 692) cannot be taken off-campus.

**Program Transfers**

When a student wishes to transfer from one program to another (e.g., Lowry to Greeley or Greeley to Colorado Springs) they must submit a letter of request and explanation to the Professional Counseling Program Coordinator. Three conditions must be met: (a) the student must be in good standing, (b) there must be available space in the program requested, and (c) the student must have completed fewer than 30 credit hours in the program. Only one site change will be authorized during the course of one's degree program.

**Student Requests for Exception**

Occasionally, students may need to request consideration for an exception to a PC policy. The process for requesting an exception is as follows: 1) discuss the reason/rationale with your advisor; 2) if the advisor supports the request for an exception, the student writes a letter, addressed to the PC faculty that includes:

- the name of the specific policy from which the student is seeking an exception;
- the date/term for the exception request;
- the reason/rationale for the exception;
- the circumstances which make this request an exception: Note: seeking an exception as a matter of convenience is not typically considered *exceptional circumstances*
- other factors the faculty should consider, like impact on time to degree completion, personal concerns related specifically to the request, etc.
- the student's name

3) student sends the draft letter to their advisor for final review; 4) after the advisor has reviewed the students sends the letter as an attachment to the Coordinator of the Professional Counseling faculty with their advisor copied; 5) the PC faculty will consider the student's request at the next regularly scheduled

PC faculty meeting: either the student's advisor or the PC Coordinator will notify the student of the faculty's decision. Please note, not all requests for exceptions are approved.

**First Day of Classes and Enrollment**

If an enrolled student does not attend the first class meeting, they (ze/xe) may be dropped from the course.

**University Counseling Center**

Students wishing to receive individual or group counseling may contact the University Counseling Center at (970) 351-2496. Clients of the University Counseling Center are not eligible for practicum or internship positions at that site.

**Internship**

Detailed program specific policies are available in the Internship Manuals, which are available on the Professional Counseling Programs website (Current Students webpage).

**Comprehensive Examination**

The completion of your master's degree is contingent upon successfully passing a written comprehensive examination. Our comprehensive exam is a nationally standardized examination: the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a knowledge-based exam that reflects the eight core curriculum areas approved by CACREP. The cost of the exam is currently $60 per student, but is subject to change. When a student is cleared to take the CPCE, a letter with instructions will be emailed to them (zir/hir/xem), including the current cost of the exam. Students have a maximum of four hours to take the exam. Students must obtain a score of 80 or higher (out of 136 maximum possible points) in order to pass the CPCE. This passing score has been determined and set by the APCE faculty.

Even though the UNC Catalog states that a comprehensive exam may be taken after completing 20 hours of coursework, this is based on a 30-semester hour master's degree. It is a Professional Counseling Program requirement that students have specific coursework completed before being permitted to take the examination. The course requirements are included with the Application Form in an appendix in this manual. An exception to this policy is made for students enrolled in a second 30-hour counseling master's degree program. Policies regarding this option are outlined separately later on in this manual.

The CPCE is administered every Fall, Spring, and Summer semester; campus locations per administration are variable (Greeley and/or Denver/Lowry campuses). Dates for each exam administration are posted in advance on the Professional Counseling Programs website (see Current Students webpage).

Students who fail the CPCE may apply to retake the exam in the following academic semester. You CANNOT take a second attempt at the CPCE in the same semester as your first attempt. Students who fail the CPCE twice will have their program terminated.

**Application to Take the Comprehensive Examination**

The application materials for taking the CPCE are located in the appendix portion of this handbook. Please complete both the Permission Form (same form for all majors) as well as the Eligibility Form (major-specific) and submit them to your advisor for review. If approved, your advisor then will forward your paperwork onto the programs' Administrative Assistant for processing. Please note that you must

submit your materials to take the CPCE to your advisor by the end of the semester prior to the one in which you intend to take the exam. Firm deadlines for submitting these materials also are posted on the Professional Counseling Programs website (see Current Students webpage).

**Primary Reasons for Program Termination**

1. Five years are allowed to complete the M.A. from the date of admission. The Graduate School terminates programs that have exceeded this time limit.
2. Programs may be terminated by request of the program faculty when evidence of unethical or unprofessional behavior on the part of a student has been established. Please reference the Student Review and Retention Policies and Procedures document in this Handbook for more information.
3. A student's program may be terminated if, in the professional judgment of the faculty, the student is incapable of providing high quality therapeutic services to clients.
4. Students are required to maintain a 3.0 (B) grade point average. When a student's GPA drops below this point, the student is warned and given a specific time limit for raising their (zirs/hirs/xyr) grade point average. If this is not done, the Graduate School will terminate the program.

Note: Students have the right to due process, as articulated in the Student Review and Retention Policies and Procedures document, again located in this Handbook.

**Graduation**

Students must submit an Application for Graduation, available on the graduate school's website, the semester prior to graduating. The student's program is checked by the faculty advisor and approved for graduation, or conditions are stated which would qualify the student for graduation. The Application for Graduation is then filed with the Graduate School, where the final graduation check is made. This formal Application for Graduation must be filed in accordance with the deadlines posted on the Graduate School's website, so plan ahead. Attendance at a graduation ceremony and rental of a cap and gown are optional. The student's name is listed in the commencement program.

**Continuous Registration Policy**

Our programs adhere to the UNC Graduate School's Continuous Registration Policy for Graduate Students (see http://www.unco.edu/grad/new_current/continuousregistration.html). Specific portions of that policy are provided verbatim below; however, please refer to the above link for further details.

**From the UNC Graduate School's Website:**

> **Continuous Enrollment Policy – Master's and Specialist Students:**
> All master's and specialist students must register for at least 1 semester hour during the semester when they graduate (including the Summer term) unless they have already completed all required credits for their degree prior to the semester when they graduate. Students who have already completed all required credits will be automatically assessed the $150 continuation fee for the semester when they graduate.

Transfer of credit from other institutions will not be considered in lieu of continuous registration.

Satisfying the continuous registration requirement and maintaining status as a graduate student will allow students to utilize various University facilities or faculty time. Students should be aware that paying the $150 continuation fee will not meet enrollment requirements for international students or for students receiving financial assistance (including loans, grants, and assistantships). Paying the $150 continuation fee only helps students meet the Graduate School's program continuation policy if they are not otherwise enrolled for credits.

**Failure to Follow Continuous Registration Policy for Graduate Students:**
Students who fail to register continuously (i.e., enroll for at least 1 credit fall and spring terms) for one calendar year (three consecutive semesters, fall, spring, summer) will receive a letter of warning from the Graduate School at the beginning of the fourth consecutive semester of non-enrollment. At this time the student will be classified as inactive. Inactive students may be required to re-apply to the Graduate School within the fourth semester of non-enrollment, remit the application fee, be re-accepted by their program and the Graduate Dean, if they wish to resume their studies. Acceptance is not guaranteed. Additional coursework and examinations may be required for students who are reactivated.

At the close of four consecutive semesters of non-enrollment the student's file is closed and may not be reactivated. Students who wish to return after 4 consecutive semesters of non-enrollment must file a new application for consideration with the University: acceptance is not guaranteed. Note: paying the $150 continuation fee does not fulfill the requirement to enroll for at least 1 credit within the one year timeframe.

## APCE Policy on Plagiarism

Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof (this is the UNC definition). With regard to written work, statements that paraphrase or summarize the work of another, along with other information that is not considered common knowledge, must be properly cited in the text of a document, and the source included in the reference list at the end. If a direct quotation, the citation in the text must include the exact page numbers from the original source. The original source must also be listed at the end of work. Quotation marks or a proper form of indentation shall be used to indicate all direct quotes. All referencing is done according to APA Style. Regarding class projects, you are not to use as the bulk of your project the completed works of faculty members, imported documents from other authors, or works from websites, or any other body of work in which you are not the author. With proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given in an "F" in that course. The matter will then be taken up by the School's Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from their (zirs/hirs/xyr) respective program and from UNC.

# Student Evaluation

**Introduction:**
As a student in the Professional Counseling Programs (School Counseling, Clinical Mental Health Counseling, and Couples, Family, Marriage Therapy/Counseling), the faculty want you to understand the evaluation processes that are in place throughout the program to assess adequate progress in the program across multiple domains. This document provides an overview of the student evaluation process including (a) the identification of key professional dispositions (KPD's) and key performance indicators (KPI's), (b) the measurement of KPD's and KPI's over multiple points in time, and (c) the process used to review and/or analyze gathered data.

