



UNIVERSITY OF NORTHERN COLORADO

College of Education and
Behavioral Sciences

Counselor Education and Supervision Ph.D.

**CES DOCTORAL
STUDENT
HANDBOOK**

REVISED March 2025

USING THIS HANDBOOK

Welcome

Congratulations!

You are now part of a community of students, alumni, faculty, and staff with a fine reputation in the field of counselor education and supervision.

Your Responsibility

You are responsible for following the policies and procedures in this handbook, as well as those in the:

- UNC Catalog (<http://catalog.unco.edu/>)
 - Graduate School's Thesis, Capstone and Dissertation Resources Page (<https://www.unco.edu/graduate-school/student-resources/current-students/thesis-capstone-dissertation-resources.aspx>) and
 - UNC CES Internship Manual (<http://www.unco.edu/cebs/applied-psychology-counselor-education/counselor-education-supervision/current-students.aspx>)
 - Doctoral Program Professional Development Plans
 - APCE Student Review and Retention Handbook
-

Keep Records

Maintain complete records concerning all parts of your degree program.

Contents

All parts of this handbook are important for compliance with program expectations and success as a CES student. Review them now and often throughout your program.

General information is presented first, followed by sections separated by progressive semesters and years in the program. Additional requirements and resources are also included. Necessary forms are provided in the appendices.

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UNC COUNSELOR EDUCATION AND SUPERVISION PROGRAM

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Mission Statement

It is the mission of the Counselor Education and Supervision doctoral program faculty to prepare individuals for the wide-ranging roles and responsibilities of counselor educators and supervisors. The program faculty strive to prepare students to respond to the diverse needs of society through a social justice perspective. Program faculty endeavor to provide for a depth and breadth of learning across all areas of counselor education, including counseling, supervision, scholarship, teaching, leadership, and advocacy. The program faculty aim to create an engaging and challenging learning environment while meeting individual students' professional goals and aspirations. By fostering self-discovery and awareness, the program faculty strive to honor students' unique contributions to the learning community while enriching student/faculty mentoring and collegial relationships through applied pedagogy, professional practice opportunities, and scholarly dialogue.

Professional Preparation

The UNC CES program prepares an individual for employment as a counselor educator and supervisor for colleges and universities. Training is offered in school counseling, clinical mental health counseling, couples and family counseling/therapy, counseling with children and adolescents.

Graduates are also qualified for licensure as professional counselors, and may be employed in such sites as community agencies, schools, counseling centers, employee assistance programs, and private practice.

Standards and Accreditation

Program requirements follow standards of:

- the Counseling Profession
- Colorado Department of Higher Education and Colorado Department of Education
- the UNC Graduate School
- Career Requirements

The University of Northern Colorado is accredited by the Higher Learning Commission of the North Central Association.

Program Objectives

Professional Counseling Orientation, Ethical Practice and Helping Relationships

Demonstrate a scholarly understanding and integration of counseling theories and evidence based counseling practices (individual, couples, families, and groups) relevant to the treatment of clients in multiple settings from an ethical, legal and culturally relevant perspective.

Develop and further demonstrate knowledge of the ethical application of assessment and testing and the interpreting of the results while considering historical perspectives of assessment and testing. Demonstrate the procedures for assessing clients using culturally relevant strategies in high risk situations, identifying trauma and abuse, and using strategies for diagnostic or intervention decisions. the integrity and value of our academic climate.

Supervision

Gain significant understanding regarding the purposes of clinical supervision, the supervisory relationship, theoretical frameworks and models of clinical supervision, culturally relevant strategies and skills in clinical supervision, the use of technology in providing supervision.

Develop an understanding of assessment strategies of supervisees, administrative procedures, legal and ethical responsibilities, and evaluation, remediation, and gatekeeping of supervisees.

Teaching and Program Evaluation

Gain knowledge and skills in pedagogy and teaching methods, models of adult learning, instructional and curriculum design across modalities (e.g., online, traditional, intensive short course), delivery, evaluation, and assessment methods, and ethical and culturally relevant strategies used in counselor education.

Demonstrate an understanding of the roles of a counselor educator surrounding teaching such as the role of career development, human growth and development, mentoring and the responsibilities of screening, remediation, and gatekeeping of counselors in training.

Research and Scholarship

Gain knowledge and skills in qualitative and quantitative research questions appropriate for professional research and publication, human subjects/institutional review board processes including ethical and culturally relevant strategies for conducting research, emergent research practices and processes, instrument design, and program evaluation. Demonstrate an understanding of professional conference proposal preparation and presentations, professional writing for professional publication, and grant proposals and funding.

Social Cultural Diversity, Leadership, and Advocacy

Develop both theoretical and experiential understandings of theories and skills in leadership, strategies of leadership in consultation, leadership development, administration and management in counselor education programs, higher education institutions, and professional organizations, and knowledge of accreditation standards and processes. Demonstrate an understanding of current issues in counseling and how those impact counselors, clients, and their communities. Demonstrate an understanding of the counselor and counselor educators' roles and strategies for responding to crisis and disasters locally to globally.

Experiential Learning

Develop and demonstrate an integration of the knowledge and skills needed to be successful as Counselor Educators.

