

UNIVERSITY *of*
NORTHERN COLORADO



MASTER'S STUDENT HANDBOOK

CLINICAL COUNSELING

CLINICAL COUNSELING: LMFT LICENSURE OPTION

SCHOOL COUNSELING (K-12)

EXTENDED STUDIES PROGRAM
DENVER/LOWRY AND COLORADO SPRINGS CAMPUSES

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

REVISED NOVEMBER 2008

**APCE STUDENT HANDBOOK
Denver & Colorado Springs
Revised November 2008**

School of Applied Psychology and Counselor Education

CONTACT INFORMATION

Program Faculty and Staff	Site Location Information
<p>Program Academic Coordinator Dr. Linda L. Black Applied Psychology and Counselor Education Campus Box 131 University of Northern Colorado Greeley, CO 80639 Phone: 970 351-1638 linda.black@unco.edu</p>	<p>UNC Denver Office of Extended Studies Julie Brumfiel 1059 Alton Way, Bldg. 758 Denver, CO Work schedule: T,W,R,F PHONE: 303-637-4335 FAX 303-340-7229 TOLL FREE 1-888-786-2336 julie.brumfiel@unco.edu</p>
<p>Advisor & University Clinical Internship Supervisor Dr. Libbe Gray Denver/Colorado Springs Programs UNC Denver Center Alton Way, Bldg. 758 Denver, CO 80230 Cell: (970) 518-2929 libbe.gray@unco.edu</p>	<p>UNC Colorado Springs Center Crystal Alvarado Located at Pikes Peak Community College Rampart Range Campus 11195 Highway 83; Suite W-119P Colorado Springs, CO 80921 PHONE: 719-502-2102 FAX: 719-502-3418 crystal.alvarado@ppcc.edu</p>
<p>Denver/Colorado Springs University School Internship Supervisor Dr. Donna Watkins Mailing Address: Denver/Colorado Springs Programs UNC Denver Center Alton Way, Bldg. 758 Phone: 303-549-5569 Fax: 303-340-7229 Email: donnawwa@comcast.net</p>	<p>School of Applied Psychology and Counselor Education Campus Box 131 University of Northern Colorado Greeley, CO 80639 Phone: 970-351-2731 Fax: 970-351-2625 gloria.sedillos@unco.edu</p>
<p>Administrative Assistant Gloria Sedillos Campus Box 131 University of Northern Colorado Greeley, CO 80639 Phone: 970-351-2731 Fax: 970-351-2625 Email: gloria.sedillos@unco.edu</p>	<p>Director, School of Applied Psychology and Counselor Education (APCE) Dr. Fred Hanna Campus Box 131 University of Northern Colorado Greeley, CO 80639 Phone: 970-351-2731 Fax: 970-351-2625 fred.hanna@unco.edu</p>

TABLE OF CONTENTS

Section	Page
A Note about Terminology.....	4
Program Information.....	5
Master’s Degree Programs.....	5
Program Philosophy/Mission.....	5
General Program Objectives.....	6
Specific Program Objectives.....	8
Professional Memberships.....	9
Advisor.....	9
Plan of Study and Schedule of Classes.....	10
Transfer of Credit.....	10
Course Loads.....	10
APCE 612 Practicum Policy.....	10
APCE 662, 606, APCE 605 and APCE 601 Family Practicum Policies.....	11
LMFT Post Degree Licensure.....	11
Registration.....	11
On-Campus Registration.....	12
Program Transfers.....	12
Directed Studies.....	12
Transfer of Credit.....	12
First Day of Classes and Enrollment.....	12
Internship: Clinical and CFT.....	12
Internship: School Counseling.....	12-13
Out of State and Double Majors Internships.....	13
Comprehensive Examination.....	13
Major Reasons for Termination.....	13
Graduation & Continuous Enrollment Policy.....	14
Summary of Steps in the Program.....	14
General Information	15
Review of Students & Ethical Behavior.....	15
APCE Policy on Plagiarism.....	15
Colorado Legal Regulation of the Practice of Psychotherapy.....	16
Graduate Student Association.....	16
Letters of Recommendation/Endorsement Policy.....	16
Placement, Certification, Licensure.....	16
Keeping Records for your Protection.....	16
Financial Aid.....	16
Grievance Procedures.....	16
Dual Program Policies.....	16
Course Restriction Table.....	19
Planning Guide: School Counseling (K-12).....	22
Planning Guide: Clinical Counseling.....	23
Planning Guide: Couples and Family Therapy.....	24
Policies and Procedures Acknowledgement.....	25
CPCE Examination Sample Questions.....	27
Permission Form to Take Written Comprehensive Examination.....	32
Course Requirements Form (SC).....	33
Course Requirements Form (CC).....	34
Course Requirements Form (MFT Licensure Option).....	35
MFT Licensure Option Guide to Post Degree Licensure.....	37
Student Review and Retention Policy.....	39
Student Guide.....	51