**Description:**
The student evaluation process includes entry level assessments, program phase assessments (conducted during the process of program completion), and end of program assessments. For each phase of the program, an overview of the key performance indicators (KPI's) and key professional dispositions (KPD's) that have been identified as being valuable to student learning are provided. These KPI's and KPD's are a part of three broad areas, including (a) academic knowledge, (b) clinical skills, and (c) professional dispositions.

Our evaluation of your learning is both comprehensive and all-encompassing, in that we assess knowledge of counseling content and the application of counseling skills over the entirety of your program.

As a student enrolled in the program you've already been through and met the requirements for entry into the program. Therefore, the document will outline the program phase assessments and the end of program assessments.

# Program Phase Assessments

Once you are actively enrolled in. and begin taking courses, you will be assessed throughout your program with the following criteria:

**Academic Courses and Capstone Assignments:**
Capstone assignments provide students with an opportunity to demonstrate their knowledge of the course content and allows them to apply content to counseling-related constructs and real-world situations. Students who demonstrate satisfactory knowledge and skills of the standards listed in the course blue print receive passing grades, whereas those who do not demonstrate satisfactory knowledge and skills, as assessed by capstone assignments and other course content, are at risk for receiving failing grades. Students must maintain a 3.0 in order to graduate from their program. Courses in which "C-", "D+", "D", "D-", "F", "U", "W", "NR", or "I" grades are awarded will not count towards graduate degree program requirements.

***When/Where/How Assessed****:* Capstone assignments and other course requirements are completed in their respective courses and are calculated into the final grade of each course. Students are assigned a grade of A-F in academic content courses by the course instructor at the completion of each course.

***Data Decision-Making:*** Course grades are used to determine students' success in the program. Students must maintain a 3.0 in order to graduate from their program. Courses in which "C-", "D+", "D", "D-", "F", "U", "W", "NR", or "I" grades are awarded will not count towards graduate degree program requirements. Students who receive failing grades, are reviewed by the PC Committee. When a student's GPA drops below a 3.0, the student is warned and given a specific time limit for raising their grade point average. If this is not done, the Graduate School will terminate the program. Please note, that a student who receives an "I" (incomplete) in a course is given an opportunity by the course instructor to complete course requirements for a change in their grade. If the course requirements are not completed and a grade change form received in the Office of the Registrar after a maximum of one year, the grade will be recorded on the academic record as a failing or unsatisfactory grade.

**Content Area Assessment Rubrics**

Key Performance Indicators including each of the eight CACREP counseling curriculum areas as well as specialty, are assessed using content area assessment rubrics. Rubrics include: (a) Professional Identity and Ethics, (b) Counseling and Helping Relationships, (c) Social and Cultural Diversity, (d) Human Growth and Development, (e) Career Development, (f) Group Counseling, (g) Appraisal and Assessment, (h) Addictions, (i) Research and Program Evaluation, (j) Crisis Intervention, (k) Psychodiagnosis and Treatment Planning, (l) Consultation and Collaboration, (m) Couples, Marriage, and Family, (n) Mental Health Counseling Foundations, (o) Comprehensive School Counseling, (p) Counseling Skills and Application of Knowledge, and (q) Personal Development and Wellbeing. In total there are seventeen assessment rubrics.

Each rubric assesses specific content related to the one of the seventeen areas listed above and each rubric is connected to a specific course. Instructors for the courses use the rubrics to assess students' knowledge and skills on a 4-point Likert scale: 4 = Exemplary, 3 = Proficient, 2 = Partially Proficient, 1 = Beginning. Each student is evaluated with the rubric upon the completion of the course. The data from the rubrics are compiled and analyzed at the end of each semester. The rubrics serve two primary purposes. First, the data is used to provide an overview of students' knowledge and skills in the seventeen specified areas. This information allows the faculty to determine if the information that is taught in the courses is being learned and applied at the proficient level or higher or if there are areas in need of improvement. Second, the rubrics are used to determine if there are any areas in need of improvement in the design and application of the course materials/content and/or if the faculty teaching the courses are effective in delivering the content.

***When/Where/How Assessed:*** *Content Area Assessment Rubrics* are connected to specific courses. Course instructors rate each student with the course-specific rubric upon completion of the course.

***Data Decision-Making:*** The rubrics provide instructors with information about how well their students are learning and applying course knowledge and skills. Instructors use the rubrics to make improvements in their courses. Further, the rubrics provide the program with information on how well the students are performing the knowledge and skills outlined in the rubrics. The program uses this information to make changes to course and training content in an effort to improve the quality of education and training of students.

**Student Evaluations and Reviews**

Successful completion of a program of study in the APCE Department is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of the PC program have a responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Student reviews are conducted on a regular and as needed basis over the course of the academic year as part of the evaluation of the progress of students. Reviews are conducted on all students without exception. These evaluations and the procedures relating to them serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their knowledge, skills, and disposition.
2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession who has satisfactory academic performance, but exhibits weaknesses in required practical skills, or behaviors that are unethical, illegal, or unprofessional. The Student Review and Retention Policy enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process.

When evaluating students, the faculty of the PC program examine students' Academic Knowledge Assessments, Clinical Skills Assessments, and Professional Dispositional Assessments

1. Academic Knowledge Assessments: Assessments in this area include students' course grades, performance on Content Area Assessment Rubrics (described above), grade point average, and the completion of the comprehensive examination—Counselor Preparation Comprehensive Examination (CPCE). Student grade data is available through Degree Works, the CPCE data is provided by the NBCC, Content Area Assessment Rubrics data are provided by the PC Program Coordinator.
2. Clinical Assessment Skills: Assessments in this area are conducted in practicum and internship courses. Assessment data include (a) satisfactory completion of practicum and internship course requirements, (b) satisfactory performance on skills assessed through the Practicum Evaluation From (in APCE 612), (c) completion of required direct and indirect hours, (d) satisfactory performance at field placement sites as measured through student evaluations by site supervisors.
3. Professional Dispositional Assessments: Assessments in this area include Faculty Assessment of Students form, PC Faculty Biannual Student Evaluation, and Foundation Courses Wellness Plans.

a. Faculty Assessment of Students: At the conclusion of each course, instructors complete a *Faculty Assessment Form* on each student enrolled in the course. The faculty/instructors are tasked with assessing students on the following criteria: (a) academic ability, (b) written expression, (c) verbal expression, (d) initiative and motivation, (e) commitment to professional development, (f) maturity, (g) ability to accept personal responsibility, (h) interpersonal skills, (i) professionalism, (j) openness and ability to utilize feedback, (k) self-awareness, (l) openness to new ideas, (m) ability to manage personal stress, (n) attention to legal and ethical considerations, (o) clinical skills, and (p) emotional regulation. Students are assessed with a 5-point Likert scale: 5 = outstanding/well above expectations, 4 = above expectations, 3 = meets expectations, 2 = below expectations, 1 = well below expectations, or not applicable. Instructors also indicate their recommendation about students' continuation in the program by indicating one of the following: (a) encouraged to continue in the program, (b) review after another semester, (c) offered remedial assistance, (d) discouraged from continuing in the program, and/or (e) I don't know the student well enough to make a recommendation.
b. Biannual Student Reviews: The Professional Counseling (PC) Committee faculty are responsible for the evaluation of students in their respective professional training programs. The PC Committee conducts student evaluations twice a year, at the end of the fall and spring semesters. The purpose of student evaluations are to: (a) determine students' appropriateness for continuation in their particular training program; (b) evaluate student competence in providing professional services; (c) provide evaluative feedback to students regarding their competence in providing professional services; (d) monitor and evaluate student efforts to achieve acceptable standards of practice; (e) recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services; (f) recommend avenues of remediation to assist students to demonstrate acceptable standards of practice; (g) recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services. (h). recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program. Recommendations and feedback are shared with students by their faculty advisor. The PC Coordinator as well as the APCE Chair may provide additional feedback and recommendations if warranted.
c. Foundation Course Wellness Plans: As per recommendation from the *ACA Task Force on Counselor Wellness and Impairment* (2003) all students are required to develop a holistic wellness (self-care) plan to help guard against the potential negative impact of counseling hurting clients. The purpose of this assignment is for students to develop a practical, individualized self-care/wellness plan to follow throughout their counselor training programs and work in the counseling field following graduation. The wellness plans are initiated in foundation courses (APCE 650 and APCE 602) and updated by students throughout their program as directed by the PC Committee or the student's faculty advisor.