Personal Growth and Understanding

Utilize self-reflection to demonstrate an increased self-awareness and integration feedback in a productive and thoughtful manner.

Admissions and Matriculation

Admissions Criteria

Applicants must possess a Master's degree from a regionally accredited college or university, or a comparable foreign institution. Additionally,

applicants must have a grade point average (GPA) of at least 3.0 on a 4.0 scale on the Master's degree.

Application Process

Note: Applications must apply to the Graduate School at the University of Northern Colorado before the CES Program Faculty Members will review the applicant's request for admission. Applicants are also required to attend an interview.

1. **Complete the online application at:** <https://www.unco.edu/graduate-school/admissions/> and pay the application fee.
2. **Send official Transcripts:** Applicants must request and send official transcripts. One official transcript from any accredited college or university where a bachelor's degree or higher was earned or is in progress (if you have earned multiple degrees, bachelor's level or higher, an official transcript is required from each college or university where a degree was conferred). If you received a degree from UNC, you do not need to request a transcript from UNC.
3. **Submission of Supplemental Materials**
 - A [Written statement](#) must be completed regarding the relationship of the doctoral program to the future career goals of the applicant.
 - Current Vita/Resume
 - [Supplementary Data Sheet](#)
 - Request three professional letters of recommendation

Detailed admission information can be found at:
<http://www.unco.edu/cebs/applied-psychology-counselor-education/counselor-education-supervision/doctor-of-philosophy/admission-requirements.aspx>

Matriculation

Once students are offered admissions into the program, they are sent a letter outlining the following:

- Who their contact advisor will be
- Information about any Graduate Assistantship opportunities
- Which courses to take and how to register
- How to sign up for our Listserv, where they will receive important information such as course syllabi
- Details about attending the mandatory New Student Orientation

Academic and Professional Conduct

Ethical and Legal Behavior

Ethical and legal professional behavior is expected from students, as set forth by the American Counseling Association Code of Ethics: [ACA Code of Ethics](#) and the guidelines of UNC, the Graduate School, and the CES College.

Unethical and/or illegal behavior may be cause for dismissal. See the Student Review and Retention Policy in this handbook for detailed information.

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

Grievance Procedures

Please refer to the Dean of Students website
<http://www.unco.edu/dos/>
See the Review and Retention Policy as stated at the end of this handbook.

Research Conduct

Institutional Review Board approval is required for all research under the auspices of UNC, including dissertation research, in order to protect the rights of subjects in the study.

See the IRB website from the Office of Sponsored Programs for more information: <http://www.unco.edu/osp/ethics/irb/index.html>.

Other Policies

Continuous Enrollment: All doctoral students are required to register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Doctoral students must be enrolled for at least 1 credit hour each academic semester (fall and spring) to be in compliance with this policy. Doctoral students not in compliance with the program continuation policy will automatically be assessed a \$150 continuation fee each semester (fall and spring) of non-registration.

Doctoral students holding an academic-year **graduate assistantship** must enroll in a minimum of 3 credit hours (fall and spring); those holding a fiscal-year assistantship must enroll in a minimum of 3 credit hours (fall, spring and summer) to be in compliance with the terms of their assistantship agreements and this policy. Graduate assistants are not eligible for the \$150 continuation fee.

All doctoral students must enroll in at least 1 credit hour during the semester (fall, spring or summer) they take scheduled examinations (i.e., oral comprehensive examination or dissertation/capstone defense-must monitor not taking more credits than required) and/or intend to graduate. Doctoral students engaged in the above referenced activities but who have not enrolled in at least 1 credit will automatically be assessed the \$150 continuation fee for that semester, will not have the results of their examinations recorded, and will not be allowed to graduate.

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

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

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

Specific requirements exist for number of registered credit hours during examinations, dissertation, and graduation semesters.

See Policies and Procedures under General Information in the UNC Graduate Catalog or [UNC Graduate Student Handbook](#) for detailed information.

STUDENT EVALUATION

Ongoing Evaluation

Students are continuously evaluated on academic performance, clinical performance, ethical and legal behavior, professional demeanor, and interpersonal skills. The CES faculty discusses evaluations and program progress and feedback is provided to the student by the student's advisor. Please see Student Evaluation and Professional Development Plans Handbook for further directions on this process.

You are responsible for participating in your evaluation as described in this handbook. The CES Internship Manual also outlines evaluations related to internships and these evaluations are a portion of your semester review. <http://www.unco.edu/cebs/applied-psychology-counselor-education/counselor-education-supervision/current-students.aspx>

Professional Membership

CES students are required to maintain membership in the:

- American Counseling Association (ACA) – <http://www.counseling.org/> and
- Association for Counselor Education and Supervision (ACES) - <http://www.acesonline.net/>.

The faculty also highly recommend membership in:

- the Colorado division of ACA (CCA) – <http://www.coloradocounselingassociation.org>.
- and Rocky Mountain ACES – <http://www.rmaces.com>.

See the organizations' websites to apply for and renew membership.

Scholarly Contribution

CES students are required to submit a proposal to present at a local, regional, national, or international conference prior to graduation.

A copy of proposals submitted should be turned into the student's advisor. A copy will be kept in the student's academic file. If accepted, students must file a copy of the presentation handouts with their advisor.