A note terminology: In this manual the reader will encounter several terms that are used interchangeably. In summer 2007, the Professional Counseling faculty changed the title of the Community Counseling degree to Clinical Counseling. Where possible, we have incorporated the name change, yet the CACREP Standards (currently under revision), some course titles, and list serv names have yet to be changed. Also, at the Denver and Colorado Springs sites, **UNC does not offer an emphasis in Couples and Family Counseling.** We do offer the courses that will lead to licensure as a LMFT in the State of Colorado. Students who are interested in this option, upon graduating from the program will have a master's degree in Clinical Counseling. The recognition for the couples and family **courses** taken for licensure will appear on the student's official transcript, not as an emphasis area on their diploma.

This is one of two manuals that will guide your academic program. The other is the master's internship manual which is available for your review on the Extended Studies website. These manuals are updated twice a year, so please be sure to check the website for the most current version of the manual.

MASTER'S STUDENT HANDBOOK
Professional Counseling Programs
University of Northern Colorado
Effective November 2008

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 by your advisor, program coordinator or 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. 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 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>. Students in programs located at the Denver and Colorado Springs campuses are also eligible to take coursework that will lead to eligibility as a Licensed Marriage and Family Therapist (LMFT Licensure Option) in the State of Colorado. It is important to note that the degree title is MA in Clinical Counseling and thus will note the additional classes required for LMFT licensure.

You may access this information on the web at <http://www.unco.edu/extendedstudies/> and clicking on your respective program location and also

- a. Clicking on: 2008-2009 Catalog
- b. Clicking on: College of Education and Behavioral Sciences (CEBS)
- c. Clicking on: Applied Psychology and Counselor Education
- d. Scrolling down to: Professional Counseling Programs

Access one of the following: Clinical Counseling or School Counseling (K-12)

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 the 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 are included in the education of the student in counseling.

The 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, UNC's 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):

Professional Identity:

1. To train counselors who are knowledgeable about ethical standards.
2. To train counselors who are knowledgeable about the role and function of the professional counselor.
3. To assist counselors in achieving professionalism through affiliation with professional organizations.
4. To assist counselors in becoming aware of and appreciative of the history of the counseling profession.
5. To train technologically competent counselors.
6. To train counselors who are knowledgeable about professional credentialing, licensing and accreditation standards as well as the effects of public policy.
7. To train counselors who will advocate for policies to improve access, equity and success for clients.

Social and Cultural Diversity:

1. To train counselors to be knowledgeable about trends and changes in society.
2. To train counselors to be knowledgeable about conflict resolution strategies.
3. To assist counselors in acquiring the skills required to enter into helping relationships with a wide range of cultural and ethnic groups, women, and other members of a diverse society.
4. To assist counselors in acquiring the skills required to assist families in a changing and pluralistic society.
5. To assist counselors in acquiring the skills required to assist clients who are experiencing stress, crises, various types of abuse including physical, psychological, and mental abuse, chemical dependency and substance abuse, and other conditions.
6. To help counselors be sensitive to the factors that influence discrimination against persons.

Human Growth and Development:

1. To train counselors who are knowledgeable about life-span theories, self-concept development, personality development, family development, learning theories, developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior.
2. To help counselors acquire the skills to identify and facilitate psychological and social development of individuals and families.
3. To assist counselors in applying knowledge and skills related to individual and family development in order to facilitate change in individuals.

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 prepared to utilize a variety of career resources including print, computer based and other electronic career information systems.
3. To assist counselors in broadening their practices to include career development planning, administration, implementation, organization, assessment, placement, and evaluation.
4. To train counselors who are prepared to offer the full array of career assistance including counseling, techniques, assessment, technological resources, and www services to a diverse client population.
5. To train counselors who are sensitive to the interrelationships between work, family and other life roles in a diverse society.

Helping Relationships:

1. To train counselors who are knowledgeable about the philosophic bases of the helping process, counseling theories, counseling, and other helping techniques.
2. To train counselors to become cognizant of client, family, social, and cultural characteristics that affect the helping relationship.
3. To train counselors who are knowledgeable about consultation theory and consultee behaviors that affects the consultation relationship.
4. To help counselors acquire the skills required to implement the knowledge gained about counseling and helping relationships.
5. To assist counselors in valuing the unique worth of each individual.
6. To assist counselors in implementing ethical, legal, and professional behaviors associated with professional counseling.