**Data Decision-Making:** All data, including Academic Knowledge Assessments, Clinical Skills Assessments, and Professional Dispositional Assessments are used for the following decision-making purposes:

1. Determine students' appropriateness for continuation in their particular training program;
2. Evaluate student competence in providing professional services;

3. Provide evaluative feedback to students regarding their competence in providing professional services;
4. Monitor and evaluate student efforts to achieve acceptable standards of practice;
5. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
6. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
7. Recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.
8. Recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

**Practicum and Internship**

Students enrolled in both Practicum and Internship are assessed on (a) the completion of required direct and indirect hours, (b) satisfactory supervisor evaluations, and (c) the completion of course requirements outlined in course syllabi.

**When/Where/How Assessed:** Data, including hours logs and supervisor evaluations, are initially gathered by practicum and internship instructors at the end of each course and placed in students' files. Students who have not met minimum requirements to pass the course due to concerns during their practicum or internship are referred to the PC Program Committee for review. Serious concerns may result in the student being referred to the APCE Review and Retention Committee.

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## End of Program Assessments

**Comprehensive Examination:**

Completion of the master's degree program is contingent upon successfully passing a comprehensive examination. Students are required to complete the nationally standardized Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a knowledge-based exam that reflects the eight core curriculum areas approved by CACREP. In order to pass the exam, students are required to obtain a score of 80 or higher. Eligible students may take the exam in the fall, spring, or summer semesters.

**When/Where/How Assessed:** Students complete the CPCE at a designated Pearson VUE testing site. Students are allowed to take the CPCE after they have completed the designated coursework as outlined in the *Master's Programs in Professional Counseling Student Handbook*. Students must complete and turn in the CPCE permission form and receive approval prior to signing up for the exam. Eligible students may take the exam in the fall, spring, or summer semester.

**Data Decision-Making:** Exam results provide an indication of whether or not students have adequate knowledge of counseling content and how to apply content. Students who fail the CPCE may apply to retake the exam in the following academic semester. Students who fail the CPCE twice will have their program terminated.

# General Program Information

**Review of Students**

The Professional Counseling program faculty members systematically review the progress of each student each semester. Discussions focus on issues related to academic performance, professional maturity, judgment, emotional stability, sensitivity to others, self-awareness, and other characteristics that affect each student's ability to be an effective counselor. Exemplary performance is recognized as are areas of deficiency.

**Ethical Behavior**

Students are expected to demonstrate the highest level of ethical behavior, as set forth by the American Counseling Association (ACA) and American School Counselor Association (ASCA). Unethical behavior will not be tolerated and will be considered cause for dismissal at any time during the program.

**Colorado Legal Regulation of the Practice of Psychotherapy**

The practice of psychotherapy by licensed and unlicensed psychotherapists is regulated by Colorado State Statutes. All students are expected to know and abide by the stipulations set forth in the regulations. As with unethical behavior, illegal behavior will not be tolerated and will be considered cause for dismissal at any time during the student's program.

**Graduate Student Association**

The Graduate Student Association (GSA) is open to all students in Applied Psychology and Counselor Education. Officers are elected annually from the total student membership. The GSA plans professional and social activities, provides funding for conference attendance, is involved with special school activities, and elects voting representatives to standing committees. The faculty encourages and supports active participation in this organization.

**Graduate Student Resource Room**

A Graduate Student Resource Room is available for study, small gatherings, or relaxation. It is located across from the APCE Main Office. Frequently, announcements are posted for graduate students along with notices of various professional and Graduate Student Association functions. Students are responsible for keeping this area clean.

**Psychological Services Clinic Waiting Room – McKee 247**

The waiting room is for client use only. Do not use it as a gathering area or for small group meetings. It is very important that a professional atmosphere is maintained in this area at all times. These restrictions also apply to the Applied Psychology and Counselor Education Office.

**Letters of Recommendation or Endorsement**

During your program, it is likely that you will need letters of recommendation from faculty for things such as scholarships, fellowships, internships, or employment. Faculty members receive numerous requests for such letters and need a minimum of a two-week turnaround time. Faculty are under no obligation to write a letter that you need immediately. Please note that faculty will not recommend a student for a position that they are not qualified for and will follow the American Counseling Association Code of Ethics regarding the endorsement of supervisees.

**Placement, Certification, & Licensure**

Upon successful completion of the program, and if requested, the Program Coordinator can recommend students for professional placement, certification, and/or licensure. Program faculty are not obligated to provide recommendation letters, and no recommendations will be given for positions, certifications, or licensure for which the student is not qualified by training.

**Record Keeping**

Keep a copy of all forms concerning your degree program including your plan of study, directed study agreements, transfer of credit requests, syllabi from all courses, practica/internship records, application for written comprehensive examination, application for graduation, and any other important records or documents.

**Financial Aid**

Financial aid is awarded to assist students and parents to meet college costs such as tuition, fees, books, food, housing, and transportation. The Office of Financial Aid administers state and federal aid including grants, loans, employment, scholarships, and Veteran's benefits. For more information, contact the Office of Financial Aid.

**Grievance Procedures**

Grievance procedures are available through the Dean of Student's Office

**Psychological Services Clinic**

The Psychological Services Clinic (PSC) is a unit within the College of Education and Behavioral Sciences that provides psychological services to members of the community at large. The PSC provides graduate students with counseling experience and supervision from licensed professional counselors and licensed psychologists.

## Summary of Steps in the Program

1. Subscribe to the APCE email listserv
    a. Send a message to listserv@listserv.unco.edu
    b. Leave the subject blank
    c. In the body of the email type: "subscribe APCELIST" without the quotation marks
    d. To unsubscribe (upon program completion) repeat the above process, but type: "unsubscribe APCELIST" without the quotation marks in the message body
2. Attend the mandatory, program-specific New Student Orientation meeting
3. Develop a plan of study with your advisor
4. Determine what, if any, transfer courses will be used toward your degree
5. Review and complete SLO/Bi-annual Review Process each semester
6. Review and follow all procedures in the Practicum II and Internship Manuals
7. File the application to take the written comprehensive examination with Roberta Ochsner in the APCE office the term before you plan to take the examination
8. File an application for graduation with the Graduate School by the deadline posted on the Graduate School's website
9. Attend graduation, if you feel so inclined, and celebrate!!!!

## Double Majors

The following are required for students who would like to double major:

1. If not originally admitted as a double major, request permission to add an additional program area from the Professional Counseling Coordinator
2. Upon approval from the Professional Counseling faculty, work closely with your assigned advisor
3. Complete all course requirements for both programs
4. Complete internship requirements for both programs

## Second Degree Option for Program Graduates

The following are required for students who graduated in the last five years and wish to return to complete the requirements for an additional program:

1. Complete program application materials
2. Submit application materials prior to the deadline
3. Attend the admissions workshop, unless it is waived at the discretion of the Professional Counseling faculty

Upon being admitted to the program, an advisor will be appointed and:

1. The student and advisor will design a proposed 30 hour degree program that includes all current program requirements and appropriate electives
2. The advisor will submit the proposal to the Professional Counseling faculty for approval
3. The student will adhere to all stipulations and follow the program of study identified and approved by the faculty

**Clinical Mental Health Counseling or MCFC/T to School Counseling**

Sequence of courses for persons seeking a 30 hour master's degree in School Counseling may be selected from the following (*required)

- *APCE 602
- *APCE 606
- *APCE 608
- *APCE 614 (6 semester hours; 600 contact hours)
- APCE 609
- APCE 612 (determined by the Professional Counseling faculty)
- APCE 616 (possibly directed study)
- APCE 657 (possibly directed study)
- APCE 660 (if not taken previously)
- APCE 667

Plus successful completion of the CPCE, if not previously taken.
Variations must be approved by the Professional Counseling faculty, upon proposal of the advisor

**School Counseling to Clinical Mental Health Counseling**

Sequence of courses for persons seeking a 30 hour master's degree in Clinical Mental Health Counseling may be selected from the following (*required)

- *APCE 650
- *APCE 692
- APCE 612 (determined by the Professional Counseling faculty)
- APCE 616
- APCE 657
- APCE 660 (if not taken previously)
- APCE 665

Suggested additional classes to yield 30 credit hours

- Foundations of Play Therapy
- Practicum in Play Therapy
- Psychopharmacology

**School Counseling to Marriage, Couples & Family Counseling/Therapy**

Sequence of courses for persons seeking a 30 hour master's degree in Clinical Mental Health Counseling may be selected form the following (* required)

- APCE 612 (determined by the Professional Counseling faculty)
- APCE 650
- APCE 657
- APCE 668
- APCE 669
- APCE 691
- APCE 694
- APCE 695

**Student Learning Outcomes/Bi-Annual Review Process for Second Degree**

Because the second master's degree program is only open to UNC students who have graduated in the last five years, students SLO/Bi-Annual Review Process is tailored to assess counselor development in the added specialty area. Additionally, students are expected to engage in the faculty review process for each class.