It is highly recommended that students submit at least one grant proposal during their program. If this occurs, students must submit a copy to their advisor who will include it in the academic file. If accepted, students should also file a copy of the notification.

STUDENT EVALUATION

Student Evaluation

Each fall a Professional Development Plan must be completed, which includes answering personal and professional development questions for assessing your own development and sharing various materials with the faculty. Responses to the questions will be used by faculty as part of your review process. For further information please see the Student Evaluation and Professional Development Plan Handbook.

Student Evaluation Process

The faculty will complete an evaluation of each CES student twice a year; once in the Fall and once in the Spring. During these student review meetings, the faculty utilizes various methods of assessment to allow for a comprehensive evaluation of each student, including academic grades, faculty feedback, course assignments and rubrics, and other various professional development documents.

To assist the faculty in their evaluation, the CES doctoral student is required to prepare various documents and summarize them in a Professional Development Plan. The documents that will be included in your review packet change each semester (for example, First Year, Fall Semester). Examples of the documents that may be included in your packet are your CV, assignments that were completed during your courses, and questions that assess your professional development. All of the documents that are included in your Professional Development Plans are used to assess your progress in the program and evaluate program objectives. The evaluation process will provide an opportunity for the CES doctoral student to gather, organize, and prepare professional documentation of their academic growth.

Since the documents that are required for the Professional Development Plans will change every semester, the CES *Student Evaluation and Professional Development Plans handbook* includes an overview of the Professional Development Plan for each semester of the program. The CES student should reference this handbook to determine what documents are required. The student evaluation process and professional development plans are due the last Friday of November in the Fall and the last Friday of April in the Spring.

Faculty completes their review of students during the first faculty meeting of each semester (fall and spring). Feedback to students is available by mid-September (except for 1st year students) and mid-February, respectively. Schedule a 30-minute feedback meeting with your contact or research advisor two to three weeks after submitting each semester's professional development plan.

THINGS TO KNOW: FIRST YEAR

Advisor

The Contact Advisor you were assigned upon acceptance will advise you in the design of your program of study. Please contact your Contact Advisor during the first semester. Faculty are not on contract over the summer and so email contact may be sporadic, and in-person meetings may be difficult. If you email or phone your Contact Advisor during the summer they will respond at their earliest convenience. Try to obtain all relevant information and forms prior to the summer months. During the semester before you sit for Comprehensive Exams, you will request a faculty member to serve as your Program and Research Advisor (the Chair of your Dissertation). Listed below are the responsibilities of your Program and Research Advisor.

Related to your program, your Program and Research Advisor will:

- send forms for appointment as your advisor
- advise you on remaining course selection
- prepare the course of study
- approve transfer credit
- communicate review results to you
- help you design your internship plan
- approve written and oral comprehensive exam requests

Related to your research, your Program and Research Advisor will:

- serve as your Doctoral Committee Chair
- guide you during your selection of a dissertation topic
- guide you on selection of and approval of other members of your doctoral committee
- guide you during your preparation of the research proposal
- guide you during the preparation of your dissertation, and
- chair your oral exam, dissertation proposal, and dissertation defense committees

Counseling Services

Counseling Services are available on the University of Northern Colorado campus in the Counseling Center. These services are not connected to the Psychological Services Clinic where your training will occur and you can obtain counseling services at that location without cost and without the faculty member or program's knowledge. Further information can be obtained at <http://www.unco.edu/counseling/>.

Graduate Student Resource Room

The Graduate Student Resource Room is located directly across the hall from the APCE office. Each doctoral student has an individual mailbox located in the Graduate Student Resource Room. Please be sure to check your mailbox on a regular basis for important information or documents from Faculty or Staff. This room is also available for study and social gatherings.

Frequently, announcements are posted in the resource room and sign-ups are also conducted in this area. Also, a refrigerator, microwave, computer and printer are available for your use. Students are responsible for keeping the resource room clean and attractive.

Registration

You will register online on the URSA system using your Bear number.

Follow the procedures on the URSA website: ursa.unco.edu

Permission Courses

Some CES and other courses you will take are restricted by number or prerequisites. Follow the instructions below to request a release to register.

<i>If the class...</i>	<i>you should...</i>
is labeled "permission of instructor"	Contact the instructor to request a release.
is labeled "permission of the practicum coordinator"	<ul style="list-style-type: none">• Look for APCE listserv announcements about sign-up week (in October for the following spring, in February for the following summer and fall).• Sign up on the sheet in the hallway outside the APCE main office.
is an SRM (statistics) class	Contact the SRM office administrative personnel to request a release (website).
has a full permission list.	Request to be added to the alternate permission list. You will be contacted at a later date if you can register for the course.

If you decide not to enroll in a class for which you received a release, notify the contact person immediately.

Transfer Credits

You may be able to transfer up to 9 hours of graduate credit IF:

1. Your transcript shows an A or B for each course.
2. The course was not used to obtain a previous degree.
3. The course is from an accredited institution that offers doctoral programs.
4. The credit was completed within eight years before you complete your doctoral degree.

Transferred courses will be considered on an individual basis and are not a guarantee.