Group Work:

1. To train counselors who are knowledgeable about group development, group dynamics, leadership styles, and group theory.
2. To train counselors who are knowledgeable about the ethical considerations unique to group work.
3. To assist counselors in acquiring effective group leadership skills.
4. To help counselors acquire the skills required to recognize and intervene at critical points in group development.
5. To help counselors acquire skills related to the facilitation of a variety of group structures.

Assessment:

1. To train counselors who are knowledgeable about the assessment of intelligence, aptitude, achievement, interest, and personality from current and historical perspectives.
2. To train counselors who understand the basic concepts of standardized and nonstandardized testing as well as other print and computerized assessment methods.
3. To train counselors in the knowledge and skill of test interpretation.
4. To train counselors to be knowledgeable about psychometric statistics, validity, reliability, and assessment methods.
5. To train counselors who are prepared to select, administer, interpret, and evaluate instruments.
6. To train counselors who are sensitive to the ethical, social, and cultural considerations of assessment.
7. To train counselors who are informed in testing referral and the legal and ethical impacts.
7. To train counselors who understand the basic tenets to case conceptualization, assessment, or diagnosis.

Research and Program Evaluation:

1. To train counselors who are knowledgeable about research, basic statistics, research implementation, needs assessment, program evaluation, and research publication.
2. To assist counselors in developing an appreciation for the ethical practices related to research and evaluation.

Supervised Practica:

1. To provide counselors in training with supervised practice in individual and group counseling.
2. To assist students in utilizing the supervisory process as fully as possible.
3. To train counselors who are knowledgeable about the supervisory process and who can prepare for supervision sessions.
4. 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. have knowledge of historical, philosophical, societal, cultural, economic and political dimensions of and current trends in Clinical Counseling.
2. understand the roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors.
3. understand the policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant to Clinical Counseling.
4. understand the ethical and legal considerations related to the practice of Clinical Counseling.
5. are sensitive to and prepared to practice with a highly diverse clientele.
6. are committed to conducting quality needs assessments and program evaluations.
7. are aware of the general principles of community intervention, consultation, education and outreach in public, private and volunteer settings.
8. are prepared to offer a variety of counseling services including career, group, peer facilitation, and parent education.
9. are skilled in clinical assessment, diagnosis and treatment.
10. are up-to-date in clinical research relevant to Clinical Counseling.

MA in School Counseling (K-12):

To train counselors who:

1. are knowledgeable of the history, philosophy and current trends in school counseling and educational settings.
2. understand the role of the counselor in relation to the academic and student services programs within a school setting.
3. understand the role, function and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school
4. are prepared to offer leadership designed to enhance student learning.
5. have knowledge of the school setting, environment and pre – K – 12 curriculum.
6. are up-to-date on issues, policies, ethics, laws and legislation relevant to school counseling.
7. are sensitive to and prepared to work with students from diverse environments, cultures, etc.
8. have knowledge regarding community, environmental and institutional opportunities that enhance or limit student academic, career or personal/social success and development.
9. have up-to-date knowledge and skill with current and emerging educational technology.
10. are prepared to serve as advocates for students and effective school counseling programs.
11. are trained to offer collaborative, consultative, and team-building efforts with teachers, parents, support personnel, and community resources.
12. are skilled at integrating the school counseling program into the entire pre – k – 12 curriculum to enhance the student, the guidance program and the school climate.
13. are prepared to offer, advocate for, and evaluate comprehensive school counseling programs.
14. are prepared to offer both prevention programs and crisis intervention strategies in response to needs.
15. are competent in all aspects of program development, implementation and evaluation.
16. have skills to offer individual, group, and classroom guidance approaches systematically designed to assist all students with academic, career and personal/social development.
17. encourage peer facilitation, including peer helpers, peer tutors, and peer mediation.
18. are prepared to assist with issues that may affect the development and functioning of students daily, or on an as needed basis, as well as during educational transitions.
19. are skilled in creating constructive partnerships, utilizing systemic and consultative knowledge, with parents, guardians, families, and communities in order to promote each student's academic, career and personal/social success.

20. are prepared to recognize and assist students who may use alcohol or other drugs or who may reside in a home/community where substance abuse occurs.

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. While there are not accreditation standards required of this option, 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.