Semester one:

1. Students will prepare a professional development goals statement for their program that specifically describes what they hope to achieve through the program and how this fits with their career aspirations. This statement should be one page single-spaced.
2. Include a brief rationale (no more than one page) for the coursework selected.

Semester two:

1. Reflect (one page single spaced) on how this coursework has helped you meet your professional development goals. Identify a minimum of three areas that are still opportunities for growth, and indicate a minimum of one way per area that you can further develop to meet your goals (this can include development opportunities above and beyond your degree program).

Practica/internship semesters:

1. Complete all professional practice forms located in the Student Learning Outcomes Manual, which is available on the Professional Counseling website

**Comprehensive Exam for Second Degree**

Students enrolled in the 30 credit hour second master's program will develop and submit a portfolio as their comprehensive examination that includes copies of all items from the Student Learning Outcomes/Bi-Annual Review Process, except the faculty assessment forms and the items listed additionally below. The portfolio is due to the program coordinator on the date of comprehensive examinations during the last semester of student's program. The portfolio should include the following:

1. Five work samples that provide evidence of meeting goals.
2. Disclosure Statement consistent with DORA standards (for Clinical Mental Health Counseling and MCFC/T students only) or one to two page (single-spaced) statement of philosophy of school counseling (for School Counseling students)
3. Reflection statement evaluating your progress toward goals.
4. Post-graduation professional development plan

Portfolios will be evaluated by two members of the Professional Counseling faculty. Students will receive feedback of high pass/pass/low pass/or fail for each component of the portfolio. A passing score for comps means that all aspects of were low pass or above and three of the four requirements were scored as pass of high pass. In the case of disagreement between reviewers, the program coordinator will review the portfolio.

**Credentialing Requirements**

Returning students who wish to obtain additional coursework (second degree) to meet credentialing requirements are responsible to work with the appropriate credentialing body to determine if the degree programs available are suitable.

# Suggested Coursework for the Education/Equivalency Worksheet for the Colorado Licensed Marriage & Family Therapist Application

**Area 1:** Marital and Family Studies

- APCE 665 (3 credits) Family Systems
- APCE 603 (3 credits) Understanding Children, Adolescents, & Their Systems (needs letter from instructor)
- APCE 623 (3 credits) Understanding & Counseling Diverse Populations (needs letter from instructor)
- APCE 661 (3 credits) Psychological Trauma & Intervention for Individuals, Families, & Communities
- APCE 568 (2 credits) Psychology of Women (elective)

Nine hours are required from this area. Submit all syllabi for all courses taken in this area, even if they exceed nine hours.

**Area 2:** Marital & Family Therapy

- APCE 607 (3 credits) Theories of Counseling
- APCE 660 (3 credits) Psychological Consultation
- APCE 669 (3 credits) Advanced Methods: Marriage & Family Therapy
- APCE 695 (3 credits) Seminar: Contemporary Issues in Couples & Family Therapy

Nine hours are required from this area. Submit all syllabi for all courses taken in this area, even if they exceed nine hours.

**Area 3:** Human Development

- PSY 530 (3 credits) Life Span Developmental Psychology
- APCE 658 (3 credits) Diagnosis & Treatment Planning
- APCE 668 (3 credits) Sexuality Counseling

**Area 4:** Professional Studies

- APCE 657 (3 credits) Legal & Ethical Aspects of Counseling & Psychology

**Area 5:** Research

- SRM 600 (3 credits) Introduction to Graduate Research

**Area H:** The program included a supervised practicum/internship appropriate to the practice of marriage & family therapy

- APCE 691 (2 credits) Internship in Family Therapy
- APCE 694 (4 credits) Family Practicum

*Please contact the Professional Counseling Coordinator before submitting the equivalency sheet to the board to be informed of any changes.

# Planning Guide for M.A. in Clinical Mental Health Counseling

| Course Number | Course Title | Prerequisites | Date Taken | Other Notations |
|---|---|---|---|---|
| **SRM 600** | Introduction to Graduate Research | None | | |
| **PSY 530** | Lifespan & Developmental Psychology | None | | |
| **APCE 658** | Diagnosis & Treatment Planning | APCE 602 or APCE 650. APCE 607 is a pre/co-requisite. | | |
| **APCE 603** | Understanding Children, Adolescents, & Their Systems | APCE 607 | | |
| **APCE 605** | Group Laboratory Experience | APCE 606 or APCE 662 as a co-requisite. Requires consent from the coordinator. | | |
| **APCE 607** | Theories of Counseling | None | | |
| **APCE 612** | Practicum in Individual Counseling | PSY 530, APCE 658, APCE, 607, APCE 602 or APCE 650. APCE 657 is a co-requisite. Also requires consent from the coordinator. | | |
| **APCE 616** | Career Theory, Counseling, & Assessment | None | | |

| | | | | |
|---|---|---|---|---|
| **APCE 619** | Practicum in Individual Counseling II | APCE 612, APCE 662 or APCE 606.<br>APCE 616 and APCE 673 are co-requisites.<br><br>All students must obtain consent from the instructor.<br><br>CMHC students with child/adolescent placements must have completed APCE 603.<br><br>Must complete all pre-requisites for APCE 692, as APCE 692 is designed to immediately follow APCE 619. | | |
| **APCE 623** | Understanding & Counseling Diverse Populations | None | | |
| **APCE 624** | Assessment & Treatment of Substance Abuse | None | | |
| **APCE 650** | Orientation to Community Counseling | None | | |
| **APCE 657** | Legal and Ethical Aspects of Counseling & Psychology | None | | |
| **APCE 660** | Psychological Consultation: Theory & Practice | APCE 607 | | |
| **APCE 661** | Psychological Trauma & Intervention for Individuals, Families, & Communities | APCE 658, APCE 607, & APCE 657 | | |
| **APCE 662** | Group Dynamics & Facilitation | APCE 607<br>APCE 605 is a co-requisite | | |
| **APCE 665** | Family Systems | None | | |
| **APCE 673** | Appraisal & Assessment in Counseling | Recommended to have taken SRM 600 | | |
| **APCE 692** | Counseling Internship (six credit hours) | APCE 612<br>Consent of coordinator.<br>Refer to the Internship Handbook for a list of prerequisite courses. | | |

# Planning Guide for M.A. in School Counseling (K-12)

| Course Number | Course Title | Prerequisites | Date Taken | Other Notations |
|---|---|---|---|---|
| **SRM 600** | Introduction to Graduate Research | None | | |
| **PSY 530** | Lifespan & Developmental Psychology | None | | |
| **APCE 658** | Diagnosis & Treatment Planning | APCE 602 or APCE 650. APCE 607 is a pre/co-requisite. | | |
| **APCE 602** | Foundations of School Counseling | Only offered during fall semesters | | |
| **APCE 603** | Understanding Children, Adolescents, & Their Systems | APCE 607 | | |
| **APCE 605** | Group Laboratory Experience | APCE 606 or APCE 662 as a co-requisite. Requires consent from the coordinator. | | |
| **APCE 606** | Theories & Practice in Group Guidance | APCE 602 & APCE 607. APCE 605 is a co-requisite | | |
| **APCE 607** | Theories of Counseling | None | | |
| **APCE 608** | Organization, Administration, & Evaluation of School Counseling Programs | APCE 602 | | |
| **APCE 612** | Practicum in Individual Counseling | PSY 530, APCE 658, APCE, 607, APCE 602 or APCE 650. APCE 657 is a co-requisite. Also requires consent from the coordinator. | | |
| **APCE 614** | Internship in School Counseling & Guidance (six credit hours) | APCE 608 & APCE 612. Consent of Instructor. Refer to the Internship Manuals for additional information. | | |
| **APCE 616** | Career Theory, Counseling, & Assessment | None | | |
| **APCE 619** | Practicum in Individual Counseling II | APCE 612, APCE 662 or APCE 606. APCE 616 and APCE 673 are co-requisites.<br><br>All students must obtain consent from the instructor. | | |

| | | | | |
|---|---|---|---|---|
| | | School Counseling additional prerequisites APCE 603 & APCE 608 | | |
| **APCE 623** | Understanding & Counseling Diverse Populations | None | | |
| **APCE 624** | Assessment & Treatment of Substance Abuse | None | | |
| **APCE 657** | Legal & Ethical Aspects of Counseling and Psychology | None | | |
| **APCE 660** | Psychological Consultation Theory & Practice | APCE 607 | | |
| **APCE 661** | Psychological Trauma & Intervention for Individuals, Families, & Communities | APCE 658, APCE 607, APCE 657 | | |
| **APCE 665** | Family Systems | None | | |
| **APCE 673** | Appraisal & Assessment in Counseling | Recommended to have taken SRM 600 | | |