Doctoral Minors

As a CES student you may choose to complete a doctoral minor or Graduate Certificate in lieu of an interest area or in addition to one. The CES coursework requires the completion of multiple SRM courses. A CES student would only be required to complete one additional SRM course to obtain a minor in that field.

CES Students may also consider the completion of a doctoral minor in other areas in the college or a graduate certificate in lieu of an interest/emphasis area. Please consult the UNC Catalog for course requirements and application to the minor or certificate.

- Educational Leadership and Policy Studies
 - Special Education
 - Educational Psychology
 - Cultural Studies and Equity Graduate Certificate Program
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Internship

The CES program requires you complete 600 hours of internship to graduate.

A student who graduated from a non-CACREP accredited program must consult with their (zirs/hirs/xyr) advisor to determine the number of additional internship credit hours that will be required to meet graduation and accreditation standards (typically an additional 600 hours of internship for a total of 1200).

You may begin internship after your first semester in the program. See the CES Internship Manual for more information:

<http://www.unco.edu/cebs/applied-psychology-counselor-education/counselor-education-supervision/current-students.aspx>

Financial Aid

Graduate assistantships, grants, loans, scholarships, other financial assistance is available. For more information, visit the Graduate School webpage <http://www.unco.edu/graduate-school/> and the Office of Financial Aid (<http://www.unco.edu/ofa/>). Departmental Graduate Assistantships are also available. GA's are earned and are not a guarantee from semester to

semester. Funding decisions are typically made mid-March for the following academic year.

Plan of Study

Each doctoral student must prepare a long-range plan of study that clearly specifies core requirements, elective, transfer, double-numbered coursework, and if applicable, research tools and doctoral minor.

Doctoral students will not be permitted to move to candidacy, submit their dissertation, or apply for graduation without a [Plan of Study](#) on file in the Graduate School. Any deviation from the Plan of Study will require submission of a [Course Adjustment Form](#). There is more on the Plan of Study and the course adjustments in Curriculum Policy section of this handbook.

Professional Development

The Graduate Student Association offers research and scholarly travel grants, equipment checkout, professional development information, and more: <http://www.unco.edu/gsa/> and <http://www.unco.edu/purchasing/acctpay/travpro.htm>.

Center for Career Readiness offers advising and other services to graduate students: <http://www.unco.edu/careers/>.

The CES program meets all or more of the licensing requirements for Licensed Professional Counselors in the State of Colorado. CES faculty members are available for guidance as you prepare for licensing.

Endorsement Policy

It is likely that you will need letters of recommendation during your program for such eventualities as scholarships, assistantship, jobs, and internship placement. Faculty members receive numerous requests for recommendations and need sufficient time to complete the letters. A two-week period before the letter is needed is both courteous and sufficient. Please note that faculty will not recommend a student for a position in which they (ze/xe) are not qualified and will follow the American Counseling Association Code of Ethics (2014) regarding the endorsement of supervisees.

THINGS TO KNOW: SECOND & THIRD YEAR (& BEYOND)

Advisor(s)

CES doctoral students must identify and obtain agreement from a CES faculty member to serve as their Program and Research Advisor at least one semester before they sit for their comprehensive exams. It may or may not be the same person who served as your Contact Advisor. Most students keep their (zirs/hirs/xyr) contact advisor until the student identifies a research advisor/chair. Listed below is a brief overview of the responsibilities of your

Research Advisor. Consider these responsibilities when selecting your Research Advisor.

Related to your research, your Program and Research Advisor will:

- serve as your Doctoral Committee Chair
- guide you during your selection of a dissertation topic
- guide you on selection of and approval of other members of your doctoral committee
- guide you during your preparation of the research proposal
- guide you during the preparation of your dissertation, and
- chair your oral exam, dissertation proposal, and dissertation defense committees.

This faculty member's responsibilities end when you are hooded at graduation. See the section on Dissertation & Graduation for more information.

The form for assigning a Doctoral Research Committee can be found on the Graduate School website at the following link - <http://www.unco.edu/grad/forms/index.html>

Please see the section "Doctoral Committee" for more information on developing a doctoral committee.

Supervision of Practicum

You will be expected to be present during your supervision class times as well as during the practicum you are assigned to supervise. All class and practicum times are available in the schedule of classes on URSA: ursa.unco.edu

You must attend the first class meeting of the practicum you are assigned to supervise. If you do not, you risk being dropped from the practicum supervision assignment.

Expect to participate, as needed, in supervision or administrative hours outside of the scheduled practicum and supervision class times.

Written Comprehensive Exams

In order to graduate, you must pass written and oral comprehensive exams. They are administered once a year in the beginning of the fall semester. Students usually take comprehensive exams their third year.

Eligibility You are eligible to take the written exams after you:

1. have a doctoral committee
 2. complete 45 credit hours toward the CES degree (must have completed APCE 702, 712, 710, 703, 716, 714, 715, 746, and SRM 602 and 603 at a minimum).
 3. maintain a 3.0 GPA or higher
 4. receive satisfactory annual evaluations, and
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5. file a request to take written exams to the Department of CES *one semester prior* to the intended exam date, typically the spring of your second year. The form should be submitted to your advisor and must be submitted by the end of the semester prior to taking the exam. See Appendix 8 for the request form.