CACREP Standards that guide MA in Clinical Counseling: MFT Licensure Option Course of Study:

To train counselors who:

1. have knowledge of historical, philosophical, societal, cultural, economic and political dimensions of and current trends in marital, couple and family counseling.
2. understand the roles, functions, preparation standards, credentialing, licensure and professional identity of marital, couple and family counselors.
3. understand the policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant and unique to marital, couple and family counseling.
4. understand the ethical and legal considerations related to the practice of marital, couple and family counseling.
5. are sensitive to and prepared to practice with a highly diverse clientele.
6. are aware of human sexuality issues and their impact on family and couple functioning as well as treatment strategies.
7. are qualified to provide preventive approaches such as pre-marital counseling, parenting skills and relationship enhancement.
8. are committed to conducting quality needs assessments and program evaluations.
9. are aware of the general principles of community intervention, consultation, education and outreach in public, private and volunteer settings.
10. are prepared to offer a variety of counseling services including career, group, peer facilitation, and parent education.
11. are skilled in clinical assessment, diagnosis and treatment.
12. are up-to-date on clinical research relevant to couple, marital and family counseling.

Professional Memberships. All students in Clinical Counseling and Clinical Counseling: MFT Licensure Option 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 professional organizations are available in the Graduate Student Resource Room or on line at www.counseling.org. The faculty highly recommend memberships in Colorado divisions of ACA and ASCA.

Advisor. Dr. Libbe Gray is the advisor for all 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 comprehensives, and completing graduation requirements. Students are to contact Julie Brumfiel to schedule Denver advising appointments and Crystal Alvarado for appointments in Colorado Springs. It is our assumption that each student admitted into the program is responsible for reading and following the program, keeping updated on the electronic schedule, and monitoring Graduate School and University guidelines. Therefore, it is your responsibility, not your advisor's, to be sure all program requirements are met prior to applying for graduation.

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 can be waived or transferred to your MA program. You are to keep copies of the completed form.

Schedule of Courses: The schedule of courses for each campus are posted on line at the Extended Studies website. Students are responsible for checking the website for schedule dates, changes to the schedule occasionally occur, so please check the list serv and the schedule.

Transfer of Credit: A maximum of 6 semester hours (9 quarter hours) may be transferred into a master's program from another accredited university that offers master's degrees. Students who wish to have a course transferred must provide a copy of the transcript on which the course is recorded and a copy of the syllabi for the advisor or program coordinator to evaluate. Not all courses are accepted for transfer. Transfer credit will not be accepted if the work was used to obtain any degree at any institution or if the work was completed more than five calendar years prior to the completion of a student's master's program. Transfer credit must be compatible with the student's program and must be "A" or "B" work. Warning: Transfer of credit may shorten the program length, as the five-year time limit is begun when the transfer course was originally taken.

Course Loads. Nine semester hours of credit is the minimum credit load to be classified as a full-time student. The maximum load permitted for a graduate student enrolled in a regular semester is 16 hours. The maximum load permitted for a graduate student in the summer sessions (two six week sessions and/or full 12 weeks) is 15 hours with 9 hours maximum for a six-week term. Course Overload Request forms are available from Gloria Sedillos via fax and must be signed by the Academic Program Coordinator and the School Director **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 a valid reason for the overload, and there is an additional charge for each credit over the limit.

Pre-registration permission to enroll in the restricted classes (see Restricted Course Table) must be obtained **the semester before the class is taught.** See the policies for APCE 612, APCE 662, APCE 606, APCE 605 and APCE 601 are outlined below.

612 Practicum Policy (APCE 607 is a prerequisite for APCE 612. APCE 657 is a prerequisite or co-requisite to APCE 612.)

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.

Applied Psychology and Counselor Education students who receive a grade of unsatisfactory must have written permission from the former practicum instructor and the Extended Studies Program Coordinator to be permitted to enroll in a second practicum. When the Coordinator and the instructor are the same individual, the Extended Studies Program Advisor will be appointed to grant this permission. The practicum instructor, the Program Coordinator, and/or the appointed faculty member will determine 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 PC faculty.

Students in the programs in Denver and Colorado Springs are encouraged to take APCE 612 sometime after the first 18 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 contact Gloria Sedillos 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 662, APCE 606 and APCE 605 Policies: 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 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.

601 Family Practicum Policy

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.

Registration. The APCE schedule of classes for each semester is distributed via the APCE listserv, and the complete schedule of classes is online at http://www.unco.edu/extendedstudies/extended/current/programs/A-E/De_Comm_Counsel_School_Counsel_MA.htm Consultation with your advisor regarding which classes to take is recommended. You are expected register for classes via URSA on the UNC website.

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 students wish 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 EDP Academic Program Coordinator who will take the request to the Professional Counseling Faculty. Upon approval from the faculty, students must secure and complete the form *Request to Change Sites* and seek signatures from Drs. Black and Helm. 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 completion 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 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, which is 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. Other courses to have completed before Internship include APCE 558 Abnormal Psychology, APCE 673 Appraisal and Assessment, APCE 657 Legal and Ethical Issues in Counseling, 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 Internship. 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.