# Planning Guide for M.A. in Marriage, Couples, & Family Counseling/Therapy

| Course Number | Course Title | Prerequisites | Date Taken | Other Notations |
|---|---|---|---|---|
| **SRM 600** | Introduction to Graduate Research | None | | |
| **PSY 530** | Lifespan & Developmental Psychology | None | | |
| **APCE 658** | Diagnosis & Treatment Planning | APCE 602 or APCE 650. APCE 607 is a co-requisite. | | |
| **APCE 603** | Understanding Children, Adolescents, & Their Systems | APCE 607 | | |
| **APCE 605** | Group Laboratory Experience | APCE 606 or APCE 662 as a co-requisite. Requires consent from the coordinator. | | |
| **APCE 607** | Theories of Counseling | None | | |
| **APCE 612** | Practicum in Individual Counseling | PSY 530, APCE 658, APCE, 607, APCE 602 or APCE 650. APCE 657 is a co-requisite. Also requires consent from the coordinator. | | |
| **APCE 616** | Career Theory, Counseling, & Assessment | None | | |
| **APCE 623** | Understanding & Counseling Diverse Populations | None | | |
| **APCE 624** | Assessment & Treatment of Substance Abuse | None | | |
| **APCE 650** | Orientation to Community Counseling | None | | |
| **APCE 657** | Legal & Ethical Aspects of Counseling & Psychology | None | | |
| **APCE 660** | Psychological Consultation, Theory, & Practice | APCE 607 | | |
| **APCE 661** | Psychological Trauma & Intervention for Individuals, Families, & Communities | APCE 658, APCE 607, APCE 657 | | |
| **APCE 662** | Group Dynamics & Facilitation | APCE 607 Co-requisite APCE 605 | | |
| **APCE 665** | Family Systems | None | | |
| **APCE 668** | Sexuality Counseling | Recommended for advanced students | | |
| **APCE 669** | Advanced Methods in Couples & Family Therapy | APCE 665 and APCE 612 | | |

| | | | | |
|---|---|---|---|---|
| **APCE 673** | Appraisal & Assessment in Counseling | Recommended to have taken SRM 600 | | |
| **APCE 691** | Internship in Clinical Counseling: Couples & Family Therapy | APCE 694<br>Consent from coordinator | | |
| **APCE 694** | Practicum in Couples & Family Therapy | APCE 612 or APCE 712 & APCE 669.<br>Requires consent from the practicum coordinator. | | |
| **APCE 695** | Seminar in Contemporary Issues in Couples & Family Therapy | APCE 665 | | |

# Appendix: Documents & Forms

# Acknowledgement of Policies and Procedures for Students Enrolled in the UNC Master's Programs in Professional Counseling

As a student accepted into the University of Northern Colorado Professional Counseling Programs, I understand and agree to abide by the policies and procedures outlined in this document.

1. I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for counselors-in-training. Failure to attain and demonstrate these competencies may result in the issuance of a letter of warning, requirement to repeat courses, requests to participate in individual counseling, additional supervision, additional requirements, a leave of absence, or dismissal from the program.

2. As a counselor-in-training I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession (American Counseling Association) and appropriate specialties. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty. My performance in these areas will be evaluated by faculty based upon my academic and interpersonal performances.

3. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques. Self-disclosures are common in experiential learning but will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment or potential harm to clients, myself, or others I understand the faculty will use this as part of the review of my overall academic and clinical growth. The faculty may recommend remediation actions, leaves of absence, or dismissal from the program.

4. I understand I will be reviewed once per semester, at a minimum, by the Professional Counseling Program Faculty. If I demonstrate academic, interpersonal, intrapersonal, or professional deficiencies I will be notified of these concerns and an individual plan of action will be taken in accordance with the policies outlined in the Review & Retention handbook.

5. I understand that I must follow the procedures in order to be on a list for APCE 612. I also understand that I may not get my first choice of semester or schedule.

6. I understand that I may be required to attend additional meetings about internship.

7. I understand that internships are completed in schools and community agencies, and that the internship will likely require more than one semester to complete. It will be my responsibility to progress through the interview process and be accepted by a site.

8. I understand that practicum and internship require a constellation of knowledge, skills, and attitudes that may not be assessed in academic courses. I further understand that success in academic courses does not guarantee success in practicum or internship.

9. I understand that I will not be licensed upon completion of this program, and that my obtaining licensure will be through the Colorado Department of Education or the Department of Regulatory Agencies. The program faculty will attempt to make changes to remain in compliance with

licensing requirements as they relate to academic course requirements. I will have to successfully pass licensure examinations and meet requirements as set forth by state law.

10. I understand the Student Handbook and Internship Handbooks with which I was admitted may be revised to reflect program, accreditation, and/or licensing revisions. I understand that I should follow the revised editions of the Handbooks and that it is my responsibility to determine if there have been revisions.

11. I understand that the School of Applied Psychology and Counselor Education uses a student email listserv to keep students informed about class schedules and registration, general program and school information, and to distribute course syllabi. I agree that it is my responsibility to maintain an active subscription to this listserv.

With my signature I verify that I have received a copy of the Student Handbook, the policies and procedures of the program have been reviewed with me, and that I have received additional information during the New Student Orientation. I understand the guidelines set forth in this document and I agree to abide by the guidelines outlined, the University of Northern Colorado catalog, and the policies and procedures of the Professional Counseling Program

| _____ | _____ | _____ |
|---|---|---|
| Printed Name | Signature | Date |

# Overview of the Comprehensive Examination (CPCE)

The comprehensive examination for all three Master's Programs in Professional Counseling majors is a standardized examination called the Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The cost of the exam is currently $60.00 per student, but is subject to change. When you are cleared to take the CPCE, a letter with instructions will be emailed to you, including the current cost of the exam. Students have four hours to complete the CPCE.

The CPCE consists of 160 items with 20 items per CACREP area. The common core areas are:

- Human Growth & Development
- Social & Cultural Foundations
- Helping Relationships
- Group Work
- Career & Lifestyle Development
- Appraisal
- Research & Program Evaluation
- Professional Orientation & Ethics

The following courses need to be completed before taking the CPCE:

- SRM 600 Introduction to Graduate Research
- PSY 530 Life Span Developmental Psychology
- APCE 658 Diagnosis & Treatment Planning
- APCE 605 Group Laboratory Experience
- APCE 607 Theories of Counseling
- APCE 612 Practicum in Individual Counseling
- APCE 616 Career Theory, Counseling, & Assessment
- APCE 623 Understanding & Counseling Diverse Populations
- APCE 657 Legal & Ethical Aspects of Counseling & Psychotherapy
- APCE 661 Psychological Trauma & Intervention for Individuals, Families, & Communities
- APCE 662 Group Dynamics & Facilitation (or APCE 606 for School Counseling)
- APCE 665 Family Systems
- APCE 673 Appraisal & Assessment in Counseling

Clinical Mental Health Counseling majors also must have completed the following course:

- APCE 650 Orientation to Community Counseling

School Counseling majors also must have completed the following courses:

- APCE 602 Foundations of School Counseling
- APCE 608 Organization, Administration, & Evaluation of School Counseling Programs

Marriage, Couples, & Family Counseling/Therapy majors also must complete the following course:

- APCE 669 Advanced Methods: Couples & Family Therapy

For more information on the CPCE, go to www.cce-global.org or contact cce@nbcc.org

# UNC Master's Programs in Professional Counseling:
# Comprehensive Examination (CPCE) Permission Form <u>for All Majors</u>

**<u>Instructions</u>:** Submit this completed form along with your CPCE Eligibility Form (major-specific) to your advisor no later than the last day of the semester prior to the one in which you intend to sit for the exam.

**<u>Section A</u>**

Name:_____ Bear #:_____

Address:_____ Phone:_____

_____ Advisor:_____

Bear Mail:_____ Major:_____

Semester of Exam:_____

Circle one: This will be my FIRST ☐ / SECOND ☐ time taking the exam

Have you submitted an application for graduation?YES ☐ NO ☐

Advisor Signature:_____
Advisor signature verifies that the student has successfully completed the course work required for the comprehensive examination

**<u>Section B: Basic Eligibility Criteria (all students)</u>**

__☐__Regular admission
__☐__Major program as indicated
__☐__Program is not closed
__☐__3.0 Cumulative GPA

# UNC Master's Programs in Professional Counseling: Comprehensive Examination (CPCE) Eligibility Form

## School Counseling Majors

Students are encouraged to take the comprehensive examination at least one semester prior to their anticipated semester of graduation. The following courses must be completed before taking the comprehensive examination.

This form is to be completed by the student and approved by their (hirs/zirs/xyr) advisor. Attach the completed form to the comprehensive examination permission form.

| Required Courses | Credits | Taken (Y/N) | When (Sem/Year) |
|---|---|---|---|
| SRM 600 | 3 hours | | |
| PSY 530 | 3 hours | | |
| APCE 558 | 3 hours | | |
| APCE 602 | 3 hours | | |
| APCE 605 | 1 hour | | |
| APCE 606 | 3 hours | | |
| APCE 607 | 3 hours | | |
| APCE 608 | 3 hours | | |
| APCE 612 | 5 hours | | |
| APCE 616 | 3 hours | | |
| APCE 623 | 3 hours | | |
| APCE 657 | 3 hours | | |
| APCE 661 | 3 hours | | |
| APCE 665 | 3 hours | | |
| APCE 673 | 3 hours | | |

By submitting this application for the Comprehensive Exam, I affirm the following:

1. I have read and am aware of the information in the Professional Counseling MA Student Handbook as it relates to the CPCE. The handbook can be found here
2. By signing below I am acknowledging that I am aware that per Graduate School policy, students are permitted only two attempts to pass their Comprehensive Exam. I am aware that if I fail my first attempt, I cannot take the exam a second time in the same semester. I am aware that if I do not pass the exam on my second attempt, my program will be terminated. I have read and am aware of the information in the Graduate School Handbook here, as it applies to the Comprehensive Exam.
3. I acknowledge that I have sought the advisement I needed and I am aware of the recommended resources for preparing for the exam; I have utilized the available resources and I believe that I have sufficiently prepared myself to sit for the exam
4. I agree that as soon as I receive my unofficial score report from CCE, I will forward a copy of the score report to the PC Program Coordinator (angela.weingartner@unco.edu) for official determination of whether my score is a passing score

_____ Date: _____

Student

# UNC Master's Programs in Professional Counseling: Comprehensive Examination (CPCE) Eligibility Form

**Marriage, Couples, & Family Counseling/Therapy Majors**

Students are encouraged to take the comprehensive examination at least one semester prior to their anticipated semester of graduation. The following courses must be completed before taking the comprehensive examination.

This form is to be completed by the student and approved by their (hirs/zirs/xyr) advisor. Attach the completed form to the comprehensive examination permission form.

| Required Courses | Credits | Taken (Y/N) | When (Sem/Year) |
|---|---|---|---|
| SRM 600 | 3 hours | | |
| PSY 530 | 3 hours | | |
| APCE 558 | 3 hours | | |
| APCE 605 | 1 hour | | |
| APCE 607 | 3 hours | | |
| APCE 612 | 5 hours | | |
| APCE 616 | 3 hours | | |
| APCE 623 | 3 hours | | |
| APCE 650 | 3 hours | | |
| APCE 657 | 3 hours | | |
| APCE 661 | 3 hours | | |
| APCE 662 | 3 hours | | |
| APCE 665 | 3 hours | | |
| APCE 669 | 3 hours | | |
| APCE 673 | 3 hours | | |

By submitting this application for the Comprehensive Exam, I affirm the following:

1. I have read and am aware of the information in the Professional Counseling MA Student Handbook as it relates to the CPCE. The handbook can be found here
2. By signing below I am acknowledging that I am aware that per Graduate School policy, students are permitted only two attempts to pass their Comprehensive Exam. I am aware that if I fail my first attempt, I cannot take the exam a second time in the same semester. I am aware that if I do not pass the exam on my second attempt, my program will be terminated. I have read and am aware of the information in the Graduate School Handbook here, as it applies to the Comprehensive Exam.
3. I acknowledge that I have sought the advisement I needed and I am aware of the recommended resources for preparing for the exam; I have utilized the available resources and I believe that I have sufficiently prepared myself to sit for the exam
4. I agree that as soon as I receive my unofficial score report from CCE, I will forward a copy of the score report to the PC Program Coordinator (angela.weingartner@unco.edu) for official determination of whether my score is a passing score

_____ Date: _____

Student

# UNC Master's Programs in Professional Counseling: Comprehensive Examination (CPCE) Eligibility Form

## Clinical Mental Health Counseling Majors

Students are encouraged to take the comprehensive examination at least one semester prior to their anticipated semester of graduation. The following courses must be completed before taking the comprehensive examination.

This form is to be completed by the student and approved by their (hirs/zirs/xyr) advisor. Attach the completed form to the comprehensive examination permission form.

| Required Courses | Credits | Taken (Y/N) | When (Sem/Year) |
|---|---|---|---|
| SRM 600 | 3 hours | | |
| PSY 530 | 3 hours | | |
| APCE 558 | 3 hours | | |
| APCE 605 | 1 hour | | |
| APCE 607 | 3 hours | | |
| APCE 612 | 5 hours | | |
| APCE 616 | 3 hours | | |
| APCE 623 | 3 hours | | |
| APCE 650 | 3 hours | | |
| APCE 657 | 3 hours | | |
| APCE 661 | 3 hours | | |
| APCE 662 | 3 hours | | |
| APCE 665 | 3 hours | | |
| APCE 673 | 3 hours | | |

By submitting this application for the Comprehensive Exam, I affirm the following:

1. I have read and am aware of the information in the Professional Counseling MA Student Handbook as it relates to the CPCE. The handbook can be found here
2. By signing below I am acknowledging that I am aware that per Graduate School policy students are permitted only two attempts to pass their Comprehensive Exam. I am aware that if I fail my first attempt, I cannot take the exam a second time in the same semester. I am aware that if I do not pass the exam on my second attempt, my program will be terminated. I have read and am aware of the information in the Graduate School Handbook here, as it applies to the Comprehensive Exam.
3. I acknowledge that I have sought the advisement I needed and I am aware of the recommended resources for preparing for the exam; I have utilized the available resources and I believe that I have sufficiently prepared myself to sit for the exam
4. I agree that as soon as I receive my unofficial score report from CCE, I will forward a copy of the score report to the PC Program Coordinator (angela.weingartner@unco.edu) for official determination of whether my score is a passing score

_____ _____

Student Date:

# UNC Master's Programs in Professional Counseling: Comprehensive Examination (CPCE) Eligibility Form

## School Counseling Majors

Students are encouraged to take the comprehensive examination at least one semester prior to their anticipated semester of graduation. The following courses must be completed before taking the comprehensive examination.

This form is to be completed by the student and approved by their (hirs/zirs/xyr) advisor. Attach the completed form to the comprehensive examination permission form.

| Required Courses | Credits | Taken (Y/N) | When (Sem/Year) |
|---|---|---|---|
| SRM 600 | 3 hours | | |
| PSY 530 | 3 hours | | |
| APCE 658 | 3 hours | | |
| APCE 602 | 3 hours | | |
| APCE 605 | 1 hour | | |
| APCE 606 | 3 hours | | |
| APCE 607 | 3 hours | | |
| APCE 608 | 3 hours | | |
| APCE 612 | 5 hours | | |
| APCE 616 | 3 hours | | |
| APCE 623 | 3 hours | | |
| APCE 657 | 3 hours | | |
| APCE 661 | 3 hours | | |
| APCE 665 | 3 hours | | |
| APCE 673 | 3 hours | | |

Signed:_____ Date:_____
Student

Signed:_____ Date:_____
Advisor

# STUDENT REVIEW AND RETENTION
## Policy Document

## Review and Retention Committee

The Review and Retention (R&R) Committee of the Department of Applied Psychology and Counselor Education (APCE) and the Department of School Psychology (SP) is appointed by the Department Chair(s) and is a standing committee consisting of faculty from the three training programs (i.e., Counseling Psychology, Counselor Education and Supervision, and School Psychology) who are appointed by the Department Chair(s). The committee consists of three members, one serving as the Chair of the Committee. The Department Chair(s) may appoint faculty to replace Committee members if a conflict of interest exists between a Committee member(s) and the student under review. The advisor of the student under review may not be a committee member. In situations where the advisor is a Committee member of the R&R Committee (or another conflict of interest exists between a Committee member(s) and the student under review, a designee(s) from that faculty member's program will be appointed to sit on that student's R&R Committee. ***Please note:*** *A student is required, and it is his or her responsibility, to keep his or her advisor informed of all aspects of any plan and progress throughout the Review and Retention process.*

The purpose of the R&R Committee is to develop, oversee, and coordinate recommendations concerning students brought to the Committee by program faculty in that student's Department. Students are referred to R&R when the program faculty's initial remediation attempts are unsuccessful or when the offense is so egregious as to warrant immediate referral to the Committee. The Committee will develop and review all remediation plans for students brought forth to the Committee and will have authority to make recommendations regarding such plans. The Committee will also have authority to recommend dismissal of students from any training program.