Exam Content The exam is:

- a total of eight hours long
- split into four hours on back to back days
- administered in two questions per day
- comprised of four content areas
 - I. Pedagogy
 - II. Supervision
 - III. Research and Statistical Methodology
 - IV. Professional Issues

Exam Evaluation

- Two CES faculty members will independently and blindly evaluate your answers.
- To pass a question, both faculty members must rule your answer a pass. If one rules “pass” while the other rules “fail”, a third faculty will evaluate your answer.
- To pass the exam, three of your four answers must be ruled pass. If less than three questions are ruled pass, you can retake the exam the next year. The faculty will tell you if you need to retake the entire exam, or only specific questions.

Students who have English as a second language or who have specific learning needs (documented by the Disability Resource Center) may send a written request to address their needs to their advisor by the middle of the semester prior to taking the exam.

**Oral
Comprehensive
Exams**

Eligibility After passing the written comprehensive exam:

1. The program will file the results of your completed written exam to the Graduate School.
2. Meet with your Program and Research Advisor to go over feedback from your written examination.
3. Determine with your Program and Research Advisor a timeline for scheduling your oral examination.
4. Arrange date, time, and place of your oral exam with your doctoral committee (in consultation with your Program and Research Advisor).
5. File a completed Request to Schedule a Doctoral Examination form with the Graduate School *two weeks prior to the requested exam date*: <http://www.unco.edu/grad/forms/index.html>.

Exam Evaluation

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- There are four options of evaluation:
 1. Pass.
 2. Will pass if meets stated conditions.
 3. Unsatisfactory. Retake of oral exam permitted. Retake timeline will be determined by the student's committee.
 4. Fail. Retake not permitted. Program Terminated.
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Admission to Candidacy

You advance to candidacy when you:

1. pass written and oral comprehensive exams, and
2. file an approved dissertation proposal to the Graduate School:
http://www.unco.edu/grad/new_current/index.html.

DISSERTATION & GRADUATION

The Dissertation Process

Here is a brief overview of the dissertation process. *NOTE: Not every student's dissertation process unfolds in this manner.* In all phases, your Program and Research Advisor will guide you.

More information about each step can be found in the sections below and in the Thesis, Capstone, and Dissertation Resources in the Graduate School:
<http://www.unco.edu/graduate-school/>

1. Consider possible topics and methodologies.
2. Complete all necessary research courses.
3. Select your doctoral committee.
 - Submit completed form.
4. Request to take APCE 797 Proposal credits in consultation with your Research Advisor. Do not take credits beyond those documented in your plan of study.
5. Defend your proposal.
 - If pass, submit completed form and file.
6. Enroll in APCE 799 Dissertation credits in consultation with your Research Advisor. Do not take credits past those on your plan of study.
7. Continue your dissertation and APCE 799.
8. Apply for graduation.
9. Request your dissertation defense.
10. Submit completed form.
11. Complete your dissertation.
12. Defend your dissertation.
 - If pass, file for review by Graduate School.
13. Incorporate edits from Graduate School.
 - Once approved, submit completed forms and file.
14. Attend Commencement!

NOTE: This is an abbreviated overview of the process. Every step of the process, forms required, revisions made, credits taken, etc. should be done in consultation with your Program and Research Advisor.

Qualitative Dissertations

If you want to do a qualitative or mixed methods research design for your dissertation,

1. Consult your advisor.
2. You must complete an additional qualitative research course beyond those required for program completion and be sure this course is included on your plan of study filed with the Graduate School.

Doctoral Committee

Counselor Education Faculty will not be conducting doctoral committee meetings during the summer months unless special permission is obtained. You must schedule your committee meetings during the fall and spring semesters.

Your doctoral committee must consist of:

1. Your Program and Research Advisor (doctoral committee chair)
2. Another faculty member from UNC CES
3. A third member – from the Department of Applied Psychology and Counselor Education (can be another CES faculty member)
4. A faculty representative from another program at UNC.

The responsibilities of the faculty representative are:

- to ensure the committee observes your rights, and
- to ensure the standards of the Graduate School are upheld.

The committee's responsibilities end when you successfully complete the dissertation defense.

1. Select committee members under the guidance of your Program and Research advisor.
2. Request and secure agreement of all members.
3. File a completed Doctoral Committee Request Form with the Graduate School: <http://www.unco.edu/grad/forms/index.html>.
4. Notify the Graduate School of any change in committee membership.

Faculty Committee Load Policy

An individual graduate faculty member may serve on ten active doctoral research committees at any one time and may serve as the dissertation director or Program and Research Advisor for no more than five of these ten committees. Exceptions to the committee maximums may be permitted only if agreed to by the graduate faculty member, school director and college dean as follows:

The faculty member involved agrees that their (zirs/hirs/xyr) load (current or projected) allows adequate time to take on an additional student without adversely affecting the responsibility of the school to other students and to programs offered by the school.

The school director approves the additional student. Approval indicates that the director has reviewed the current load of the faculty member and does not feel the additional load will

adversely affect the responsibility of the school to other students and to programs offered by the school.

The Graduate Dean has approved the exception(s).