More information can be found in the APCE Graduate Internship Manual, which is 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 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.

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.

Double Majors and Internships: For those students who are double majoring in school and clinical counseling, two distinct internships are required. One in each setting [clinical and school], the first internship must be 700 hours and the second is to be 600 hours. The direct and indirect hours are equally split 350/350 for the first internship and 300/300 for the second.

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 pp. 34-36.

Clinical Counseling, Clinical Counseling MFT Licensure Option 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 \$40 per student. The exam may last up to four hours. A passing score is 80 or higher; a failing score is 79 or lower. Students in the School Counseling will be required to respond to an additional examination with up to one hour to complete. Double majors are required to take the written school essay.

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.

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 take the comprehensive exam to your advisor who will forward it to the APCE Office. This paperwork must be completed **by the end of the semester prior** to taking the exam. * **The Application for Taking Written Comps is on p. 33 of this manual.**

Major 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 16** of this handbook.

Graduation. Students must submit an Application for Graduation available at www.unco.edu/grad/forms 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. If you are unable to meet this requirement you must file request for exception [to the continuous enrollment policy] with your advisor and the Graduate School, the form is located at <http://www.unco.edu/grad/forms/GS2008.pdf>

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

You will receive a welcome message, print and keep this 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.

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.

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. Any student practicing psychotherapy within the state of Colorado must be registered with the state board of regulatory agencies [DORA] and adhere to *Colorado Revised Statutes* as they related to the practice of psychotherapy. As with unethical behavior, illegal behavior will not be tolerated and will be considered cause for dismissal at any time during the student's program.

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

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.

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, internship hours and evaluations.

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 Community and School

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

- I. Request permission to change program area from 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 in the area added only 600 hours, not 700 need to be completed on internship.
- 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 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 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 available on the Greeley campus
- APCE 609 available on the Greeley campus

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 available on the Greeley campus.

- 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 or 601

APCE 695

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

<u>Number</u>	<u>Name</u>	<u>Restrictions</u>	<u>Campus Location</u>	<u>Prerequisites</u>
508	Workshop	None	Usually Greeley	None
513	Professional Renewal	None	Greeley Only	None
558	Abnormal Psychology	Graduate students only	All	None
559	Intro to Clinical Hypnosis	Consent of instructor Majors only	Greeley Only	APCE 612 or equivalent
565	Psychology of Prejudice	Graduate students only	All	None
568	Psychology of Women	Graduate students only	Greeley Only	None
585	Family Counseling & Education in School Settings	None	Greeley Only	None
601	Practicum	Consent of instructor - Majors only - Open by invitation to graduate students	Denver and Colorado Springs for Family Practicum	None
602	Foundations of School Counseling	None	All	None
603	Counseling Children and Adolescents		All	APCE 607
605	Group Lab Experience	Consent of practicum coordinator	Must take at site to which you were admitted	Co-requisite APCE 606 or 662
606	Theories and Practices in Group Guidance	Campus of origin only* Majors only	Must take at site to which you were admitted	APCE 607, 602 Co-requisite APCE 605
607	Theories of Counseling	Majors only or Consent of Coordinator	All	
608	Org/Admin/Eval Sch Counseling Programs	Majors only or Consent of coordinator	All	APCE 602
609	Foundations of Play Therapy	MA in appropriate profession; enrollment in APCE program or consent of instructor	Greeley Only	
612	Practicum in Individual Counseling	Consent of coordinator Majors only Campus of origin only*	Must take at site to which you were admitted	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*	All	Refer to program handbook
616	Career Theory, Counseling and Assessment	None	All	None
617	Play Therapy: Theory and Practicum	Consent of instructor	Greeley Only	APCE 612
623	Counseling Diverse Populations		All	None
624	Assessment and Treatment of Substance Abuse	Majors only	All	None
650	Orientation to Clinical Counseling	None	All	None
654	Child Abuse & Neglect		All	607 or consent of instructor
657	Legal & Ethical Aspects of Counseling & Psychology	None	All	None
660	Psychological Consultation: Theory & Practice	None	All	APCE 607
662	Group Dynamics and Facilitation	Campus of origin only* Majors Only	Must take at site to which you were admitted	APCE 607 Co-requisite: APCE 605
665	Family Systems	None	All	None
668	Sexuality Counseling	None	Greeley & Denver	Recommended for advanced students
669	Advanced Methods: Couples & Family Therapy	None	Greeley & Denver	APCE 612 Pre or Co Requisite APCE 665- Prerequisite
673	Appraisal & Assessment in Counseling	Majors only	All	Recommended Prerequisite: SRM 600
691	Internship in Clinical Counseling: Couples & Family Therapy	Consent of internship coordinator Majors only Campus of origin only*	Greeley	Refer to program handbook

