

UNIVERSITY *of*
NORTHERN COLORADO



MASTER'S STUDENT HANDBOOK

CLINICAL COUNSELING

CLINICAL COUNSELING: COUPLES AND FAMILY LICENSURE OPTION

SCHOOL COUNSELING (K-12)

SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION
COLLEGE OF EDUCATION & BEHAVIORAL SCIENCES
MCKEE HALL 248
UNIVERSITY OF NORTHERN COLORADO
GREELEY, COLORADO

REVISED SPRING 2010

**UNIVERSITY OF NORTHERN COLORADO
SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION**

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MASTER'S STUDENT HANDBOOK

Professional Counseling Programs

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 on-line 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. This is one of two manuals that guide your academic program. The other manual describes the procedures and policies for internship and is available for your review on the Extended Studies website. These manuals are updated yearly and it is your responsibility to have the most current version of the manual. 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: Master of Arts in Clinical Counseling and, (2) Master of Arts in School Counseling (K-12). Descriptions of these degree programs and course requirements are in the UNC Catalog available on-line at <http://catalog.unco.edu/>. The degree program, Master of Arts in Clinical Counseling, Couples and Family Emphasis, is not offered at the Denver or Colorado Springs Centers; however, coursework in Couples and Family Counseling is offered at the Denver Center. Students who complete this CFT licensure option coursework are eligible to seek professional licensure in the state of Colorado as a Licensed Marriage and Family Therapist.

You may access this information on the web by:

- a. Clicking on: View 2009-2010 Graduate Online Catalog
- b. Clicking on: College of Education and Behavioral Sciences (COEBS)
- c. Clicking on: School of Applied Psychology and Counselor Education
- d. Clicking on: Clinical Counseling, M.A., Couples and Family Therapy Emphasis, or School Counseling (K-12), M.A.

All of the master's degree programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the accrediting body originally created specifically for the counseling profession by the American Counseling Association (ACA). 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 counseling.

Program Philosophy/Mission. The 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):

Professional Orientation and Ethical Practice:

1. To train counselors who understand the history and philosophy of the counseling profession
2. To train counselors who are knowledgeable about the professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications
3. To train counselors who are knowledgeable about counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
4. To train counselors who understand and engage in self-care strategies appropriate to the counselor role
5. To train counselors who understand counseling supervision models, practices, and processes
6. To train counselors who are knowledgeable about professional organizations, including membership benefits, activities, services to members, and current issues
7. To train counselors who are knowledgeable about professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
8. To train counselors who understand the role and process of the professional counselor advocating on behalf of the profession
9. To train counselors who understand advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
10. To train counselors who are knowledgeable about ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

Social and Cultural Diversity:

1. To train counselors who are knowledgeable about multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally
2. To assist students in understanding their attitudes, beliefs, understandings and acculturative experiences in order to foster their understanding of self and culturally diverse clients
3. To train counselors to be knowledgeable about theories of multicultural counseling, identity development, and social justice
4. To assist counselors in acquiring individual, couple, family, group, and community strategies for working with and advocating for diverse populations
5. To train counselors who are multiculturally competent
6. To train counselors who understand counselors roles in developing cultural self-awareness, promoting cultural social justice, advocacy, and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body
7. To train counselors who understand their roles in eliminating biases, prejudices, and processes on intentional and unintentional oppression and discrimination

Human Growth and Development:

1. To train counselors who are knowledgeable about theories of individual and family development, transitions across the lifespan, theories of learning and personality development, and theories for facilitating optimal development and wellness over the lifespan
2. To train counselors who understand the effects of crises, disasters, and other trauma-causing events on persons of all ages

3. To train counselors who understand theories and models of individual, cultural, couple, family, and community resilience
4. To help counselors develop a general framework for understanding exceptional abilities and strategies for differentiated interventions
5. To train counselors who understand human behavior, development crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior
6. To train counselors who are knowledgeable about theories and etiology of addictions and addictive behaviors

Career Development:

1. To train counselors who are informed and knowledgeable regarding career development theories and decision-making models
2. To train counselors who are knowledgeable about career, vocational, educational, occupational, and labor market information resources, and career information systems
3. To assist counselors in developing the skills necessary for career development program planning, organization, implementation, administration, and evaluation
4. To train counselors who are aware of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development
5. To assist counselors in developing skills necessary for career and educational planning, placement, follow-up, and evaluation
6. To train counselors to use assessment instruments and techniques relevant to career planning and decision making
7. To train counselors who are knowledgeable about the career counseling process, techniques, and resources, including those applicable to specific populations in a global community

Helping Relationships:

1. To assist counselors in developing an orientation to wellness and prevention as desired counseling goals
2. To assist counselors in developing characteristics and behaviors that influence the helping process
3. To assist counselors in developing essential interviewing and counseling skills
4. To train counselors who understand counseling theories that provide a model to conceptualize client presentation and help in the selection of appropriate counseling skills
5. To introduce counselors to models of counseling that are consistent with current professional research and practice and assist them in developing a personal model of counseling
6. To train counselors who have a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions
7. To help counselors develop a general framework for understanding and practicing consultation
8. To train counselors who are knowledgeable about crisis intervention and suicide prevention models, including the use of psychological first aid

Group Work:

1. To train counselors who are knowledgeable about the principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work
2. To train counselors who understand group leadership or facilitation styles and approaches
3. To train counselors who understand theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
4. To train counselors who understand group counseling methods, group counselor behaviors, appropriate group selection criteria, and methods of evaluation of effectiveness
5. To provide counselors with direct experiences in which they participate in a small, counseling group for a minimum of 10 hours

Assessment:

1. To train counselors who understand the historical perspectives concerning the nature and meaning of assessment
2. To train counselors who are knowledgeable about the basic concepts of standardized testing or other assessment techniques
3. To train counselors who understand statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations
4. To train counselors who understand the basic concepts of reliability (i.e. theory of measurement error, models of reliability, and use of reliability information) and validity (i.e. evidence of validity, types of validity) and the relationship between validity and reliability
5. To train counselors who are informed regarding social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations
6. To train counselors who are knowledgeable about and sensitive to ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling

Research and Program Evaluation:

1. To train counselors who value the importance of research in advancing the counseling profession
2. To train counselors who are knowledgeable about research methods (i.e. qualitative, quantitative, single-case designs, action research, outcome-based research)
3. To train counselors who understand statistical methods used in conducting research and program evaluation
4. To train counselors who understand the principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications
5. To train counselors who understand the use of research to inform evidence-based practice
6. To train counselors to use ethically and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies

Supervised Practica & Internship:

1. To provide counselors in training with supervised practice in individual counseling with clients who represent the ethnic and demographic diversity of the community
2. To provide counselors with the opportunity apply counseling theory to practice and to develop counseling skills under supervision
3. To assist counselors in training to develop client conceptualization and diagnostic skills
4. To assist students in utilizing the supervisory process as fully as possible
5. To train counselors who are knowledgeable about the supervisory process and who can prepare for supervision sessions
6. To assist counselors to practice ethical behaviors in counseling and to be change agents for clients in a variety of settings

Specific Program Objectives**MA in Clinical 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 (e.g., core provider status, expert witness status, 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 agencies and in the community
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, referral procedures)
14. demonstrate an understanding of the impact of living in a multicultural society on self, clients, and the community (e.g., the effect of racism, discrimination, privilege, and oppression on clients access to services, principles of social justice advocacy)
15. understand assessment, case conceptualization, and clinical evaluation as well as the demonstrate an ability to select and utilize comprehensive assessment to assist in diagnosis and treatment planning (i.e. intake interviews, mental status evaluation, other psychological assessments)
16. demonstrate knowledge and skills related to research and program evaluation (e.g., ability to evaluate research, understand program evaluation, 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)*

MFT Licensure Option

The clinical counseling and school counseling master's programs located in Denver and Colorado Springs are accredited by CACREP. Students may enroll in coursework that would provide the educational requirements for licensure in the State of Colorado as Licensed Marriage and Family Therapist. Although the Clinical Counseling: Marriage and Family Counseling Emphasis degree is not offered at these Centers, the Professional Counseling faculty strive to uphold the spirit and letter of the CACREP Accreditation standards for marriage and family programs. Therefore the following standards guide the coursework and clinical experiences of those students enrolled in the MFT Licensure Option.