An individual school may elect to impose more stringent limitations on its faculty with respect to the number of committees on which they may serve. "Active doctoral student" is defined as one who is currently enrolled.

Dissertation Proposal

Proposal Credits: APCE 797 Doctoral Proposal Research

To begin the dissertation process, you must take four credit hours of proposal credits while in the process of writing your proposal. You should not take over four credits of proposal credits.

To be released to register for 797 Proposal, you must:

1. Get permission from your advisor.
2. If taking 797 credits in the summer, you must complete a Directed Study form which can be found in the main office.

Proposal Defense

You must defend your dissertation proposal to your doctoral committee and have it approved by them before you can begin research for your dissertation. The research proposal consists of the first three chapters (Introduction, Literature Review, and Methodology) of your dissertation.

NOTE: Proposal defenses are not permitted during the summer without special permission from all committee members.

A student will not be able to proceed to the proposal phase of the doctoral program until the student has successfully completed the oral defense of comprehensive exams. The oral comprehensive examination must be a separate committee meeting to the dissertation proposal committee meeting and be scheduled during different weeks of the semester although both meetings can occur during the same semester.

Dissertation

Dissertation Course: APCE 799 Doctoral Dissertation

You are required to complete twelve credit hours of dissertation. You can take them all in one semester or over several semesters. These decisions should never be made independently, but rather in conversation with your Program and Research Advisor. You should not take more than 12 credits. To register for 799 Dissertation, you must:

1. Get the permission of your advisor, and
2. If taking 799 credits in the summer, you must complete a Non-Scheduled Course form which can be found obtained from your advisor.

When writing your dissertation, you should:

- Use the guidance of your Program and Research Advisor (doctoral committee chair) and your doctoral committee.
- Follow the requirements of the latest edition of the Publication Manual of the American Psychological Association.

-
- Follow the guidelines and use the information provided by the Graduate School on Thesis, Capstone, and Dissertation Resources: http://www.unco.edu/grad/new_current/resources/index.html.

Dissertation Defense

After completing your dissertation, you must successfully defend it to your doctoral committee.

NOTE: Dissertation defenses are not permitted during the summer without special permission from all committee members.

Once it is approved by your committee,

1. File it with the Graduate School for review and final approval.
2. Make edits requested by the Graduate School and follow the instructions for submitting final copies.
3. Complete the necessary forms: <http://www.unco.edu/graduate-school/>

Graduation

Upon admission to candidacy (see Admission to Candidacy section), the Graduate School conducts a preliminary graduation check.

In order to graduate you must:

1. Correct any discrepancies found in the preliminary graduation check.
2. Insure your doctoral internship file (APCE 792) is complete and all hours have been noted with signatures.
3. File a completed Application for Graduation in a Doctoral Program form with the Graduate School:
<http://www.unco.edu/grad/forms/index.html>.
4. Complete and follow the guidelines in the Graduation Information provided by the Graduate School: <http://www.unco.edu/graduate-school/>

Learn about this meaningful commencement ceremony, including cap and gown rental, photos, and more:

http://www.unco.edu/commencement/grad_students/index.asp.

Student Review and Retention

Policy and Procedures

Faculty and Student Manual

Department of Applied Psychology and Counselor Education

Department of School Psychology

University of Northern Colorado

Greeley, Colorado 80639

STUDENT REVIEW AND RETENTION

Policy Document

Review and Retention Committee

The Review and Retention (R&R) Committee of the Department of Applied Psychology and Counselor Education (APCE) and the Department of School Psychology (SP) is appointed by the Department Chair(s) and is a standing committee consisting of faculty from the three training programs (i.e., Counseling Psychology, Counselor Education and Supervision, and School Psychology) who are appointed by the Department Chair(s). The committee consists of three members, one serving as the Chair of the Committee. The Department Chair(s) may appoint faculty to replace Committee members if a conflict of interest exists between a Committee member(s) and the student under review. The advisor of the student under review may not be a committee member. In situations where the advisor is a Committee member of the R&R Committee (or another conflict of interest exists between a Committee member(s) and the student under review, a designee(s) from that faculty member's program will be appointed to sit on that student's R&R Committee.

Please note: *A student is required, and it is his or her responsibility, to keep his or her advisor informed of all aspects of any plan and progress throughout the Review and Retention process.*

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

Confidentiality

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

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

1. If information is received that indicates an immediate danger to the health or safety any of person(s);
2. If a formal report must be provided to administrators of the University of Northern Colorado in support of a dismissal recommendation regarding a student;
3. If the student under review initiates legal action as a result of the faculty recommendation regarding the student's status in the training program and/or
4. If a legal action is initiated in which the evaluation of or recommendation regarding a student's status in the training program is relevant to a claim or defense asserted in such legal action.