<u>Number</u>	<u>Name</u>	<u>Restrictions</u>		<u>Prerequisites</u>
692	Internship in Clinical Counseling	Consent of Internship Coordinator Majors Only Campus of origin only*	All	Refer to program handbook
694	Practicum in Family Therapy	Consent of practicum coordinator – majors Only	Greeley Only	612 or 712 & 669
695	Contemp Issues in Couples & Family Therapy	Majors Only	Greeley & Denver	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	Abnormal Psychology			
APCE 565 or 623	Psychology of Prejudice Counseling Diverse Populations			
APCE 602	Foundations of School Guidance (offered only in the fall term)			
APCE 603	Counseling Children and Adolescents	APCE 607		
APCE 605	Group Laboratory Experience Must be taken concurrently with 606			Notify Gloria in advance
APCE 606	Theories and Practices in Group Guidance (co requisite with 605)	APCE 602 APCE 607		Notify Gloria in advance
APCE 607	Theories of Counseling			
APCE 608	Organization, Admin., School Counseling Programs	APCE 602		
APCE 612	Practicum	APCE 607 APCE 657		Notify Gloria in advance
APCE 614	Internship	See handbook		
APCE 616	Career Theory, Counseling, Assess			
APCE 624	Assessment and Treatment of Substance Abuse			
APCE 654	Child Abuse and Neglect	APCE 607		
APCE 657	Legal and Ethical Aspects of Counseling and Psychology			
APCE 660	Psychological Consultation: Theory and Practice	APCE 607		
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	Abnormal Psychology			
APCE 565 or APCE 623	Psychology of Prejudice Counseling Diverse Populations			
APCE 603	Counseling Children and Adolescents	APCE 607		
APCE 605	Group Laboratory Experience Must be taken concurrently with 662			Notify Gloria in advance
APCE 607	Theories of Counseling			
APCE 612	Practicum	APCE 607 APCE 657		Notify Gloria in advance
APCE 616	Career Theory, Counseling, Assessment			
APCE 624	Assessment and Treatment of Substance Abuse			
APCE 650	Orientation to Community Counseling			
APCE 654	Child Abuse and Neglect	APCE 607		
APCE 657	Legal and Ethical Aspects of Counseling and Psychology			
APCE 660	Psychological Consultation: Theory and Practice	APCE 607		
APCE 662	Group Dynamics and Facilitation Must be taken concurrently with 605			Notify Gloria in advance
APCE 665	Family Systems			
APCE 673	Appraisal and Assessment in Counseling			
APCE 692	Internship	See handbook		

Planning Guide for MA in Clinical Counseling: MFT Licensure Option

Course Number	Title	Prerequisite	Date Taken	Other Notations
SRM 600	Introduction to Graduate Research			
PSY 530	Lifespan Developmental Psychology			
APCE 558	Abnormal Psychology			
APCE 565 or APCE 623	Psychology of Prejudice Counseling Diverse Populations			
APCE 603	Counseling Children and Adolescents	APCE 607		
APCE 605	Group Laboratory Experience Must be taken concurrently with 662			Notify Gloria in advance
APCE 607	Theories of Counseling			
APCE 612	Individual Practicum	APCE 607 APCE 657		Notify Gloria in advance
APCE 616	Career Theory, Counseling, Assessment			
APCE 624	Assessment and Treatment of Substance Abuse			
APCE 650	Orientation to Community Counseling			
APCE 654	Child Abuse and Neglect	APCE 607		
APCE 657	Legal and Ethical Aspects of Counseling and Psychology			
APCE 660	Psychological Consultation: Theory and Practice	APCE 607		
APCE 662	Group Dynamics and Facilitation Must be taken concurrently with 605			Notify Gloria in advance
APCE 665	Family Systems			
APCE 673	Appraisal and Assessment in Counseling			
APCE 692	Internship	See handbook		
APCE 668	Sexuality Counseling	Rec: Advanced Students		
APCE 669	Advanced Methods	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		
----------	--	----------	--	--

**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 Sample Questions

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 \$40.00 per student. 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
- 2. C
- 3. D
- 3. D
- 4. D
- 5. B
- 6. A
- 7. 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 565 – Psychology of Prejudice
or
APCE 623 - Counseling Diverse Populations
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 657 – Legal and Ethical Aspects of Counseling and Psychotherapy
(or APCE 658 for School Counseling)
APCE 662 – Group Dynamics and Facilitation (or APCE 606 for School Counseling)
APCE 673 – Appraisal and Assessment

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 Consultation in Guidance Services

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 comp exam the following courses:

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

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.