MA in Clinical Counseling: Couples and Family Therapy:

To train counselors who:

1. know the history, philosophy, and trends in marriage, couple and family counseling
2. understand the ethical and legal considerations specifically related to the practice of marriage, couple and family counseling
3. know the roles and functions of marriage, couple, 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, couple and family counseling
5. understand a variety of models and theories of marriage, couple, 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, couple and family counseling
9. demonstrate the ability to select models or techniques appropriate to couples' or families' presenting problems
10. demonstrate knowledge and skills related to marriage, couple and family counseling, prevention, and intervention (e.g. understand the family life-cycle and healthy family functioning, use a systems approach to conceptualize presenting problems and develop systemic treatment plans)
11. demonstrate an understanding of the impact of living in a multicultural society on self, clients (couples and families), and the community (e.g., the effect of racism, discrimination, privilege, and oppression on couples and families access to services, principles of social justice advocacy)
12. understand assessment, case conceptualization, and clinical evaluation from a systems perspective as well as the demonstrate an ability to select and utilize comprehensive assessment to assist in case conceptualization and treatment planning (i.e. intake interviews, mental status evaluation, other psychological assessments)
13. demonstrate knowledge and skills related to research and program evaluation in marriage, couples, and family counseling (e.g., ability to evaluate research, understand program evaluation, use research to inform clinical practice)

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 the school
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 (e.g., 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 the ability to apply and adhere to ethical and legal standards in school counseling
9. demonstrate the ability to articulate, model, and advocate for an appropriate school counselor identity and program
10. demonstrate knowledge and skills related to counseling, prevention, and intervention in school counseling (e.g., theories and processes of effective school counseling, ability to design, implement, and evaluate school counseling programs geared towards prevention and intervention, ability to assess and manage suicide risk)
11. demonstrate an understanding of the impact of living in a multicultural society on self, students, communities, and schools (e.g., the effect of racism, discrimination, privilege, and oppression on student learning and career development, ability to engage parents, guardians, and families in school counseling programs, 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 as well as the 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 (e.g., ability to evaluate research, understand program evaluation, use research to inform clinical practice)
14. understand curriculum design, lesson plan development, and classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material
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 (e.g., ability to with parents, families, and guardians, 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

Professional Memberships. All students in Clinical Counseling 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 either ACA or the American School Counseling Association (ASCA). Application forms for clinical counselor are available on line at <http://www.counseling.org/> and for school counselors at www.schoolcounselor.org. Links to these organizations are also provided on the Professional Counseling webpage at http://www.unco.edu/cebs/prof_counseling/. Students who chose to double major must hold and maintain membership in both professional organizations. Additionally, the faculty highly recommend memberships in Colorado divisions of ACA and ASCA as well

Advisor. Dr. Danielle Kahlo serves as the advisor to all master's students in the Denver and Colorado Springs programs. 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. It is our assumption that 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 insure all program requirements are met prior to applying for your comprehensive examination or graduation.

Plan of Study. A plan of study form is available for your program (attached). You are responsible for going over the form with your advisor to determine the courses you are required to take as well as determine if any courses you have previously taken at another institution of higher learning are eligible to be waived or transferred into your MA program. Waived and transferred credits are approved by the Academic Program Coordinator. You are to keep copies of the completed form.

Transfer of Credit. Students must be admitted into a program of study prior to consideration of transfer credits. Once admitted, students provide the Academic Program Coordinator the syllabus from the course(es) to be transferred along with a 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. Transfer credits must be approved by the student's program as well as the UNC Graduate School. **Warning:** Transfer of credit may shorten the program length, as the five-year time limit is begun when the transfer course was originally taken.

Course Loads. Course load limitations for graduate students apply to any combination of all courses taken on-campus, off-campus, or on-line while an individual is enrolled as a graduate student in a graduate degree program, a non-degree certification program, or any combination thereof. The maximum load for a graduate student is 17 hours per semester. This information may vary during summer terms; students should check the

Registrar's Website (www.registrar.unco.edu) for correct information. 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 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 from Gloria (gloria.sedillos@unco.edu) and must be signed by the Academic Program Coordinator before you may register for more than the maximum credits. Please note that there is no guarantee that you will receive permission. You will need to provide substantiation for your request and there is an additional charge for each credit over the limit.

Student Learning Outcomes. Students are required to complete a bi-annual review as a component of a comprehensive evaluation process to assess student outcomes across three domains - knowledge, skills, and professional practice. The documents for the bi-annual review are required to be completed throughout the academic program beginning at new student orientation and ending at graduation. Professional Practice Forms are required EACH SEMESTER the student is enrolled in APCE 612, 619, or 614 or 692/3. Student progress and learning outcomes will also be evaluated based on grades, CPCE, and assignments completed in 602/650 (Wellness/Self-care Plan), 657 (Personal Values Assessment), and 673 (Psychosocial Assessment and Assessment Reflection Paper). Paperwork and polices can be found of the Professional Counseling webpage under "Current Students" (http://www.unco.edu/cebs/prof_counseling/index.html).

Permission to Enroll. Several courses require permission to enroll prior to students seeking registration. These courses are: APCE 601 Family Practicum, APCE 605 Group, APCE 612 Practicum in Individual Counseling, APCE 619 Practicum II in Individual Counseling, Lab, APCE 614 Internship in School Counseling, APCE 692 Internship in Clinical Counseling. Each of these classes have prerequisites, co-requisites, or conditions for enrollment for which students are responsible. The policies include:

601 Family Practicum: For those students enrolling in the MFT Licensure Option, you **must** have been approved for or completed APCE 612 before registering for APCE 669 Advanced Methods. APCE 669 is a prerequisite for APCE 601, Family Practicum. APCE 669 may be taken in the same semester as APCE 612, **as long as APCE 612 Practicum** proceeds APCE 669 Advanced Methods. MA students in who are seeking the MFT Licensure option must have completed APCE 612, APCE 665, APCE 669, and have completed or be taking concurrently APCE 695 before taking APCE 601. Those students in Couples and Family Counseling/Therapy licensure option are required to complete have completed APCE 669 Advanced Methods in Marriage and Family Counseling prior to securing an internship site. Also, CFT option students need to complete APCE 601 Practicum at the initiation of their internship. Students may register for this class once they have the consent of the internship coordinator [which means Dr. Gray has approved your site and supervisor]. APCE 601 is an individualized practicum in which MFC/T students are paired for co-therapy (with families or couples) for the first 25 hours of contact and are students will complete a theory paper. The practicum **MUST** be a distinct and separate experience from internship, thus, in order to meet the letter and spirit of the state licensing laws, no internship hours in couples or family counseling can be counted until the APCE 601 requirements are met (including the theory paper). Please see the Internship Manual for further details.

LMFT Post Degree Licensure: For students who are seeking licensure as a LMFT please see the handout LMFT Board Equivalency worksheet at the end of this document. This handout assists the student in completing the educational equivalency worksheet for the LMFT license.

APCE 605 (co-requisite with APCE 606 and APCE 662): All students must notify Gloria Sedillos of their desire to enroll in APCE 662/APCE 606 and the co-requisite lab APCE 605. Students must notify Gloria, via email, the semester before they intend to enroll so that we can track the number of slots needed in the group lab sections. Students who are double majors only need to enroll in APCE 605 with their first group class. Students who do not notify Gloria in advance may be removed from the course to make room for students who have completed the notification process.

612 Practicum (APCE 607 is a prerequisite for APCE 612. APCE 657 is a prerequisite or co requisite to APCE 612)..Students in the programs in Denver and Colorado Springs are encouraged to take APCE 612 sometime

after the first 30 hours of their program of study. APCE 607 Theories of Counseling is a prerequisite for APCE 612 Individual Practicum and APCE 657 is a pre-requisite or co-requisite [meaning that it is taken before or during the same semester as APCE 612]. Students must sign up for permission to take APCE 612 by contacting Gloria Sedillos, in writing, at gloria.sedillos@unco.edu at least one semester BEFORE they intend to enroll in the course. Students need to give Gloria their first and second choice of available practicum times. While **we will make every effort to assign** you to your requested practicum and we cannot guarantee or hold slots in a particular section. All students are assigned to APCE 612 based first on their total number of credit hours in the program and then on their requested section. All decisions on practicum placements are made by the Academic Program Coordinator.

APCE 612 must be taken at the site [Denver or Colorado Springs] to which the student was admitted. Students may be enrolled in APCE 612 a maximum of two semesters, and are graded on a satisfactory/unsatisfactory basis. Students who do not satisfactorily complete 612 in their second enrollment will receive notification that their program has been terminated. Students who earn a grade of unsatisfactory must take APCE 612 from a different instructor.

Professional Counseling students who register for practicum and who withdraw or receive a grade of unsatisfactory must have written permission from the former practicum instructor and the Academic Program Coordinator to be permitted to enroll in a second practicum. When the Coordinator and the instructor are the same individual, a second faculty member will be appointed by the master's program faculty. The practicum instructor, the Program Coordinator, and/or the appointed faculty member will determine the conditions under which and when the student may retake APCE 612, and how many additional APCE credit hours may be taken prior to the satisfactory completion of practicum.

Note: A grade of Incomplete will not be given for APCE 612. In exceptional cases, when an instructor deems it appropriate to give an Incomplete, it must first be authorized by the Professional Counseling faculty.

619 Practicum Policy (applies to students starting MA programs Summer 2010 and after). Practicum II (APCE 619) is a field-based experience and viewed as a transitional experience to be completed after successful completion of Practicum I (APCE 612) and prior to registering for, and completing of Internship hours. Prerequisites for Practicum II are 607, 612, and 657. Practicum II is a *semester-long experience*, and a *semester-long* commitment to the practicum site. Detailed information on APCE 619 along with all required paperwork can be found in the Practicum II Manual. The manual can be found on the Professional Counseling website (http://www.unco.edu/cebs/prof_counseling/index.html).

Registration. The schedule of classes for each Center is posted on the Extended Studies website, and the complete schedule of classes is online at <http://www.unco.edu/sched/>. Consultation with your advisor regarding which classes to take is *highly* recommended. You are expected to register for classes via [URSA](#) on the UNC website. Should you encounter problems with the registration process, please contact the Academic Program Coordinator, Dr. Black.

On-Campus Registration. You may register for coursework on the Greeley campus. You will receive separate fee statements for on- and off-campus class registrations. To register for an on-campus class, you must first meet with your advisor to insure it fits in your plan of study. Once permission is given and space is available you may register for the on campus course. If the class is full or if space is needed for an on campus student you may be asked not to enroll in that class at that time. **NOTE: Individual Practicum (APCE 612), group (APCE 662/605 or APCE 606/605), and APCE 692/601 must be taken at the site to which you were originally admitted.**

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. Two conditions must be met: (a) the student must be in good standing and

(b) there must be available space in the program requested. Only one site change will be authorized during the course of a degree program.

Directed Studies. A Directed Study is a course in which a student may receive university credit for an individualized investigation under the direct supervision of a UNC faculty member. Because Directed Study (622) is at the graduate level, the faculty member providing the supervision must be approved to teach graduate level courses. No faculty member will be authorized to supervise a directed study during a semester in which he or she is not actually employed on campus at UNC. A Directed Study investigation must be on a specific topic that is not duplicated by an existing course within the University's curriculum. The nature of the study must involve intensive use of relevant literature, materials, or techniques, and the study report must reflect a synthesis of the information or techniques acquired. See the UNC Catalog (<http://catalog.unco.edu/>) for more information.

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. Students are responsible for managing their registration as faculty and staff will not un-enroll students.

Clinical Counseling Internship & Couples and Family Therapy Internship. Nine semester hours (700 clock hours) of internship are required for the Clinical Counseling master's degree. The application form requires approval of the on-site internship supervisor and the University internship supervisor. The on-site supervisor must have a degree appropriate to supervise master's level academic work and a minimum of two years supervisory experience. The on-site supervisor must agree to spend a minimum of one hour per week in face-to-face supervision of the student's work. More information can be found in the APCE Graduate Internship Manual available online at the Extended Studies website under the schedule of courses for each semester.

The University Internship Supervisor maintains a list of sites and supervisors that have been approved. The faculty must approve sites and supervisors prior to registration. The internship is viewed as a culminating program experience and should not be attempted until the **majority** of your coursework is completed. It may not be taken until after the successful completion of APCE 612 Practicum in Individual Counseling and APCE 619 Practicum II in Individual Counseling (for students admitted in or after the fall of 2010). Other courses to have completed before Internship include APCE 558 Diagnosis and Treatment Planning, APCE 673 Appraisal and Assessment, APCE 657 Legal and Ethical Issues in Counseling, APCE 661 Psychological Trauma and Intervention for Individuals, Families and Communities and APCE 605/662 Group Dynamics and Facilitation. Those seeking the MFT Licensure Option are required to have **completed** APCE 669 Advanced Methods in Family Therapy prior to seeking an internship site.

School Counseling Internships. Six semester hours (700 clock hours) of internship are required for this degree. The application form requires approval of the On-site Internship Supervisor and the University Internship Supervisor. The On-site Supervisor must have a degree in school counseling and a minimum of two years of school counseling experience. The on-site supervisor must agree to spend a minimum of one hour per week in face-to-face supervision of the intern's work.

The University Internship Supervisor maintains a list of sites and supervisors that have been previously approved. The faculty must approve sites and supervisors prior to registration. The internship is viewed as a culminating program experience and should not be attempted until the majority of your coursework is completed. It may not be taken until after the successful completion of APCE 602, 608, 612 and the courses listed in the Graduate Internship Manual. APCE 661 Psychological Trauma and Intervention for Individuals, Families and Communities *must be* taken prior to or concurrently in the *first semester* of internship.

Out of State Internships. Out of state internships are strongly discouraged. Students considering an out of state internship must follow the procedures outlined in the Internship Manual.

Comprehensive Examination. The completion of your master's degree is contingent upon successfully passing a written comprehensive examination. Even though the University Catalog states that the comprehensive exam may be taken after completing 20 hours of course work, this is based on a 30-semester hour master's degree. It is an APCE Professional Counseling program requirement that the student have specific course work completed before being permitted to take the examination. The course requirements are included with the Application Form on pages 36-39.

Clinical Counseling, Clinical Counseling: Couples and Family Therapy and School Counseling comprehensive examinations will be given in the Fall and Spring semesters.

The comprehensive exam is a standardized examination called **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 \$40 per student, but is subject to change. When a student is cleared to take the CPCE a letter with instructions will be e-mailed to him/her, including the current cost of the exam. Students have a maximum of four hours in which to take the exam. The passing score will be determined by the national mean for each administration of the exam. Students in the School Counseling program will be required to respond to an additional examination with one hour to complete.

Students who fail the CPCE may apply to retake the exam the following academic semester. Students who pass the CPCE and fail their specialty area essay will be given an opportunity to rewrite the essay the same semester. Students who fail the exam twice will have their program terminated.

Application for Taking the Comprehensive Examination. Permission to take the examination must be obtained from your advisor, who reviews your program before approving the request. Note: You must submit your application to the APCE Office (McKee Hall 248) for taking written comprehensives **by the end of the semester prior** to taking the exam. **The Application for Taking Written Comps is on page 36 of this manual.**

Primary Reasons for 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 see the attached Review and Retention Policy
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. Grade point averages are required to be a 3.0 (B average). When the GPA drops below this point, the student is warned and given a specific time limit for raising his or her average. If this is not done, the Graduate School will terminate the program

Note: Students have the right to due process. See Grievance Procedures on page 17 of this handbook.

Graduation. Students must submit an Application for Graduation (available at <http://www.unco.edu/grad/forms/student.html>) the semester prior to graduating. The 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. Formal application for graduation must be filed with the Graduate School at least 45 calendar days before the end of the semester preceding the semester that a student plans to graduate. 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 Enrollment Policy. All graduate students must be enrolled for at least 1 credit hour each academic semester (fall and spring). Students register continuously from the time they first enroll in their graduate degree

program until the semester or term in which they graduate. Students must also register for at least 3 semester hours the semester in which they take written comprehensive examinations and the semester (or summer term) in which they graduate. Exceptions to the continuous enrollment policy must be approved by your advisor and by the graduate school. The form for requesting an exception can be found at <http://www.unco.edu/grad/forms/student.html>.

SUMMARY OF STEPS IN THE PROGRAM

APCE and the Extended Studies Program utilizes a listserv to provide syllabi, changes in class times/dates, and other important information. YOU ARE RESPONSIBLE FOR SUBSCRIBING TO both the Love2Learn and Denver or Colorado Springs List servs

1. Sign up for the Denver or Colorado Springs listserv by following these steps:

The Love2Learn listserv is a message system that is used to communicate the availability of syllabi, additions to the schedule and other general issues for all programs. The listserv is a great way to keep abreast of important information about your program!

To subscribe:

- ✉ Send a message to: listserv@listserv.unco.edu
- ✉ Leave the subject line blank
- ✉ In the body of the message type: subscribe love2learn
- ✉ Remove your signature if you are using one
- ✉ Send the message

You will receive a welcome message. Print and keep this message.

You should also join the Community and School Counseling listserv which provides specific information about issues concerning Community and School Counseling program such as comprehensive exam dates, changes in the program, etc. To subscribe to the CLINICAL COUNSELING and SCHOOL COUNSELING, DENVER/LOWRY LISTSERV:

- Send a message to: listserv@listsev.unco.edu
- Leave the subject line blank
- In the body of the message type: subscribe **COUNSELD**
- Remove your signature if you are using one
- Send the message

To subscribe to the CLINICAL COUNSELING and SCHOOL COUNSELING COLORADO SPRINGS LISTSERV:

- Send a message to: listserv@listserv.unco.edu
- Leave the subject line blank
- In the body of the message type: subscribe **COUNSELCS**
- Remove your signature if you are using one
- Send the message

You will receive a welcome message, print and keep this message. Additional information about this listserv is located on the last page of the schedule.

2. Develop a plan of study with your advisor.

3. Determine what, if any, transfer courses will be used in your degree, send to Academic Coordinator.

4. Send Gloria Sedillos an email indicating which semester you would like to take APCE 612 Practicum, APCE 662 or APCE 606 and APCE 605.
5. File the application to take the written comprehensive examination with your advisor the term before you plan to take the examination.
6. Consult with the University Internship Supervisor the term prior to the term you plan to start your internship. Read the Master's Internship Manual before consulting with the University supervisor.
7. File an application for graduation with the Graduate School the term prior to the term you plan to graduate.
8. We encourage you to attend graduation in Greeley and celebrate.

General 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. This process is non-punitive and is intended to support and further professional growth and development.

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

Colorado Legal Regulation of the Practice of Psychotherapy: The practice of psychotherapy by licensed and unlicensed psychotherapists is regulated by Colorado State Statute. 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.

Letters of Recommendation/Endorsement Policy: During your program, it is likely that you will need letters of recommendation from faculty for such things as scholarships, fellowships, internships, or employment. Faculty members receive numerous requests for such letters and need a minimum of a two-week turnaround time, not including secretarial typing. Faculty are under no obligation to write a letter that you need in two days. Please note that faculty will not recommend a student for a position in which he or she is not qualified and will follow the American Counseling Association Code of Ethics (2005) regarding the endorsement of supervisees.

Placement, Certification, and Licensure: Upon successful completion of the program, and if requested, the program coordinator will 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.

Keeping Records for your Protection: For your protection, you should keep a copy of all forms concerning your degree program. Such forms include the plan of study, directed study agreements, transfer of credit requests, syllabi from all courses, internship records, application for written comprehensive examination, application for graduation, etc.

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 Student Financial Resources administers several types of state and federal aid including grants, loans, employment, scholarships, and Veteran's benefits. For more information, contact the Office of Student Financial Resources.

Grievance Procedures: Grievance procedures are specifically given in the UNC Student Handbook that is available through the Dean of Students Office and online at <http://www.unco.edu/dos/handbook/>

Double Majors: School and Clinical or School and CFT

For students wishing to double major in Clinical Counseling and School Counseling, the following are required:

- I. If not originally admitted as a double major, request permission to add an additional program area from Professional Counseling Coordinator
- II. Upon approval of the Professional Counseling faculty, work closely with assigned advisor
- III. Complete all course requirements for both programs
- IV. Complete internship requirements for both programs
- V. Successfully complete comprehensive examination requirements for both programs

Second Degree Option for Program Graduates

For graduates (within the last five years) who wish to return to complete requirements of an additional program the following are required:

- I. Complete program application materials
- II. Submit application materials prior to the deadline
- III. Attend admissions workshop (unless waived by Professional Counseling faculty members)

Upon acceptance, an advisor will be appointed.

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

NOTE: 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.

Clinical or CFT to School: 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 hours -- 600 contact hours)
- APCE 612 (determined by Professional Counseling faculty)
- APCE 660 (If not taken previously)
- APCE 657 (possibly directed study)
- APCE 616 (possibly directed study)
- APCE 667
- APCE 609

Plus successful completion of CPCE (if not previously taken) and composition.

Variations must be approved by the program faculty, upon proposal of the advisor.

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

- *APCE 650
- APCE 612 (determined by faculty)
- *APCE 692 (6 hours -- 600 contact hours)
- APCE 616 (possibly directed study)
- APCE 657 (possibly directed study)
- APCE 665
- APCE 660 (if not taken previously)
- Suggested additional classes to yield 30 credit hours
 - Foundations of Play Therapy
 - Practicum in Play Therapy
 - Psychopharmacology

Plus successful completion of CPCE (if not previously taken).

School to Clinical/CFT

APCE 650

APCE 612 (determined by faculty)

APCE 657 (possibly directed study)

APCE 668

APCE 669

APCE 691

APCE 694

APCE 695

Plus successful completion of CPCE (if not previously taken) and composition

Professional Counseling Courses, Restrictions, & Prerequisites

Number	Name	Restrictions	Prerequisites
508	Workshop	None	None
513	Professional Renewal	None	None
558	Diagnosis & Treatment Planning	Graduate students only	None
559	Introduction to Clinical Hypnosis	Consent of instructor Majors only	APCE 612 or equivalent
568	Psychology of Women	Graduate students only	None
601	Practicum	Consent of instructor - Majors only - Open by invitation to graduate students	None
602	Foundations of School Counseling	None	None
603	Understanding Children, Adolescents, and Their Families		APCE 607
605	Group Laboratory Experience	Consent of practicum coordinator	Co-requisite: APCE 606 or 662
606	Theories and Practices in Group Guidance	Campus of origin only* Majors only	APCE 607, 602 Co-requisite: APCE 605
607	Theories of Counseling	Majors only or Consent of coordinator	
608	Organization, Administration, & Evaluation of School Counseling Programs	Majors only or Consent of coordinator	APCE 602
609	Foundations of Play Therapy	MA in appropriate profession; Enrollment in APCE program or consent of instructor	
612	Practicum in Individual Counseling	Consent of coordinator Majors only Campus of origin only*	APCE 607 APCE 657 (Co- or Pre-requisite)

Number	Name	Restrictions	Prerequisites
614	Internship in School Counseling and Guidance	Consent of internship coordinator Majors only Campus of origin only*	Refer to program handbook
616	Career Theory, Counseling and Assessment	None	None
617	Play Therapy: Theory and Practicum	Consent of instructor	APCE 612
619	Practicum in Individual Counseling II	Consent of coordinator Majors only Campus of origin only*	APCE 612
623	Understanding and Counseling Diverse Populations		None
624	Assessment and Treatment of Substance Abuse	Majors only	None
650	Orientation to Clinical Counseling	None	None
657	Legal & Ethical Aspects of Counseling & Psychology	None	None
660	Psychological Consultation: Theory & Practice	None	APCE 607
661	Psychological Trauma and Intervention for Individuals, Families and Communities	None	APCE 558, APCE 607, APCE 657
662	Group Dynamics and Facilitation	Campus of origin only* Majors Only	APCE 607 Co-requisite: APCE 605
665	Family Systems	None	None
668	Sexuality Counseling	None	Recommended for advanced students
669	Advanced Methods: Couples & Family Therapy	None	APCE 665 APCE 612 (Pre or Co Requisite)
673	Appraisal & Assessment in Counseling	Majors only	Recommended Prerequisite: SRM 600

Number	Name	Restrictions	Prerequisites
691	Internship in Clinical Counseling: Couples & Family Therapy	Consent of internship coordinator Majors only Campus of origin only*	Refer to program handbook
692	Internship in Clinical Counseling	Consent of Internship Coordinator Majors Only Campus of origin only*	Refer to program handbook
694	Practicum in Family Therapy	Consent of practicum coordinator – majors Only	612 or 712 & 669
695	Contemporary Issues in Couples & Family Therapy	Majors Only	APCE 665

*Campus of origin only: Greeley students must take course on Greeley campus.
EDP students must take course at an EDP campus.

Planning Guide for MA in School Counseling (K-12)

Course Number	Title	Prerequisite	Date Taken	Other Notations
SRM 600	Introduction to Graduate Research			
PSY 530	Lifespan Developmental Psychology			
APCE 558	Diagnosis & Treatment Planning			
APCE 623	Understanding and Counseling Diverse Populations			
APCE 602	Foundations of School Counseling (offered only in the fall term)			
APCE 603	Understanding Children, Adolescents and Their Systems	APCE 607		
APCE 605	Group Laboratory Experience (Must be taken concurrently with 606)			
APCE 606	Theories and Practices in Group Guidance (co requisite with 605)	APCE 602 APCE 607		
APCE 607	Theories of Counseling			
APCE 608	Organization, Administration and Evaluation of School Counseling Programs	APCE 602		
APCE 612	Practicum in Individual Counseling	APCE 607 APCE 657		
APCE 614	Internship in School Counseling and Guidance	See handbook		
APCE 616	Career Theory, Counseling, and Assessment			
APCE 619	Practicum in Individual Counseling II	APCE 612		
APCE 624	Assessment and Treatment of Substance Abuse			
APCE 657	Legal and Ethical Aspects of Counseling and Psychology			
APCE 660	Psychological Consultation: Theory and Practice	APCE 607		
APCE 661	Psychological Trauma and Intervention for Individuals, Families and Communities			
APCE 665	Family Systems			
APCE 673	Appraisal and Assessment in Counseling			

Planning Guide for MA in Clinical Counseling

Course Number	Title	Prerequisite	Date Taken	Other Notations
SRM 600	Introduction to Graduate Research			
PSY 530	Lifespan Developmental Psychology			
APCE 558	Diagnosis & Treatment Planning			
APCE 623	Understanding and Counseling Diverse Populations			
APCE 603	Understanding Children, Adolescents, and Their Systems	APCE 607		
APCE 605	Group Laboratory Experience (Must be taken concurrently with 662)			
APCE 607	Theories of Counseling			
APCE 612	Practicum in Individual Counseling	APCE 607 APCE 657		
APCE 616	Career Theory, Counseling, and Assessment			
APCE 619	Practicum in Individual Counseling II	APCE 612		
APCE 624	Assessment and Treatment of Substance Abuse			
APCE 650	Orientation to Clinical Counseling			
APCE 657	Legal and Ethical Aspects of Counseling and Psychology			
APCE 660	Psychological Consultation: Theory and Practice	APCE 607		
APCE 661	Psychological Trauma and Intervention for Individuals, Families and Communities			
APCE 662	Group Dynamics and Facilitation (Must be taken concurrently with 605)			
APCE 665	Family Systems			
APCE 673	Appraisal and Assessment in Counseling			
APCE 692	Internship	See handbook		

Planning Guide for MA in Clinical Counseling: CFT Licensure Option

Course Number	Title	Prerequisite	Date Taken	Other Notations
SRM 600	Introduction to Graduate Research			
PSY 530	Lifespan Developmental Psychology			
APCE 558	Diagnosis & Treatment Planning			
APCE 623	Understanding and Counseling Diverse Populations			
APCE 603	Understanding Children, Adolescents, and Their Systems	APCE 607		
APCE 605	Group Laboratory Experience (Must be taken concurrently with 662)			
APCE 607	Theories of Counseling			
APCE 612	Practicum	APCE 607 APCE 657		
APCE 616	Career Theory, Counseling, and Assessment			
APCE 619	Practicum in Individual Counseling II	APCE 612		
APCE 624	Assessment and Treatment of Substance Abuse			
APCE 650	Orientation to Clinical Counseling			
APCE 657	Legal and Ethical Aspects of Counseling and Psychology			
APCE 660	Psychological Consultation: Theory and Practice	APCE 607		
APCE 661	Psychological Trauma and Intervention for Individuals, Families and Communities			
APCE 662	Group Dynamics and Facilitation (Must be taken concurrently with 605)			
APCE 665	Family Systems			
APCE 673	Appraisal and Assessment in Counseling			
APCE 691	Internship in Clinical Counseling: Couples and Family Therapy	See handbook		
APCE 668	Sexuality Counseling	Rec: Advanced Students		
APCE 669	Advanced Methods: Couples and Family Therapy	APCE 612 APCE 665		
APCE 601	Practicum in Family Therapy	APCE 612 APCE 669		
APCE 695	Seminar in Contemporary Issues in Couples and Family Therapy	APCE 665		

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, of course, according to APA Style. Regarding class projects, you are not to use *as the bulk of your presentation* 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. Of course, with proper referencing, you can import portions of such works and websites to enhance and illustrate your presentation, and you can provide references to these other works for students who have an interest in pursuing a topic further. Students who have engaged in the act of plagiarism will be given in an "F" in that course. The matter will then be taken up by the School's Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

**Acknowledgement of Policies and Procedures for
Students Enrolled in
The University of Northern Colorado
Professional Counseling Programs**

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 Programs 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 Student Handbook.
5. I understand that I must follow 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 it is related 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 listserv to keep students informed about class schedules and registration, general program and School information, and to distribute course syllabi, and 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 School of Applied Psychology and Counselor Education.

Printed Name

Signature

Date



Master's Comprehensive Exam

The comprehensive examination for all M.A. programs – Clinical Counseling, Clinical Counseling: Couples and Family Therapy and School Counseling is a standardized examination called 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 \$40.00 per student, but is subject to change. When you are cleared to take the CPCE a letter with instructions will be e-mailed to you, including the current cost of the exam. Students have four hours to complete the CPCE portion of their comprehensive examination.

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

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluations
8. Professional Orientation and Ethics

A sample item from each CACREP content area follows:

Human Growth and Development

1. Erikson described independence as an important issue in the second year of life and identified this stage of development as
 - A. autonomy versus shame and doubt
 - B. concrete operations versus object permanence
 - C. motor versus mind development
 - D. self versus other differentiation

Social and Cultural Foundations

2. Cultural identity development models typically start with the _____ stage.
 - A. dissonance
 - B. immersion
 - C. conformity
 - D. introspective

Helping Relationships

3. According to Rogers, accurate empathy is most appropriately defined as
 - A. objective reflection to help identify the client's feelings

- B. non-judgmental acceptance of the client's reality
- C. recognition of the client's most prominent emotions.
- D. subjective understanding of the client in the here-and-now

Group Work

4. A group leader can best enhance a group member's participation by
- A. encouraging social interactions between members outside of group time
 - B. requiring a commitment that group members not drop out
 - C. stressing that substantial self-disclosure is expected
 - D. modeling appropriate behaviors for the group

Career and Lifestyle Development

5. A basic assumption of the trait-and factor approach to vocational counseling is that
- A. career decisions should be based on evident needs
 - B. personality and work environment are synonymous
 - C. developmental constructs are of paramount importance.
 - D. there is one best career goal for everyone

Appraisal

6. A primary benefit of converting raw scores to standard scores is that it facilitates
- A. simplicity in interpretation of test results
 - B. interpretation of the results relative to a normal distribution
 - C. summarizing and organizing other qualitative data
 - D. statistical analyses having greater quantitative accuracy

Research and Program Evaluation

7. The research design which manipulates the independent variable and a between-conditions comparison with no random assignment of subjects to conditions is known as
- A. quasi-experimental
 - B. single-subject
 - C. time-series
 - D. true experimental

Professional Orientation and Ethics

8. During the late 1970s and early 1980s, members of the American Personnel and Guidance Association (APGA) became aware that the words personnel and guidance did not accurately define or reflect their work. Therefore, in 1983 APGA changed its name to the
- A. Association for Counselor Education and Supervision
 - B. American Association for Counseling and Development
 - C. American Mental Health Counselors Association
 - D. Association of Counseling and Related Educational Professions

Answers to the above questions:

- | | |
|-------------|-------------|
| 1. A | 5. D |
| 2. C | 6. B |
| 3. D | 7. A |
| 4. D | 8. B |

The following courses need to be completed before taking the comprehensive examination:

SRM 600 – Introduction to Graduate Research
PSY 530 – Life Span Developmental Psychology
APCE 558 – Diagnosis & Treatment Planning
APCE 607 – Theories of Counseling
APCE 612 – Practicum in Individual Counseling
APCE 616 – Career Theory, Counseling and Assessment (or APCE 604 for School Counseling)
APCE 623 – Understanding and Counseling Diverse Populations
APCE 657 – Legal and Ethical Aspects of Counseling and Psychotherapy
APCE 662 – Group Dynamics and Facilitation (or APCE 606 for School Counseling)
APCE 673 – Appraisal and Assessment in Counseling

In addition, students in the School Counseling Program must have completed before taking the comp exam the following courses:

APCE 602 – Foundations of School Counseling
APCE 608 – Organization, Administration and Evaluation of School Counseling Programs

Additional questions will be included in the comprehensive exam for School Counseling students.

Students in Clinical Counseling: Couples and Family Emphasis must have completed before taking the comprehensive exam the following courses:

APCE 665 – Family Systems
APCE 669 – Advanced Methods: Couples and Family Therapy

Additional questions will be included in the comprehensive examination for Clinical Counseling: Couples and Family Emphasis.

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

Information for School Counselors-in-Training:
Preparing for School Counseling Program Question

Length of Response: Two pages (front side only)

The school counseling program question is designed as an opportunity to synthesize materials you have learned in your school counseling program courses. Regardless of the question, you will be expected to be able to apply your knowledge, skills, and attitudes related to (a) the ASCA National Model and (b) comprehensive school counseling programs.

As you prepare, you should focus on course content for APCE 602, 606, and 608; however, answers should also be consistent with materials you have learned in other courses.

Though we recognize the somewhat artificial and contrived nature of the testing situation, we do expect writing and delivery to be commensurate with master's level preparation. Attend to paragraph structure. Think about organization, consider spelling and grammar.

Students who do well start with an outline. They clearly respond to *each aspect* of the question. They write legibly with well-developed paragraphs. They balance and prioritize their time as well as space (number of pages).

Students who don't do well write at random, rambling from topic to topic. They write everything that comes to mind, whether or not the content addresses the question. Students who don't do well often have not studied.

Sample Question A:

You are a member of a committee, which has been given the charge of reducing unnecessary expenditures in the school's budget. One committee member examined the amount of counselors' salaries and benefit packages, and then suggested, "The services provided by school counselors could easily be obtained through community agencies. I would like to explore contracting for counseling services on an individual basis." You are invited to respond.

Your response to this question should be no more than 2 pages.
Your response must be legible.

Sample Question B:

You are a member of a committee of school counselors who have formally presented your *ASCA National Model* compliant program to the administrators (including principals) in your district. Apparently several principals misunderstood the meaning and purpose of system support. They began saying things to their building counselors like:

The counselors who spoke at the principals' meeting mentioned System Support as an important part of your program. To support our system, I would like you to assist with administrative office functions on Fridays so I can be available for various activities that are scheduled.