Documentation

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

Review and Retention Committee Meetings

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

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

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

Student Evaluation

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

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

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

Purposes of Student Evaluation

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

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

Faculty Recommendation Options Following Student Evaluation

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

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

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

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

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

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

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

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

5. Voluntary Resignation from the Training Program

6. Dismissal from the Training Program

7. Immediate Dismissal from the Training Program

STUDENT REVIEW AND RETENTION PROCEDURES

Procedural Steps for Review and Retention

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

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

Section A

Probation and Remediation Steps in the Training Program

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

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

2. The Program Coordinator will notify the student in writing that he/she has been referred to the Review and Retention Committee with the recommendation that the student be placed on probation and possible remediation.
 - a. The Program Coordinator will provide the student with a general overview (e.g. the issue of concern and information about the referral to R&R) for the referral recommendation.
3. The R&R Committee will review the faculty's recommendation and supporting materials and provide the program faculty with the Committee's decision in regards to determining if the referral is warranted.
 - a. If the R&R Committee disagrees with the faculty's recommendation for the referral, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
4. If the joint recommendation of the program faculty and the R&R Committee is that the student has been recommended to be placed on probation and a remediation plan potentially created (or in the case of program and R&R Committee disagreement, the Department Chair determines that probation and remediation are appropriate), the chairperson of the R&R Committee will notify the student, in writing, that a meeting will be held in order to provide the student the opportunity to be heard.
 - a. The written notice will request the student to make an appointment with the R&R Committee, or a designee Chair of the Committee, to discuss the faculty concerns, provide the student an opportunity to explain his or her behavior, and to review procedures that will be used regarding the probation and remediation plan. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.
 - b. The R&R Committee will review the identified problem areas noted by the faculty and give the student an opportunity to explain his/her behavior and/or the circumstances surrounding the concerns.
5. After providing the opportunity for the student to be heard, the R&R Committee will determine if probation and/or remediation are appropriate. If probation and/or remediation are warranted, the R&R Committee will develop a plan for remediation of the student's behavior. Although not required, the student, the student's advisor, and the program faculty may provide suggestions related to the student's remediation plan. This plan will:
 - a. Indicate the student's problem areas (e.g., professional competencies, behavior, conduct, disposition),
 - b. Identify the conditions that must be met to complete the remediation plan or a reevaluation of the plan,
 - c. Provide a timeframe of when the remediation plan must be completed by or reevaluated by (e.g., end of semester or at the completion of applied classes, such as practicum).
6. Copies of the plan for remediation will be provided to the student, the program faculty, and the R&R Committee.
7. Copies of the plan for remediation are to be signed and dated by the student and the chairperson of the R&R Committee.

8. A signed and dated copy of the plan will be placed in the student's file in the APCE/SP Department office and the student will retain a copy.
9. Prior to the date of reevaluation (as specified in the remediation plan), the student will present any available documentation of his or her progress in relation to the remediation plan to the chair of the R&R Committee.
10. On the date of reevaluation, the student's progress or lack thereof will be reviewed by the R&R Committee. The review will include an examination of the documentation provided by the student, and may also include documentation from the program faculty.
11. The student must complete all aspects of the plan by the date specified as well as adhere to all program requirements at all times.
12. At the R&R Committee meeting referenced in paragraph 10, above, the Committee has four recommendation options. These options are considered and recommendations made with consultation between the R&R Committee and the program faculty.
 - a. Continuation in the Program: The specified concerns no longer present a significant problem. The student is allowed to continue in the program and is no longer on probationary status.
 - b. Continued Probation and Remediation: If adequate and timely progress is documented during the first evaluation, but additional time is needed to complete the plan a date is set for another reevaluation at the program faculty's discretion (see Section B).
 - c. Voluntary Resignation: Recommend the student resign from the program (see Section C).
 - d. Dismissal from the Program: If the student has failed to complete the remediation plan and/or program requirements and there is no expectation that he/she can reasonably complete the plan in the future (see Section D).
13. The student will be notified in writing by the Chair of the R&R Committee of the reevaluation decision.
14. The student will sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file in the APCE/SP main office in his/her student file.

Section B

Continued Probation and Remediation

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

Section C

Voluntary Resignation from the Training Program

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

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation for voluntary resignation of the student from the training program. The Program Coordinator will provide supporting materials to the R&R Committee outlining the faculty concerns that are judged to be of such magnitude that the student is considered inappropriate for competent professional practice.
2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding voluntary resignation. If the R&R Committee disagrees with the faculty's recommendation, a joint meeting with the program faculty and the Committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
3. When the *joint* decision of the program faculty and the R&R Committee is to recommend voluntary resignation, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems voluntary resignation is appropriate), a letter will be written by the Chair of the R&R Committee documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the decision described in paragraph 3, above. In the notification, the student will be requested to voluntarily resign from the training program within 14 calendar days. The student will also be informed that he/she may meet with the Department Chair to discuss the voluntary resignation recommendation.
5. Copies of the notification will be provided to the Dean of the Graduate School, the Dean of the College of Education and Behavioral Sciences, and placed in the student's file in the APCE/SP main office.
6. If the student does not voluntarily resign from the training program, Section D procedures will be followed, beginning with Section D(5) below.