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

**PERMISSION FORM TO TAKE
MASTER'S COMPREHENSIVE EXAMINATION
SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION
This is a TWO page application**

All students need this cover sheet and then the program specific eligibility form that follows.

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 your advisor who will then return it to you or the APCE office.

Section B - Basic Eligibility Criteria (all students) filled out by APCE staff

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

**Course Requirements Form
for Eligibility to Take Comprehensive Examination
Master's Program in 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 565 or 623	3 hrs.	_____	_____
APCE 607	3 hrs.	_____	_____
APCE 602	3 hrs.	_____	_____
APCE 608	3 hrs.	_____	_____
APCE 606	3 hrs.	_____	_____
APCE 616	3hrs.	_____	_____
APCE 612	5 hrs.	_____	_____
APCE 657	3 hrs.	_____	_____
APCE 673	3 hrs.	_____	_____
PSY 530	3hrs.	_____	_____
SRM 600	3 hrs.	_____	_____

Signed: _____ Date: _____
(Student)

(Advisor) Date: _____

**Course Requirements Form
for Eligibility to Take Comprehensive Examination
Master's Program in **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 650	3 hrs.	_____	_____
APCE 565 or 623	3 hrs.	_____	_____
APCE 607	3 hrs.	_____	_____
APCE 612	5 hrs.	_____	_____
APCE 616	3 hrs.	_____	_____
APCE 657	3 hrs.	_____	_____
APCE 662	3 hrs.	_____	_____
APCE 673	3 hrs.	_____	_____
PSY 530	3 hrs.	_____	_____
SRM 600	3 hrs.	_____	_____

Signed: _____ Date: _____
(Student)

_____ Date: _____
(Advisor)

Course Requirements Form
for Eligibility to Take Comprehensive Examination
Master's Program in Clinical Counseling
LMFT 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 565 or 623	3 hrs.	_____	_____
APCE 650	3 hrs.	_____	_____
APCE 607	3 hrs.	_____	_____
APCE 612	5 hrs.	_____	_____
APCE 616	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: _____ Date: _____
 (Student)
 _____ Date: _____
 (Advisor)

UNC Graduate or Current Student of the Clinical Counseling: MFT-Licensure Option Course of Study

Attached are the courses suggested for students and graduates to enter on the educational equivalency form when applying for the LMFT the State of Colorado. Our program is accredited by CACREP and not COAMFTE. Therefore the LMFT board requires all applicants to complete the equivalency sheet. If you are applying for the LPC you **do not** need to fill out an educational equivalency as your program does meet the state standard for accreditation via CACREP accreditation.

The list provided below is available for your personal use for information purposes toward licensure and does not guarantee the board will be in agreement nor does it guarantee licensure. In addition, if you forward this list to other classmates/graduates of the UNC Clinical Counseling: MFT option, it may not apply to their case. Anyone with questions may contact Dr. Black, Dr. Softas or Dr. Heather Helm, the on-campus coordinator of the Clinical Counseling Program.

Given Dr. Softas' previous experience with applicants we offer you the following suggestions:

1. It is most practical to apply 6 months in advance for the test, the paperwork takes longer than one thinks;
2. Keep a copy of all communications with the board (emails and snail mail)
3. Send all mail via certified mail; follow up with a phone call to make sure it has been received and don't take it personally if your application is rejected the first time.
4. Integrate the feedback the board gives you and send your application again. The board in most cases requests a copy of the syllabi of courses outlined. Keep a copy of all course syllabi and the university catalog from the time you were/are a student.

Good luck in your pursuits of obtaining your LMFT. Please inform us of when you become licensed.

Lia Softas-Nall, Ph.D.
Professor of Counseling Psychology
AAMFT Clinical Member

Linda L. Black Ed.D., LPC
Associate Professor
Counselor Education

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

Area 1: Marital and Family Studies

APCE 665 (3) Family Systems

APCE 603 (3) Counseling Children and Adolescents****Need to get a letter from your instructor verifying systemic and family approach.**

APCE 654 (3) Child Abuse and Neglect

Total 9 semester 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 601 (1) Practicum in Couples and Family Therapy

Total 10 semester hours

Area 3: Human Development

APCE 558 (3) Abnormal Psychology

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

SRM600 (3) Introduction to graduate Research

Internship:

Minimum of **350 direct client contact hours** (i.e., counseling)

- Minimum of 700 on-site hours (i.e., counseling + indirect client activities)
- Minimum of **one (1) hour per week of individual supervision**, throughout the internship, performed by the on-site supervisor
- Minimum of **one and one-half (1 ½) hours every two weeks of classroom time** for the purpose of group interaction and supervision, throughout the internship, performed by a University faculty member supervisor
- Must provide the opportunity for the student to become familiar with a variety of professional activities other than direct service

- Must provide the opportunity for the student to develop audio and/or videotapes of the student's interactions with clients, appropriate to the specialization, for use in supervision
- Must provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media, professional literature, research, and information and referral to appropriate providers.