I'm really glad your professional association leaders have recognized the importance of supporting the school system. We really need someone to support our SRO program from 8 until 9 each morning. I look forward to visiting with you about this.

You talked about System Support during your presentation last week. I was surprised that the time allocated to System Support was only 15%. I believe there are so many things you need to do to support our school system. I would like you to Increase that allocation to 25% at least.

How will you address such comments in terms of how they would or would not be congruent with your goals? Be sure to respond directly to at least one of the comments. Offer a clear explanation of functions within System Support, and how those functions relate to the overall comprehensive school counseling program and the school system.

Although you must accurately explain System Support and make a case for the importance of those functions, you should also consider what the principal needs to hear in order to understand and appreciate the points you are trying to make.

1. Write what you would say.
2. Anticipate questions and responses that your principal may have.
3. Explain how you would respond.

In order for you to receive a passing evaluation, your response must be accurate and compelling. Your response must be in your own language (thoroughly paraphrased), and in language parents, teachers, and administrators can understand.

Parameters: Your response should be no more than 600 words.

Please identify each page of your response with your Bear Number.

Sample Exemplary Response (shared with permission of program graduate):

As I spent time studying and reviewing the *ASCA National Model*, a recent article I read in *Professional School Counseling* focused on model school counseling programs and in the System Support section, stated the following: “A solid system support component engages the outside resources necessary for the school counselor to establish, maintain and enhance the total school counseling program” (Conrad, 2006). I use just this quote, because it clearly summarized for me the essence of system support.

System support is found in the Delivery System of the comprehensive model and includes the following areas: professional development; consultation, collaboration and teaming; and program management and operations. From what I have studied, system support is an area that is not directly student related but is actually the underpinning for much of what happens in the comprehensive model. It is the structural support and from system support comes in-service training, professional seminars and memberships and the collaboration with other professionals in the school. System support provides the data and feedback gathered by the counseling professionals to show how their programs are working and how effective they are. The benefits are directly student related.

The ASCA model begins with the Foundation and Management System components where philosophy, mission statements, standards, agreements, advisory councils and action plans are some of the processes that make it a living and active plan.

The Delivery System puts the beliefs, philosophy and agreements into action through the use of school guidance curriculum, individual student planning, responsive services and of course, system support. I would share this information above with my principal in a one to one conversational setting, being careful to listen to his/her response and to any questions.

As we are talking, he/she asks question #3 and I continue with a specific response.

(Talking to the principal): “Thank you for your continued time and support as we continue to implement the national school counseling model. I believe that you questioned the time allotted to system support in our plan. This time would include our in-service training and district counselor meetings. It would also

include the time I spend with Mrs. Carlson working on our career unit in English 10. You might recall we discussed our Advisory Council which includes three of our parents, Mr. Drake from the math department, Mrs. York from Heritage Middle School and two of our own students. This council gives our department feedback and participates in planning some events, like our welcome night for area eighth graders.”

Principal question: Do you evaluate your program and how are you partners in the school with other professionals? “Our counseling department has begun to proactively gather data from our programs. For example we use surveys for many of our activities, as I did when working with Mrs. Carlson’s students and she and I discussed this later in the Language Arts Department meeting. Certainly we in the counseling department consider ourselves partners with other professionals in the school community and want to perform our fair share responsibilities equally. Finally, I want to take the opportunity to once again thank you for this opportunity to share our success with you and I will seek more opportunities to continue discussing the implementation of our comprehensive model as a collaborative effort in future meetings.”

Reference

Conrad, S.L., (2006, July/August). Delivery, *ASCA School Counselor*, p.36.

**PERMISSION FORM: MASTER'S COMPREHENSIVE EXAMINATION
SCHOOL OF APPLIED PSYCHOLOGY & COUNSELOR EDUCATION**

Section A

Name: _____ Bear #: _____

Address: _____ Phone: _____

_____ Advisor: _____

E-mail _____ Semester of Examination: _____

Degree and Program (including emphasis): _____

Requesting to take the exam for the first/second time (circle correct one).

_____ Have submitted application for graduation

Advisor Signature: _____

(Advisor signature verifies that student has successfully completed course work required for comprehensive examination).

Note to Student: Complete Section A of this form and obtain your advisor's signature. (MA students need to also complete course requirements form.) Submit the form to the APCE office.

Section B - Basic Eligibility Criteria (all students)

- _____ Regular Admission
 - _____ Major program as indicated
 - _____ Program is not closed
 - _____ 3.0 cumulative GPA
-

Course Requirements Form
Eligibility to Take Comprehensive Examination: School Counseling
School of Applied Psychology and Counselor Education

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.

To be completed by student and approved by advisor. Attach to comprehensive examination permission form.

<u>Required Courses</u>	<u>Credit</u>	<u>Taken (Y/N)</u>	<u>When (sem/year)</u>
APCE 558	3 hrs.	_____	_____
APCE 607	3 hrs.	_____	_____
APCE 602	3 hrs.	_____	_____
APCE 606	3 hrs.	_____	_____
APCE 608	3 hrs.	_____	_____
APCE 616	3hrs.	_____	_____
APCE 612	5 hrs.	_____	_____
APCE 623	3 hrs.	_____	_____
APCE 657	3 hrs.	_____	_____
APCE 673	3 hrs.	_____	_____
PSY 530	3hrs.	_____	_____
SRM 600	3 hrs.	_____	_____

Signed: _____
 (Student)

 (Advisor)

Date: _____
 Date: _____

Course Requirements Form
Eligibility to Take Comprehensive Examination: Clinical Counseling
School of Applied Psychology and Counselor Education

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.

To be completed by student and approved by advisor. Attach to comprehensive examination permission form.

<u>Required Courses</u>	<u>Credit</u>	<u>Taken</u> (Y/N)	<u>When</u> (sem/year)
APCE 558	3 hrs.	_____	_____
APCE 607	3 hrs.	_____	_____
APCE 612	5 hrs.	_____	_____
APCE 616	3 hrs.	_____	_____
APCE 623	3 hrs.	_____	_____
APCE 650	3 hrs.	_____	_____
APCE 657	3 hrs.	_____	_____
APCE 662	3 hrs.	_____	_____
APCE 673	3 hrs.	_____	_____
PSY 530	3 hrs.	_____	_____
SRM 600	3 hrs.	_____	_____

Signed: _____
 (Student)

Date: _____

 (Advisor)

Date: _____

Course Requirements Form
Eligibility to Take Comprehensive Examination: Clinical Counseling: CFT Licensure Option
School of Applied Psychology and Counselor Education

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.

To be completed by student and approved by advisor. Attach to comprehensive examination permission form.

<u>Required Courses</u>	<u>Credit</u>	<u>Taken</u> (Y/N)	<u>When</u> (sem/year)
APCE 558	3 hrs.	_____	_____
APCE 607	3 hrs.	_____	_____
APCE 612	5 hrs.	_____	_____
APCE 616	3 hrs.	_____	_____
APCE 623	3 hrs.	_____	_____
APCE 650	3 hrs.	_____	_____
APCE 657	3 hrs.	_____	_____
APCE 662	3 hrs.	_____	_____
APCE 665	3 hrs	_____	_____
APCE 669	3 hrs	_____	_____
APCE 673	3 hrs.	_____	_____
PSY 530	3 hrs.	_____	_____
SRM 600	3 hrs.	_____	_____

Signed: _____
 (Student)

 (Advisor)

Date: _____
 Date: _____

LMFT Information

Dear UNC Graduate or Current Student of Clinical Counseling: CFT

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 for 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 of the UNC Clinical Counseling: CFT option program, it may not apply to them as it depends on the members of the LMFT Board and when the student was part of the CFT program. Questions should be directed to Dr. Softas or the on-campus coordinator of the Clinical Counseling Program.

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

1. Apply for the test 6 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 obtaining your LMFT. Please inform me or any of your faculty when you become licensed.

Sincerely,

Lia Softas-Nall, Ph.D.
CFT Advisor
Professor of Counseling Psychology
AAMFT Clinical Member/Approved Supervisor
basilia.softas-nall@unco.edu

University of Northern Colorado
School of Applied Psychology and Counselor Education
Suggested Coursework for the Education/Equivalency Worksheet for the
Colorado Licensed Marriage and Family Therapist Application

Area 1: Marital and Family Studies

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

Total hours required from this area is 9 (Submit syllabi for all courses taken in this area, even if they exceed 9 hours)

Area 2: Marital and Family Therapy

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

Total hours required from this area is 9 (Submit syllabi for all courses taken in this area, even if they exceed 9 hours)

Area 3: Human Development

APCE 558 (3) Diagnosis and Treatment Planning
APCE 668 (3) Sexuality Counseling
PSY 530 (3) Life Span Developmental Psychology

Area 4: Professional Studies

APCE 657 (3) Legal and Ethical Aspects of Counseling and Psychology

Area 5: Research

SRM 600 (3) Introduction to Graduate Research

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

APCE 691 (2) Internship in Family Therapy
APCE 694 (4) 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.

Student Review and Retention Policy and Procedures Faculty and Student Manual

Prepared By the 2005-2007 Review and Retention Committee

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This document was reviewed by University of Northern Colorado Council in January 2007.

STUDENT REVIEW AND RETENTION Policy Document

Review and Retention Committee

**In spring 2010 the School of Applied Psychology and Counselor Education initiated a restructuring process which included the elimination of the APCE School Director's position. A possible consequence of restructuring is, that after June 30, 2010, there is no APCE faculty member responsible for responding to or a student's appeal under the Review and Retention (R & R) protocol. We anticipate the assignment of this responsibility will be resolved by the end of the summer 2010 term. Should an APCE student seek an appeal of the initial R & R decision during this timeframe the APCE faculty will consult and select a APCE faculty member to process the appeal.

The Review and Retention Committee of the School of Applied Psychology and Counselor Education, appointed by the School Director, will be a standing committee consisting of faculty from the three training programs within the School (Counseling Psychology, Counselor Education and Supervision, and School Psychology). The committee will consist of three members, one serving as the chairperson of the committee. Membership may be variable depending upon potential conflict of interest situations of a member, or members, with a student under review. The committee does not include the student's advisor. In situations where the advisor is a standing member of the Review and Retention Committee, a designee from that faculty member's program will be appointed.

The purpose of the Review and Retention Committee will be to oversee and coordinate the review and retention recommendations concerning students brought forth to the committee by program faculty in the School. The committee will review all remediation recommendations for students and will have recommending authority over such recommendations. The committee will have recommending authority over remediation plans for students as well as recommending authority for dismissal recommendations of students from any training program within the School.

Purposes of Student Evaluation

Faculty members in the School of Applied Psychology and Counselor Education (APCE) are responsible for the evaluation of students in the professional training programs in the School. The purposes of student evaluation 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. Recommend avenues of remediation for students to demonstrate acceptable standards of practice;
5. Monitor and evaluate student efforts to achieve acceptable standards of practice;
6. Recommend advancement in the training program and profession for those students who demonstrate competence to perform professional services;
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.

Faculty Recommendation Options Following Student Review

Student evaluation will occur in regularly scheduled program faculty meetings. At times, special meetings may be held to discuss immediate concerns about students. Comments and concerns expressed by the program faculty will be recorded by each student's advisor. Although each program will determine its own process for managing student concerns, it is recommended that program faculty attempt to work with the student first (e.g., discussion with student, behavioral contract) prior to referring to the Review and Retention Committee, if that action is deemed appropriate. For each student, the program faculty will recommend one of the following:

1. Continuation in the Training Program
 - a. Student progress satisfactory. No concerns expressed by faculty.
 - b. Evaluative feedback will be provided to the student by his or her advisor.
2. Continuation in the Training Program with Attention to Specified Faculty Concerns
 - a. Some concerns expressed by faculty with the expectation that the student can make improvements with minimal effort.
 - b. Evaluative feedback will be provided to the student by his or her advisor.
 - c. The next program faculty review of students will examine whether the identified student has improved.
3. Continuation in the Training Program in Probationary Status and Formal Remediation Specified
 - a. Noted concerns are judged by program faculty as serious enough to inhibit the student from performing competent professional services if not corrected.
 - b. Faculty concerns will be recorded by the student's advisor.
 - c. A recommendation of probation and remediation, with supporting documentation (for example, a letter to the Review and Retention Committee specifying the faculty concerns, faculty evaluations, information regarding steps already taken to remediate the behavior, practicum evaluations, etc.) will be forwarded by the Program Coordinator to the Review and Retention Committee.
 - d. Steps outlined in Section A of the Student Review and Retention Procedures will be followed.

The following are decisions made following initial remediation attempts.

4. Continuation in the Training Program with Continuation of Probationary Status and Formal Remediation (students on probation ONLY):
 - a. Faculty review of the student's demonstrated progress of remediation indicates the student has not sufficiently achieved his or her remediation goals but progress is judged sufficient enough that, with additional time and effort, the student can achieve the goals.
 - b. The student's advisor will record faculty comments and concerns.
 - c. The Program Coordinator will forward the recommendation, with supporting materials, to the Review and Retention Committee.
 - d. The steps in Section B of the Student Review and Retention Procedures will be followed.
5. Voluntary Resignation from the Training Program (students on probation ONLY):
 - a. Faculty concerns are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.
 - b. Faculty concerns will be recorded by the student's advisor.
 - c. A recommendation calling for voluntary resignation of the student from the training program will be forwarded to the Review and Retention Committee by the Program Coordinator. Supporting material will be provided to the Review and Retention Committee.

- d. The steps provided in Section C of the Student Review and Retention Procedures will be followed.

6. Dismissal from the Training Program

- a. Following a review of a student's probation and remediation progress (Sections A and B of the Student Review and Retention Procedures) the program faculty judge the student has not demonstrated an ability to provide competent professional services, and is unlikely to do so in the near future, a recommendation of dismissal from the training program is made.
- b. The student's advisor will record the concerns of the faculty.
- c. The Program Coordinator will forward the dismissal recommendation to the Review and Retention Committee, with supporting materials.
- d. The steps in Section D of the Student Review and Retention Procedures will be followed.

7. Immediate Dismissal from the Training Program

- a. The faculty of the training program judge a student's behavior as sufficiently egregious enough to warrant immediate dismissal from the training program, the faculty will recommend immediate dismissal of the student.
- b. The student's advisor will record the expressed concerns of the faculty.
- c. The Program Coordinator will forward the recommendation to the Review and Retention Committee.
- d. The steps in Section E of the Student Review and Retention Procedures will be followed.

Confidentiality

Faculty comments and concerns regarding a student under review will be made in "executive session" and will be recorded anonymously. These comments and concerns of students will be reported to students in such a manner that faculty identity will not be revealed.

Faculty concerns and comments about a student will be only provided to the specific student and not to other students. Additionally, the faculty concerns and comments must be provided to the Review and Retention Committee who will be responsible for maintaining the confidentiality of the information.

Confidentiality of the information will be limited by the following situations:

1. If there is immediate danger of violence to an identifiable person (either the student or others).
2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation of the student.
3. If the student initiates legal action against the faculty recommendation regarding the student's status in the training program.

4. If a legal action is initiated in which the evaluation of a student's status in the training program is a point of concern.

Documentation

Documentation of all correspondence, comments, concerns, observed behaviors, telephone calls and messages, actions or procedures taken should be recorded in writing. The documentation should be signed, dated, and maintained in secure storage. Access to the documentation and supportive materials should be limited to only those who have authority.

Review and Retention Committee Meetings

All Review and Retention Committee meetings, or parts thereof, which deal specifically with review and consideration of a student's program status, are to be held in "executive session." Only those decisions of the Committee made in "executive session" regarding a student's program status are to be recorded and reported to specified persons as provided in the Student Review and Retention Procedures.

Those Committee meetings, or parts thereof, which deal with general business or procedures will be recorded in the minutes of the meetings. These minutes will be available to APCE faculty and the public at large.

Only program faculty, members of the Review and Retention Committee or its designee, the student, and a person chosen by the student may attend the scheduled meeting in which the student presents his or her case. No other persons may attend the meeting without specific authorization from the program faculty.

In the event a Review and Retention committee member is the faculty advisor of the student being referred to Review and Retention, another faculty member will be assigned to the committee.

STUDENT REVIEW AND RETENTION Procedural Document

Preamble

Successful completion of a program of study in the School of Applied Psychology and Counselor Education (APCE) 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 have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs. The evaluation procedures 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 which are unethical, illegal, or unprofessional.

The Student Review and Retention Policy of the School of Applied Psychology and Counselor Education 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 "executive session." At that time, any questions about students may be raised for program faculty consideration.

Additionally, a program faculty meeting is set aside for annual student review. At this meeting, the progress of all students in the program is assessed. See *Faculty Recommendation Options Following Student Review* section in the Review and Retention *Policy* section of the manual for faculty recommendation options following annual review. Students who are not demonstrating satisfactory progress are notified to make an appointment with their advisor to receive feedback and to identify appropriate remediation procedures expected of the student.

1. If, in the professional judgment of the program faculty, a student's behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internships), it is recommended that the program faculty first work with the student to remediate these concerns through feedback, discussion, student behavioral contracts, etc. If this is not successful, a referral to the Review and Retention Committee is appropriate. The following outlines the steps to be taken dependent upon the recommendation of the program faculty and the Review and Retention Committee: Probation and Remediation (Section A), Voluntary Resignation (Section B), Dismissal from the Program (Section C), and Immediate Dismissal (Section D).

A. Probation and Remediation in the Training Program

If, after review of a student's progress and behavior in his or her training program, the program faculty determines the student is in need of remediation, the following steps will be taken:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student be placed on probation. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).

2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding probation and remediation. If the Review and Retention Committee disagrees with the faculty's recommendation to place a student on probation and remediation, a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent, the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
3. If the joint recommendation of the program faculty and the Review and Retention Committee is that the student be placed on probation and remediation (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), the chairperson of the Review and Retention Committee will notify the student, in writing, that the student has been placed on probation within the training program. The written notice will request the student to make an appointment with his or her advisor and the Review and Retention Committee, or a representative of the Review and Retention Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to go over procedures that will be used regarding the probation. At this meeting, the student may have a person, chosen by the student, accompany him or her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He or she may only confer with the student during the meeting.
4. The faculty advisor and the Review and Retention Committee, or its designee, will meet with the student and inform the student of the identified problem areas noted by the faculty and give the student as opportunity to explain their behavior or the circumstances surrounding the concerns.
5. The student, the student's advisor, and the Review and Retention Committee, or its designee, will develop a plan for remediation of the student's behavior. This plan will:
 - a. Behaviorally define the student's problem areas,
 - b. Identify the expected behavior patterns or goals,
 - c. Specify possible methods that could be used to reach these goals, which may include, but are not limited to:
 - (1) counseling,
 - (2) self-structured behavioral change,
 - (3) additional academic course work or practical field experiences
 - d. Designate a way in which the goal attainments will be demonstrated and to what degree,
 - e. Designate a date for goal attainment and reevaluation.
6. Copies of the plan for remediation will be provided to the student, the program faculty, and the Review and Retention Committee.
7. Copies of the plan for remediation are to be signed and dated by the student, the student's advisor, and the chairperson of the Review and Retention Committee.
8. A signed and dated copy of the plan is to be placed in the student's file in the APCE office; the student is to retain one copy.

9. Near the date for reevaluation (date will be specified in the remediation plan), the student will present to his or her advisor any available documentation of his or her progress in relation to the remediation plan. In addition, the student will request from the faculty with whom he or she has currently been working or has had classes with, an evaluation of his or her progress on the APCE review feedback forms (see Appendix A). The completed forms will be returned to the chair of the Review and Retention Committee.
10. At or near the date for reevaluation and following return of APCE review forms, the student's progress or lack thereof will be reviewed by the Review and Retention Committee. The review will include an examination of the faculty evaluations and any additional documentation.
11. At the Review and Retention meeting in which the student's progress or lack of it is reviewed, the committee has four recommendation options. These options are considered and recommendations made with consultation between the Review and Retention Committee and the program faculty.
 - a. Continuation in the Program: The specified concerns no longer present a significant problem and the student is allowed to continue in the program.
 - b. Continued Probation and Remediation: If progress is documented on the first evaluation, an updated behavioral plan is prepared, and 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 attain the behavioral goals and there is no expectation that he or she can reasonably attain them in the near future (see Section D).
12. The student will be notified in writing by the chairperson of the Review and Retention Committee of the reevaluation decision and will request that the student make an appointment with his or her advisor and the Review and Retention Committee, or a member of the Review and Retention Committee, for feedback concerning the decision.
13. 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 office.

B. Continued Probation and Remediation

If, in the professional judgment of the program faculty and the Review and Retention Committee, a student has not yet attained all goals defined in his or her remediation plan but is judged to have shown some progress, the condition of probation and remediation may be continued. In such case the steps in Section A (above), as appropriate, will be followed.

C. Voluntary Resignation from the Training Program

If, in the professional judgment of the Review and Retention Committee in consultation with the program faculty, a student's behavior is judged severe enough or the student has not made adequate progress to warrant dismissal from the training program, the following steps will be taken:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student should be dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).

2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding voluntary resignation. If the Review and Retention 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, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend voluntary resignation, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
4. The student will be informed, in writing, of this decision by the School Director. In the notification, the student will be requested to voluntarily resign from the training program within ten (10) days. The student will also be informed that he or she may meet with the School Director to discuss the dismissal recommendation and the available University appeals procedures. Regardless of the student's decision (to voluntarily resign or to initiate the University appeals process), he or she must inform the Review and Retention Committee in writing by submitting a letter to the chair of the committee. If the student decides to pursue an appeal, they will remain a student in the program until resolution of the appeal.
5. Copies of the notification will be provided to the Dean of the Graduate School of the University of Northern Colorado, the Dean of the College of Education and Behavioral Sciences, and the student's file in the APCE School office.
6. If the student fails to voluntarily resign from the training program, Section E procedures will be followed.

D. Dismissal from the Training Program

If, in the professional judgment of the program faculty and the Retention and Review Committee, the student has failed to attain the behavioral goals specified in his or her remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious as to forego remediation efforts, 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 Review and Retention Committee and the School Director of the faculty's recommendation that the student should be dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding dismissal. If the Review and Retention 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, the decisions of the program faculty and the Review and Retention Committee are not consistent, the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.

3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend dismissal, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
4. Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the APCE School office.
5. In the written notification of the dismissal recommendation, the student will be informed that he or she has ten (10) days in which to submit a written request for a meeting with the program faculty to present his or her case to the faculty, if the student chooses.
6. Upon receipt of a written request from the student petitioning a meeting with the program faculty, a program faculty meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student the opportunity to present his or her case to the program faculty and the Review and Retention Committee, or a representative of the Review and Retention Committee. At this meeting, the student may have a person, chosen by the student, accompany him or her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He or she may only confer with the student during the meeting.
7. If the student fails to attend this meeting, a dismissal recommendation will be forwarded to the School Director by the chairperson of the Review and Retention Committee.
8. Following the student's presentation, the Review and Retention Committee in consultation with the program faculty will:
 - a. Review the student's progress in the program,
 - b. Review the student's behaviors as related to expected professional and personal behaviors,
 - c. Render a decision as to whether the dismissal recommendation is to be upheld.
Decision options are:
 - Dismissal decision upheld, steps continue as outlined below.
 - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
 - Dismissal decision not upheld; student no longer requires probation and remediation.
9. If the joint recommendation from both the program faculty and the Review and Retention Committee is to uphold the dismissal decision, the School Director will be informed, in writing, of the dismissal recommendation by the chairperson of the Review and Retention Committee.
10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the School Director. In the written notification, the Director will inform the student that he or she may meet with the Director to discuss the dismissal recommendation and be advised of the University appeals procedures.
11. The School Director will forward a formal dismissal recommendation to the Dean of the Graduate

School of the University of Northern Colorado 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 School office.

12. If the student is not satisfied with the dismissal recommendation of the program faculty and the Review and Retention Committee, the appeals procedures of the University of Northern Colorado are available to the student.

E. Immediate Dismissal from the Training Program

If, in the professional judgment of the program faculty and the Review and Retention Committee, a student's behavior is judged severe enough to warrant immediate dismissal (no remediation plan is warranted as student behavior is so egregious as to warrant immediate dismissal) from the training program, and if the student fails to voluntarily resign from the training program within ten (10) days as stated in Part C above, the following procedures will be followed:

1. The Program Coordinator will inform the Review and Retention Committee and the School Director of the faculty's recommendation that the student should be immediately dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding dismissal. If the Review and Retention 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, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the School Director. The School Director will be responsible for resolving the matter.
3. When the *joint* decision of the program faculty and the Review and Retention Committee is to recommend immediate dismissal, (or in the case of program and Review and Retention Committee disagreement, the School Director deems probation and remediation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the School Director.
4. Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the School office.
5. In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has ten (10) days in which to request, in writing, a meeting with the program faculty and Review and Retention Committee to present his or her case, if the student chooses.
6. Upon receipt of a written request from the student petitioning a meeting with the program faculty and Review and Retention Committee, or a member of the Review and Retention Committee, a meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student with the opportunity to present his or her case. At this meeting, the student may have a person, chosen by the student, accompany him or her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He or she may only confer with the student during the meeting.

7. If the student fails to attend the program faculty meeting, an immediate dismissal recommendation will be forwarded to the School Director by the chairperson of the Review and Retention Committee.
8. Following the student's presentation, the Review and Retention Committee in consultation with the program faculty will:
 - a. Review the student's progress in the program,
 - b. Review the student's behaviors as related to expected professional and personal behaviors,
 - c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
 - Dismissal decision upheld, steps continue as outlined below.
 - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
 - Dismissal decision not upheld; student no longer requires probation and remediation.
9. If the joint recommendation from both the program faculty and the Review and Retention Committee is to uphold the dismissal decision, the School Director will be informed, in writing, of the dismissal recommendation by the chairperson of the Review and Retention Committee.
10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the School Director. In the written notification, the Director will inform the student that he or she may meet with the Director to discuss the immediate dismissal recommendation and be advised of the University appeals procedures.
11. The School Director will forward a formal immediate dismissal recommendation to the Dean of the Graduate School of the University of Northern Colorado and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student file in the School office.
12. If the student is not satisfied with the immediate dismissal recommendation, the appeals procedures of the University of Northern Colorado are available to the student.