Section D

Dismissal from the Training Program

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

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be dismissed from the training program. The Program Coordinator will provide materials from the program faculty to the R&R Committee that support the recommendation for dismissal from the training program.
2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the faculty's recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will review the information provided and make the final decision regarding the matter.
3. When the *joint* decision of the program faculty and the R&R Committee is to recommend dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP School main office.
5. In the written notification of the dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case to the faculty. If the student has been requested to voluntarily resign after completion of the procedures described in Section C, above, and has refused to do so, the Department Chair will inform the student, in writing, that as a result of the student's decision not to voluntarily resign from the training program, the R&R Committee's recommendation (or in the case of program faculty and R&R Committee disagreement, the Department Chair's recommendation) is to recommend dismissal and in that written dismissal recommendation, the student will be informed that he/she has 14 calendar days in which to submit a written request for a meeting with the program faculty, if the student so chooses, to present his/her case.

6. Upon receipt of a written request from the student for the meeting described in paragraph 5 above, a program faculty meeting will be scheduled by the Chair of the R&R Committee to provide the student the opportunity to present his/her case to the program faculty and the R&R Committee. At this meeting, the student may have a person, chosen by the student, accompany him/her. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during the meeting.
7. If the student fails to attend this meeting, the dismissal recommendation will be forwarded to the Department Chair by the Chair of the R&R Committee.
8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
 - a. Review the student's progress in the program,
 - b. Review the student's behaviors as related to expected professional and personal behaviors,
 - c. Render a decision as to whether the dismissal recommendation is to be upheld.

Decision options are:

 - Dismissal decision upheld, steps continue as outlined below.
 - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in Section A).
 - Dismissal decision not upheld; student no longer requires probation and remediation.
9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.
10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the dismissal recommendation and be advised of the University appeals procedures.
11. The Department Chair will forward the formal dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student's file in the APCE/SP main office.
12. If the student is not satisfied with the dismissal recommendation of the program faculty and the R&R Committee, the student may request the procedures beginning at section 2-1-201 of the University's Board Policy Manual.

Section E

Immediate Dismissal from the Training Program

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

1. The Program Coordinator will inform the R&R Committee and the Department Chair of the faculty's recommendation that the student should be immediately dismissed from the training program. The Program Coordinator will provide materials to the R&R Committee that support the recommendation for immediate dismissal.
2. The R&R Committee will review the faculty recommendation and supporting materials and provide the program faculty with the Committee's decision regarding dismissal. If the R&R Committee disagrees with the program faculty's recommendation, a joint meeting with the program faculty and Committee will be held to resolve any disagreements. If, following a joint meeting, the unresolved disagreements remain, the recommendations of the program faculty and the Committee will be forwarded in writing to the APCE or SP Department Chair. The APCE or SP Department Chair will be reviewing the information provided and make the final decision regarding the matter.
3. When the *joint* decision of the program faculty and the R&R Committee is to recommend immediate dismissal, (or in the case of program faculty and R&R Committee disagreement, the Department Chair deems that immediate dismissal is appropriate), a letter will be written by the Chair of the R&R Committee, documenting the decision, and that letter will be forwarded to the Department Chair.
4. The Department Chair will inform the student, in writing, of the dismissal decision described in paragraph 3, above. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy will be retained by the student and one copy will be returned to the Chair of the R&R Committee to be placed in the student's file in the APCE/SP main office.
5. In the written notification of the immediate dismissal recommendation, the student will be informed that he or she has 14 calendar days in which to request, in writing, a meeting with the program faculty and R&R Committee, if the student so chooses, to present his/her case.
6. Upon receipt of a written request from the student for the meeting described in paragraph 5, above, a meeting will be scheduled by the Chair of the R&R Committee to provide the student with the opportunity to present his/her case. At this meeting, the student may have a person, chosen by the student, accompany him/her to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. He/she may only confer with the student during

the meeting.

7. If the student fails to attend the program faculty meeting, the immediate dismissal recommendation will be forwarded to the Department Chair by the chairperson of the R&R Committee.
8. If the student attends the meeting described in paragraph 6, above, following the student's presentation, the R&R Committee in consultation with the program faculty will:
 - a. Review the student's progress in the program,
 - b. Review the student's behaviors as related to expected professional and personal behaviors,
 - c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
 - Dismissal decision upheld, steps continue as outlined below.
 - Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
 - Dismissal decision not upheld; student no longer requires probation and remediation.
9. If the joint recommendation from both the program faculty and the R&R Committee is to uphold the dismissal decision, the Department Chair will be informed, in writing, of the dismissal recommendation by the Chair of the R&R Committee.
10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Department Chair will inform the student that he/she may meet with the Department Chair to discuss the immediate dismissal recommendation and be advised of the University appeals procedures.
11. The Department Chair will forward a formal immediate dismissal recommendation to the Dean of the Graduate School and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student file in the APCE/SP main office.
12. If the student is not satisfied with the immediate dismissal recommendation, the appeals procedures of the University of Northern Colorado are available to the student.

APPENDIX: FORMS

List of forms

The remainder of the CES Student Handbook provides some of the forms mentioned in the handbook:

<i>Type of form</i>	<i>Title of form</i>
Program Advising	1. Plan of Study Form 2. CES Course Sequence 3. Licensure & Internship Hours 4. CES Advising Sheet
Comprehensive Exams	5. Permission to Take Written Comps

Other locations for forms you will need during your program are:

- The CES Internship Handbook – <http://www.unco.edu/cebs/applied-psychology-counselor-education/counselor-education-supervision/current-students.aspx>
- