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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 http://catalog.unco.edu/.

Accreditation
All of the master’s degree programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). Accredited programs adhere to stringent professional training guidelines that are designed to provide consistency among training programs. Attending a CACREP accredited counseling program will assist you in national certification, licensure, and future admittance to doctoral programs in counselor education.

Program Philosophy/Mission
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.
General Program Objectives

The Master’s Degree Programs in Professional Counseling have the following objectives for each of the content areas established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2009). The standards are available online at www.cacrep.org.

Specific Program Objectives

MA in Clinical Mental Health Counseling

To train counselors who:

1. Understand the history, philosophy, and trends in clinical mental health counseling
2. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling
3. Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams
4. Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
5. Understand a variety of models and theories related to clinical mental health counseling, including methods, models, and principles of clinical supervision
6. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders
7. Are aware of professional issues that affect clinical mental health counselors such as core provider status, expert witness status, and access to and practice privileges within managed care systems
8. Understand the management of mental health services and programs, including areas such as administration, finance, and accountability
9. Understand the impact of crises, disasters, and other trauma causing events on people
10. Understand the operation of an emergency management system within clinical mental health counseling
11. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling
12. Apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health
13. Demonstrate appropriate knowledge and skills in the areas of counseling, prevention, and intervention (e.g., principles and concepts of mental health, diagnosis, methods of counseling, biopsychosocial case conceptualization, and referral procedures)
14. Demonstrate an understanding of the impact of living in a multicultural society on self, clients, and the community such as the effects of racism, discrimination, privilege, and oppression on clients access to services, and the principles of social justice advocacy
15. Understand assessment, case conceptualization, and clinical evaluation and demonstrate an ability to select and utilize comprehensive assessments such as intake interviews, mental status evaluations, and other psychological assessments, to assist in diagnosis and treatment planning
16. Demonstrate knowledge and skills related to research and program evaluation such as the ability to evaluate research, understand program evaluation, and use research to inform clinical practice
17. Demonstrate knowledge and skills related to clinical diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM)
MA in Marriage, Couples & Family Counseling/Therapy

To train counselors who:

1. Know the history, philosophy, and trends in marriage, couples, and family counseling
2. Understand the ethical and legal considerations specifically related to the practice of marriage, couples, and family counseling
3. Know the roles and functions of marriage, couples, and family counselors in a variety of practice settings and in relation to other helping professionals
4. Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couples, and family counseling
5. Understand a variety of models and theories of marriage, couples, and family counseling
6. Understand family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns
7. Understand the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households
8. Demonstrate the ability to apply and adhere to ethical and legal standards in marriage, couples, and family counseling
9. Demonstrate the ability to select models or techniques appropriate for couples’ or families’ presenting problems
10. Demonstrate knowledge and skills related to marriage, couples, and family counseling, prevention, and interventions such as understanding the family life cycle and healthy family functioning
11. Demonstrate an understanding of the impact of living in a multicultural society on the self, couples, families, and the community including the effects of racism, discrimination, privilege, and oppression on couples and families access to services as well as the principles of social justice advocacy
12. Understand assessment, case conceptualization and clinical evaluation from a systems perspective and demonstrate an ability to select and utilize comprehensive assessments, such as intake interviews, mental status evaluations, and other psychological assessments, to assist in case conceptualization and treatment planning
13. Demonstrate knowledge and skills related to research and program evaluation in marriage, couples, and family counseling such as the ability to evaluate and use research to inform clinical practice and demonstrate an understanding of program evaluation
**MA in School Counseling (K-12)**

To train counselors who:

1. Know history, philosophy, and trends in school counseling and educational systems
2. Understand ethical and legal considerations specifically related to the practice of school counseling
3. Know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in schools
4. Know professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling
5. Understand current models of school counseling programs such as the American School Counselor Association (ASCA) National Model and their integral relationship to the total educational program
6. Understand the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, and factors of resiliency on student learning and development
7. Understand the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma causing events
8. Demonstrate an ability to apply and adhere to ethical and legal standards in school counseling
9. Demonstrate an ability to articulate, model, and advocate for an appropriate school counselor identity and program
10. Demonstrate knowledge and skills related to counseling, prevention, and interventions in school counseling, including theories and processes of effective school counseling, ability to design, implement, and evaluate school counseling programs geared towards prevention and intervention, and the ability to assess and manage suicide risk
11. Demonstrate and understanding of the impact of living in a multicultural society on self, students, communities, and schools including the effects of racism, discrimination, privilege, and oppression on student learning and career development, the ability to engage parents, guardians, and families in school counseling programs, and the ability to understand and apply principles of social justice advocacy in the school system
12. Understand the influence of multiple factors that affect the personal, social, and academic functioning of students and demonstrate an ability to use appropriate assessment strategies to evaluate students’ academic, career, and personal/social development
13. Demonstrate knowledge and skills related to research and program evaluation in school counseling such as the ability to evaluate and use research to inform clinical practice and demonstrate an understanding of program evaluation
14. Understand curriculum design, lesson plan development, and classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related materials
15. Have the ability to implement programs and differentiated instructional strategies to promote student academic and social development
16. Demonstrate knowledge and skills related to collaboration and consultation in school counseling such as the ability to involve parents, families, and guardians and the ability to consult with teachers staff, and community based organizations
17. Demonstrate knowledge and skills related to effective leadership in the school in order to take a leadership role in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program
Important Websites

The following websites are referenced throughout this handbook.

- The Professional Counseling website: [http://www.unco.edu/cebs/prof_counseling/](http://www.unco.edu/cebs/prof_counseling/)
- UNCO Graduate School: [http://www.unco.edu/grad/new_current/index.html](http://www.unco.edu/grad/new_current/index.html)
- UNCO Office of Financial Aid: [www.unco.edu/ofa](http://www.unco.edu/ofa)
- UNCO Dean of Students website: [www.unco.edu/dos](http://www.unco.edu/dos)
- URSA: [ursa.unco.edu](http://ursa.unco.edu)
- Blackboard: [unco.blackboard.com](http://unco.blackboard.com)
- UNCO public course schedule (both on campus and Extended Campus): [www.unco.edu/sched](http://www.unco.edu/sched)
- UNCO Course Catalog: [catalog.unco.edu](http://catalog.unco.edu)
- The American Counseling Association: [http://www.counseling.org](http://www.counseling.org)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
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 online at http://www.counseling.org/ and www.schoolcounselor.org. Students who choose 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 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 change advisors at any time in the program by completing a Change of Advisor form.

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 his or her 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.

Student Learning Outcomes
Toward the end of every Fall and Spring semester in the program, students are required to complete a two-part procedure referred to as the Student Learning Outcomes (SLOs) This procedure serves as one component (among many) of a comprehensive evaluation process to assess student outcomes across three domains: knowledge, skills, and professional practice. Students are emailed instructions for completing their SLOs online through Qualtrics each semester several weeks in advance of their due date. A manual containing detailed information regarding the SLO policies and procedures can be found on the UNC Professional Counseling website (Current Students webpage).

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.

**First Day of Classes and Enrollment**

If an enrolled student does not attend the first class meeting, he or she 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 her/him, 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 and locations 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. 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 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 his or her 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 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 his or her respective program and from UNC.
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 from 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.
LMFT Licensure Information

Dear UNC Graduate or Current Student majoring in Marriage, Couple and Family Counseling/Therapy

Outlined below are the most current (Spring 2010) recommended courses for completing the educational equivalency form on the application for the State of Colorado LMFT licensure. The UNC program is accredited by CACREP and not COAMFTE. Therefore, the LMFT board requires all LMFT applicants to complete the equivalency sheet. It is recommended that you write NCA/NCATE when filling in the question on Regional Accreditation. If you are applying for a LPC you do not need to fill out an educational equivalency as the state licensure requirements are commensurate with CACREP standards.

The list below is intended to provide guidance in completing your equivalency form. It does not guarantee licensure. If you forward this list to other classmates/graduates in Marriage, Couple and Family Counseling/Therapy (or formerly known as Clinical Mental Health Counseling: emphasis in CFT), it may not apply to them as it depends on the members of the LMFT Board and when the student was part of our program. Questions should be directed to Dr. Softas or the on-campus Coordinator of the Master’s Programs in Professional Counseling.

Given previous experience assisting applicants with licensure applications, the following suggestions are offered:

1. Apply for the test six months in advance; the paperwork takes longer than one thinks.
2. Make sure your materials are prepared in a professional manner.
3. Keep a copy of all communications with the board (email and snail mail).
4. Send all mail via certified mail; follow up with a phone call to make sure it has been received. If your application needs to be resubmitted after feedback from the board, incorporate the feedback.
5. In most cases, the board requests a copy of the syllabus from each course listed on the equivalency form. Keep a copy of all course syllabi and a copy of the university catalog from the time you were/are a student. It is your responsibility to keep all syllabi.