## Confidentiality

Faculty comments and concerns regarding a student under review made during Committee deliberations about a student will be made in closed confidential sessions (executive sessions) of the Committee. A general summary of such comments and concerns will be reported by the Committee only to the student under review and will not be reported to other students. Other than such summary, and except as described below, faculty comments and concerns and any recommendation(s) regarding the student under review will be maintained in confidence by the R&R Committee and the respective program and/or appropriate faculty members.

*Confidentiality of the information regarding a student under review by the Committee will not be required in the following situations:*

1. If information is received that indicates an immediate danger to the health or safety any of person(s);

2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation regarding a student;
3. If the student under review initiates legal action as a result of the faculty recommendation regarding the student's status in the training program and/or
4. If a legal action is initiated in which the evaluation of or recommendation regarding a student's status in the training program is relevant to a claim or defense asserted in such legal action.

## Documentation

Documentation of all correspondence, comments, concerns, observed behaviors, telephone calls and messages, actions or procedures taken with respect to the Committee's recommendations regarding the student under review will be maintained by the Committee. The documentation will be dated and maintained in a secure manner by the R&R Committee. Access to such documentation and supporting materials will be limited to Committee members and those University administrators who have duties and responsibilities with respect to the issues raised about the student under review. All documentation will be maintained in this manner until a decision is made by the R&R committee, at which time documentation of all committees decisions will be retained in the student file".

## Review and Retention Committee Meetings

R&R Committee meetings, or portions thereof, that involve discussions of students under review are to be held in closed confidential sessions (executive sessions). Only the decisions of the Committee made in these confidential sessions regarding the Committee's recommendations concerning a student under review are to be documented and reported to the persons specified in the Student Review and Retention Procedures.

R&R Committee meetings, or portions thereof, that involve general business of the Committee will be documented in the minutes of the meetings. Those minutes will be available to APCE faculty and the public at large.

Only members of the R&R Committee or its designee, the student under review, and a person chosen by the student under review to assist him/her in the student's presentation to the Committee may attend the scheduled meeting in which the student under review presents his or her case. No other persons may attend the meeting without specific authorization from the Committee Chair.

## Student Evaluation

Successful completion of a program of study in the APCE Department and the SP Department is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of APCE and SP have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs on a regular basis. Student reviews are conducted on a regular and as needed basis over the course of the academic year as part of the evaluation of the progress of students. Reviews are conducted on ***all students*** without exception. These evaluations and the procedures relating to them serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and to remediate weaknesses in their knowledge, skills, and disposition.

2. To provide the faculty with information about the progress of students which will facilitate decision-making that is in the best interest of students and the profession they are preparing to enter. The faculty is concerned about the suitability of a student entering a profession who has satisfactory academic performance, but exhibits weaknesses in required practical skills, or behaviors that are unethical, illegal, or unprofessional.

The Student Review and Retention Policy of the Departments of APCE and SP enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in closed confidential sessions (executive sessions). At that time, any questions about students' behavior or performance may be raised for program faculty consideration.

## Purposes of Student Evaluation

Faculty members in the APCE and the SP Departments are responsible for the evaluation of students in their respective professional training programs. . Refer to the respective programs' student handbook for program specific student evaluation methods. The purposes of student evaluations are to:

1. Determine students' appropriateness for continuation in their particular training program;
2. Evaluate student competence in providing professional services;
3. Provide evaluative feedback to students regarding their competence in providing professional services;
4. Monitor and evaluate student efforts to achieve acceptable standards of practice;
5. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
6. Recommend avenues of remediation to assist students to demonstrate acceptable standards of practice;
7. Recommend discontinuance of a student in a training program in which the student continuously fails to demonstrate acceptable levels of competence and standards of practice in the performance of professional services.

8. Recommend discontinuance of a student in a training program in which the student's conduct was sufficiently egregious (e.g., substandard, unethical, illegal, unprofessional) to warrant immediate dismissal from the training program.

## Faculty Recommendation Options Following Student Evaluation

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about a student(s). The program coordinator will record comments and concerns expressed by the program faculty. Although each program will determine its own process for managing student concerns, the program faculty may, if they believe it is appropriate to do so, attempt to work with the student first (e.g., engage in instructor feedback or discussion with the student) prior to referring the student to the R&R Committee. For each student, the program faculty will recommend one of the following:

**1. Continuation in the Training Program (where student progress is satisfactory and no concerns are expressed by faculty)**

- If applicable, evaluative feedback will be provided to the student by the Program Coordinator or designee.

**2. Continuation in the Training Program with Attention to Specified Faculty Concerns (where some concerns are expressed by faculty with the expectation that the student can make improvements with minimal effort)**

- Evaluative feedback will be provided to the student by the Program Coordinator and it is expected that the student will develop/identify appropriate remediation procedures to address the specified faculty concerns.
- Although not required, it may be helpful for students to collaborate with their advisor in developing remediation procedures to address area(s) of concern.
- The next program faculty review of students will examine whether the student has demonstrated improvement and will provide feedback to the student regarding the extent of improvement.

***Please Note.*** **The recommendations below (3-7) can be made by the program faculty to the R&R Committee. See the Student Review and Retention Procedures for detailed information regarding each recommendation.**

**3. Continuation in the Training Program on Probationary Status and/or Formal Remediation** (in which case a referral to the R&R Committee is made)

**4. Continuation in the Training Program with Continuation of Probationary Status and Formal Remediation**

**5. Voluntary Resignation from the Training Program**

**6. Dismissal from the Training Program**

**7. Immediate Dismissal from the Training Program**

# STUDENT REVIEW AND RETENTION PROCEDURES

## Procedural Steps for Review and Retention

If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or unprofessional at any time during the course of training (including course work, practica, and internships), a referral to the R&R Committee is appropriate. The procedural steps to be taken are dependent upon the recommendation of the program faculty and the R&R Committee. (S*ee the respective sections that follow for detailed steps.*). Those steps are:

1. **Probation and Remediation** (see Section A) - Student's behavior is in need of formal remediation
2. **Continued Probation and Remediation** (see Section B) - Student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress in his/her work
3. **Voluntary Resignation** (see Section C) - Student's behavior is judged severe enough or the student has not made adequate progress to warrant program termination but the student has determined to leave the program voluntarily
4. **Dismissal from the Program** (see Section D) - Student has failed to attain the goals specified in his/her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or the student's behavior is judged to be so egregious as to forego remediation efforts
5. **Immediate Dismissal** (see Section E) - Student's behavior is judged severe enough to warrant immediate dismissal from the training program (as the student's behavior is so egregious that no remediation plan is appropriate or warranted)

## Section A

### Probation and Remediation Steps in the Training Program

After review of a student's progress and behavior in his/her training program (see Student Evaluation), the program faculty determines the student is in need of remediation because the noted concerns are judged by program faculty as serious enough to affect the student's ability to perform competent professional services if not corrected. The faculty concerns will be recorded by the Program Coordinator and the following steps will be taken:

1. The Program Coordinator will inform the Chair of the R&R Committee and the APCE or SP Department Chair of the program faculty's recommendation that the student be placed on probation and possibly remediation.
   a. The Program Coordinator will provide supporting materials/documentation to the Review and Retention Committee. (e.g., a letter to the R&R Committee specifying the faculty concerns, faculty evaluations, information regarding any applicable steps already taken to remediate the behavior, practicum evaluations, and similar information).

2. The Program Coordinator will notify the student in writing that he/she has been referred to the Review and Retention Committee with the recommendation that the student be placed on probation and possible remediation.
    a. The Program Coordinator will provide the student with a general overview (e.g. the issue of concern and information about the referral to R&R) for the referral recommendation.

3. The R&R Committee will review the faculty's recommendation and supporting materials and provide the program faculty with the Committee's decision in regards to determining if the referral is warranted.
    a. If the R&R Committee disagrees with the faculty's recommendation for the referral, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.

4. If the joint recommendation of the program faculty and the R&R Committee is that the student has been recommended to be placed on probation and a remediation plan potentially created (or in the case of program and R&R Committee disagreement, the Department Chair determines that probation and remediation are appropriate), the chairperson of the R&R Committee will notify the student, in writing, that a meeting will be held in order to provide the student the opportunity to be heard.
    a. The written notice will request the student to make an appointment with the R&R Committee, or a designee Chair of the Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to review procedures that will be used regarding the probation and remediation plan. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.
    b. The R&R Committee will review the identified problem areas noted by the faculty and give the student an opportunity to explain his/her behavior and/or the circumstances surrounding the concerns.

5. After providing the opportunity for the student to be heard, the R&R Committee will determine if probation and/or remediation are appropriate. If probation and/or remediation are warranted, the R&R Committee will develop a plan for remediation of the student's behavior. Although not required, the student, the student's advisor, and the program faculty may provide suggestions related to the student's remediation plan. This plan will:
    a. Indicate the student's problem areas (e.g., professional competencies, behavior, conduct, disposition),
    b. Identify the conditions that must be met to complete the remediation plan or a reevaluation of the plan,
    c. Provide a timeframe of when the remediation plan must be completed by or reevaluated by (e.g., end of semester or at the completion of applied classes, such as practicum).

6. Copies of the plan for remediation will be provided to the student, the program faculty, and the R&R Committee.

7. Copies of the plan for remediation are to be signed and dated by the student and the chairperson of the R&R Committee.

8. A signed and dated copy of the plan will be placed in the student's file in the APCE/SP Department office and the student will retain a copy.

9. Prior to the date of reevaluation (as specified in the remediation plan), the student will present any available documentation of his or her progress in relation to the remediation plan to the chair of the R&R Committee.

10. On the date of reevaluation, the student's progress or lack thereof will be reviewed by the R&R Committee. The review will include an examination of the documentation provided by the student, and may also include documentation from the program faculty.

11. The student must complete all aspects of the plan by the date specified as well as adhere to all program requirements at all times.

12. At the R&R Committee meeting referenced in paragraph 10, above, the Committee has four recommendation options. These options are considered and recommendations made with consultation between the R&R Committee and the program faculty.
    a. Continuation in the Program: The specified concerns no longer present a significant problem. The student is allowed to continue in the program and is no longer on probationary status.
    b. Continued Probation and Remediation: If adequate and timely progress is documented during the first evaluation, but additional time is needed to complete the plan a date is set for another reevaluation at the program faculty's discretion (see Section B).
    c. Voluntary Resignation: Recommend the student resign from the program (see Section C).
    d. Dismissal from the Program: If the student has failed to complete the remediation plan and/or program requirements and there is no expectation that he/she can reasonably complete the plan in the future (see Section D).

13. The student will be notified in writing by the Chair of the R&R Committee of the reevaluation decision.

14. The student will sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file in the APCE/SP main office in his/her student file.

## Section B

## Continued Probation and Remediation

If, in the professional judgment of the program faculty and the R&R Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown sufficient progress, the condition of probation and remediation may be continued. In such cases, a new reevaluation date will be set and the steps for reevaluation in Section A, above, will be followed.

## Section C

## Voluntary Resignation from the Training Program

If, in the professional judgment of the R&R Committee in consultation with the program faculty, a student's behavior is judged sufficiently severe, the student has not made adequate progress to warrant his/her continuation in the training program, or the student has failed to meet program requirements despite probation and remediation, the following steps will be taken:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation for voluntary resignation of the student from the training program. The Program Coordinator will provide supporting materials to the R&R Committee outlining the faculty concerns that are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.

2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding voluntary resignation. If the R&R Committee disagrees with the faculty's recommendation, a joint meeting with the program faculty and the Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be review the information provided and make the final decision regarding the matter.

3. When the *joint* decision of the program faculty and the R&R Committee is to recommend voluntary resignation, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems voluntary resignation is appropriate), a letter will be written by the Chair of the R&R Committee documenting the decision, and that letter will be forwarded to the Department Chair.

4. The Department Chair will inform the student, in writing, of the decision described in paragraph 3, above. In the notification, the student will be requested to voluntarily resign from the training program within 14 calendar days. The student will also be informed that

he/she may meet with the Department Chair to discuss the voluntary resignation recommendation.

5. Copies of the notification will be provided to the Dean of the Graduate School, the Dean of the College of Education and Behavioral Sciences, and placed in the student's file in the APCE/SP main office.

6. If the student does not voluntarily resign from the training program, Section D procedures will be followed, beginning with Section D(5) below.

## Section D

## Dismissal from the Training Program

If, in the professional judgment of the program faculty and the R&R Committee, the student has failed to attain the goals specified in his or her remediation plan, and it is unlikely that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious that remediation efforts would be likely be ineffective, a recommendation for dismissal from the training program will be made. In such cases, the following procedures will be followed:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be dismissed from the training program. The Program Coordinator will provide materials from the program faculty to the R&R Committee that support the recommendation for dismissal from the training program.

2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the faculty's recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be review the information provided and make the final decision regarding the matter.

3. When the *joint* decision of the program faculty and the R&R Committee is to recommend dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.

4. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one

copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP School main office.

5. In the written notification of the dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case to the faculty. If the student has been requested to voluntarily resign after completion of the procedures described in Section C, above, and has refused to do so, the Department Chair will inform the student, in writing, that as a result of the student's decision not to voluntarily resign from the training program, the R&R Committee's recommendation (or in the case of program faculty and R&R Committee disagreement, the Department Chair's recommendation) is to recommend dismissal and in that written dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case.

6. Upon receipt of a written request from the student for the meeting described in paragraph 5 above, a program faculty meeting will be scheduled by the Chair of the R&R Committee to provide the student the opportunity to present his/her case to the program faculty and the R&R Committee. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.

7. If the student fails to attend this meeting, the dismissal recommendation will be forwarded to the Department Chair by the Chair of the R&R Committee.

8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
    a. Review the student's progress in the program,
    b. Review the student's behaviors as related to expected professional and personal behaviors,
    c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
        - Dismissal decision upheld, steps continue as outlined below.
        - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in Section A).
        - Dismissal decision not upheld; student no longer requires probation and remediation.

9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.

10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the

Department Chair to discuss the dismissal recommendation and be advised of the University appeals procedures.

11. The Department Chair will forward the formal dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student's file in the APCE/SP main office.

12. If the student is not satisfied with the dismissal recommendation of the program faculty and the R&R Committee, the student may request the procedures beginning at section 2-1-201 of the University's Board Policy Manual.

## Section E

## Immediate Dismissal from the Training Program

If, in the professional judgment of the program faculty and the R&R Committee, a student's behavior is judged severe enough to warrant immediate dismissal from the training program (as the student's behavior is so egregious that no remediation plan is appropriate or warranted), and if the student fails to voluntarily resign from the training program within 14 calendar days of notification as stated in Part C above, the following procedures will be followed:

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be immediately dismissed from the training program. The Program Coordinator will provide materials to the R&R Committee that support the recommendation for immediate dismissal.

2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the program faculty's recommendation, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, the unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be reviewing the information provided and make the final decision regarding the matter.

3. When the *joint* decision of the program faculty and the R&R Committee is to recommend immediate dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems that immediate dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.

4. The Department Chair will inform the student, in writing, of the dismissal decision described

in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP main office.

5. In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has 14 calendar days in which to request, in writing, a meeting with the program faculty and R&R Committee, if the student so chooses, to present his/her case.

6. Upon receipt of a written request from the student for the meeting described in paragraph 5, above, a meeting will be scheduled by the Chair of the R&R Committee to provide the student with the opportunity to present his/her case. At this meeting, the student may have a person, chosen by the student, accompany him/her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.

7. If the student fails to attend the program faculty meeting, the immediate dismissal recommendation will be forwarded to the Department Chair by the chairperson of the R&R Committee.

8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
    a. Review the student's progress in the program,
    b. Review the student's behaviors as related to expected professional and personal behaviors,
    c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
        - Dismissal decision upheld, steps continue as outlined below.
        - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
        - Dismissal decision not upheld; student no longer requires probation and remediation.

9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.

10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the immediate dismissal recommendation and be advised of the University appeals procedures.

11. The Department Chair will forward a formal immediate dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student file in the

APCE/SP main office.

12. If the student is not satisfied with the immediate dismissal recommendation, the appeals procedures of the University of Northern Colorado are available to the student.