For students taking the Marriage and Family Counseling/Therapy:

* Of the required 350 direct client contact hours, **125 direct client contact hours** must demonstrate systemic approaches to counseling with couples and families (more than 1 family member in the room as clients), **115 hours** demonstrating systemic approaches with 1 or more clients in the room, and **75 hours** open to any approach with direct contact.

**Student Review and Retention
Policy and Procedures Faculty and Student Manual**

Prepared By the 2005-2007 Review and Retention Committee

M. Sean O'Halloran, Chair
Professor, Counseling Psychology

Heather M. Helm
Assistant Professor, Counselor Education and Supervision

Robyn S. Hess
Associate Professor, School Psychology

School of Applied Psychology and Counselor Education
University of Northern Colorado
Greeley, Colorado 80639

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

STUDENT REVIEW AND RETENTION Policy Document

Review and Retention Committee

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

Formatted: Bullets and Numbering

- 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.

STUDENT GUIDE

1. How do I find the schedule of classes?

You can access your class schedule through the Internet. Go to: www.unco.edu/extendedstudies/ then click on extended degree program, licensure, certificates, click on current students, click on current programs and scroll down to find your program or cohort and location. Click on your program or cohort and that will open the schedule.

2. How do I find the syllabus/outline for the class?

On the class schedule click on the word syllabus if it appears in red. If it is not in red it is not available at this time.

You are responsible for any assignments due prior to the first day of class. Be sure to pay attention to all dates of tests and assignments.

Please scroll through the outline before printing. Any additional links to materials within the outline will also appear in red. To retrieve those materials click on the link.

3. What is URSA?

URSA is a new, secure electronic gateway to information and tools for University of Northern Colorado students. **Your URSA account will allow you access to important student resources, financial information, and other material that is relevant to your enrollment at UNC.**

Registration for classes will be done using URSA.

4. How do I find out what books are being used and where do I get them?

Books for each course are posted within the syllabus or if the syllabus is not available you can retrieve textbook information through URSA.

You can make your own arrangements, or you have the option of contacting the University of Northern Colorado Bookstore (the service provider for all required texts and supplemental materials) via Toll Free Phone: 1-800-551-1134; Fax: 970-351-1488, or order by e-mail: unco@bkstore.com. State that you are an off-campus degree student, and be ready to provide the textbook information along with the course number and location of your class.

Bookstore Hours:

Monday – Thursday 7:45 am – 6:00 pm
Friday 7:45 am – 5:00 pm
Saturday 11:00 am – 3:00 pm

5. How do I register for classes?

A. Register via the Internet through URSA for classes.

B. If you have problems registering please contact:

1. Julie Brumfiel 303-340-7227 – email: julie.brumfiel@unco.edu
2. Gloria Sedillos 970-351-2731 – email: gloria.sedillos@unco.edu

6. How do I find the registration number for the class?

The CRN number can be found on the class schedule for your program.

8. Where do I find information about financial aid?

Financial aid information can be found at the UNC Financial Aid web page:

<http://www.unco.edu/sfr/home.asp>.

Information on scholarships, grants and loans can be found on this page as well as a link to Federal Financial Aid Forms. You can also reach Financial Aid at 303-637-3061, menu #5.

9. What is a listserv and why should I subscribe?

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

You will receive a welcome message, print and keep this 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.

10. Who do I contact if I have a problem?

For general questions about registration, class schedules, dates of comprehensive exams, forms, to meet with an advisor etc.

Contact:

Julie Brumfiel, Admin. Assistant
Denver Office of Extended Studies
1059 Alton Way Building 758
Denver, Colorado 80230
303-340-4335 or 888-786-2336 or email julie.brumfiel@unco.edu

OR

Colorado Springs

For general questions about registration, class schedules, dates of comprehensive exams, forms, to meet with an advisor etc.

OR

Crystal Alvarado
Phone: 800-456-6847 (toll free)
Colorado Springs phone: 719-502-2102
1-800-232-1749 EXT. 1-2731 or email gloria.sedillos@unco.edu

For academic advising:

Academic Advisor of All Students & Internship Coordinator for Clinical Counseling

Contact: Dr. Libbe Gray
(970) 518-2929 or libbe.gray@unco.edu

Dr. Linda Black
Program Coordinator for Clinical and School Counseling
1-800-232-1749 EXT. 1-1638
linda.black@unco.edu