I am happy to meet with you in person and review your materials before applying during fall and spring semester, provided you are willing to come to campus and meet in my office.

Good luck in the pursuit of your LMFT. Please inform me or any of your faculty when you become licensed.

Sincerely,

Lia Softas-Nall, Ph.D.
MCFC/T Advisor
Professor of Counseling Psychology
AAMFT Clinical Member/Approved Supervisor
Basilia.softas-nall@unco.edu
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 558 (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 Dr. Softas or 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Date Taken</th>
<th>Other Notations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM 600</td>
<td>Introduction to Graduate Research</td>
<td>None</td>
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<tr>
<td>PSY 530</td>
<td>Lifespan &amp; Developmental Psychology</td>
<td>None</td>
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<tr>
<td>APCE 558</td>
<td>Diagnosis &amp; Treatment Planning</td>
<td>APCE 602 or APCE 650. APCE 607 is a pre/co-requisite.</td>
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<tr>
<td>APCE 603</td>
<td>Understanding Children, Adolescents, &amp; Their Systems</td>
<td>APCE 607</td>
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<tr>
<td>APCE 605</td>
<td>Group Laboratory Experience</td>
<td>APCE 606 or APCE 662 as a co-requisite. Requires consent from the coordinator.</td>
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<tr>
<td>APCE 607</td>
<td>Theories of Counseling</td>
<td>None</td>
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<tr>
<td>APCE 612</td>
<td>Practicum in Individual Counseling</td>
<td>PSY 530, APCE 558, APCE, 607, APCE 602 or APCE 650. APCE 657 is a co-requisite. Also requires consent from the coordinator.</td>
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<tr>
<td>APCE 616</td>
<td>Career Theory, Counseling, &amp; Assessment</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Co-requirements</td>
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<tr>
<td>APCE 619</td>
<td>Practicum in Individual Counseling II</td>
<td>APCE 612, APCE 662 or APCE 606. APCE 616 and APCE 673 are co-requisites.</td>
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<td>All students must obtain consent from the instructor.</td>
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<td></td>
<td>CMHC students with child/adolescent placements must have completed APCE 603.</td>
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<td></td>
<td></td>
<td>Must complete all pre-requisites for APCE 692, as APCE 692 is designed to immediately follow APCE 619.</td>
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<tr>
<td>APCE 623</td>
<td>Understanding &amp; Counseling Diverse Populations</td>
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<tr>
<td>APCE 624</td>
<td>Assessment &amp; Treatment of Substance Abuse</td>
<td>None</td>
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<tr>
<td>APCE 650</td>
<td>Orientation to Community Counseling</td>
<td>None</td>
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<tr>
<td>APCE 657</td>
<td>Legal and Ethical Aspects of Counseling &amp; Psychology</td>
<td>None</td>
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<tr>
<td>APCE 660</td>
<td>Psychological Consultation: Theory &amp; Practice</td>
<td>APCE 607</td>
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<tr>
<td>APCE 661</td>
<td>Psychological Trauma &amp; Intervention for Individuals, Families, &amp; Communities</td>
<td>APCE 558, APCE 607, &amp; APCE 657</td>
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<td>APCE 662</td>
<td>Group Dynamics &amp; Facilitation</td>
<td>APCE 607</td>
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<td></td>
<td></td>
<td>APCE 605 is a co-requisite</td>
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<tr>
<td>APCE 665</td>
<td>Family Systems</td>
<td>None</td>
<td></td>
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<tr>
<td>APCE 673</td>
<td>Appraisal &amp; Assessment in Counseling</td>
<td>Recommended to have taken SRM 600</td>
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<tr>
<td>APCE 692</td>
<td>Counseling Internship (six credit hours)</td>
<td>APCE 612</td>
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<td></td>
<td></td>
<td>Consent of coordinator. Refer to the Internship Handbook for a list of prerequisite courses.</td>
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</tbody>
</table>
# Planning Guide for M.A. in School Counseling (K-12)

<table>
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<td>Lifespan &amp; Developmental Psychology</td>
<td>None</td>
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<tr>
<td>APCE 558</td>
<td>Diagnosis &amp; Treatment Planning</td>
<td>APCE 602 or APCE 650. APCE 607 is a pre/co-requisite.</td>
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<tr>
<td>APCE 602</td>
<td>Foundations of School Counseling</td>
<td>Only offered during fall semesters</td>
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<tr>
<td>APCE 603</td>
<td>Understanding Children, Adolescents, &amp; Their Systems</td>
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<tr>
<td>APCE 605</td>
<td>Group Laboratory Experience</td>
<td>APCE 606 or APCE 662 as a co-requisite. Requires consent from the coordinator.</td>
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<tr>
<td>APCE 606</td>
<td>Theories &amp; Practice in Group Guidance</td>
<td>APCE 602 &amp; APCE 607. APCE 605 is a co-requisite</td>
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<tr>
<td>APCE 607</td>
<td>Theories of Counseling</td>
<td>None</td>
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<tr>
<td>APCE 608</td>
<td>Organization, Administration, &amp; Evaluation of School Counseling Programs</td>
<td>APCE 602</td>
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<tr>
<td>APCE 612</td>
<td>Practicum in Individual Counseling</td>
<td>PSY 530, APCE 558, APCE, 607, APCE 602 or APCE 650. APCE 657 is a co-requisite. Also requires consent from the coordinator.</td>
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<tr>
<td>APCE 614</td>
<td>Internship in School Counseling &amp; Guidance (six credit hours)</td>
<td>APCE 608 &amp; APCE 612. Consent of Instructor. Refer to the Internship Manuals for additional information.</td>
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<td>APCE 616</td>
<td>Career Theory, Counseling, &amp; Assessment</td>
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<td>Understanding &amp; Counseling Diverse Populations</td>
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<td>Legal &amp; Ethical Aspects of Counseling and Psychology</td>
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<td>APCE 660</td>
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# Planning Guide for M.A. in Marriage, Couples, & Family Counseling/Therapy

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<td>Theories of Counseling</td>
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<td>Group Dynamics &amp; Facilitation</td>
<td>APCE 607 Co-requisite APCE 605</td>
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<td>Family Systems</td>
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<td>APCE 668</td>
<td>Sexuality Counseling</td>
<td>Recommended for advanced students</td>
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<td>APCE 669</td>
<td>Advanced Methods in Couples &amp; Family Therapy</td>
<td>APCE 665 Pre/co-requisite APCE 612</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Prerequisites</td>
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<tr>
<td>APCE 691</td>
<td>Internship in Clinical Counseling: Couples &amp; Family Therapy</td>
<td>APCE 694 Consent from coordinator</td>
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<td>APCE 694</td>
<td>Practicum in Couples &amp; Family Therapy</td>
<td>APCE 612 or APCE 712 &amp; APCE 669. Requires consent from the practicum coordinator.</td>
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<tr>
<td>APCE 695</td>
<td>Seminar in Contemporary Issues in Couples &amp; Family Therapy</td>
<td>APCE 665</td>
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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 558 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](http://www.cce-global.org) or contact [cce@nbcc.org](mailto:cce@nbcc.org)
UNC MASTER’S PROGRAMS IN PROFESSIONAL COUNSELING:
COMPREHENSIVE EXAMINATION (CPCE) PERMISSION FORM FOR ALL MAJORS

Instructions: 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.

Section A

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

Section B: Basic Eligibility Criteria (all students)

____ 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

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 advisor. Attach the completed form to the comprehensive examination permission form.

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<th>Required Courses</th>
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Signed: ___________________________________________ Date: _______________________

Student

Signed: ___________________________________________ Date: _______________________

Advisor
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.

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Signed: ___________________________ Date: ________________
Student

Signed: ___________________________ Date: ________________
Advisor
UNC MASTER’S PROGRAMS IN PROFESSIONAL COUNSELING:
COMPREHENSIVE EXAMINATION (CPCE) ELIGIBILITY FORM

MARRIAGE, COUPLES, & FAMILY COUNSELING/THERAPEUTICS 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.

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Signed: __________________________ Date: _________________
Student

Signed: __________________________ Date: _________________
Advisor
Student Review and Retention
Policy and Procedures
Faculty and Student Manual

Department of Applied Psychology and Counselor Education
Department of School Psychology
University of Northern Colorado
Greeley, Colorado 80639
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. (See 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
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.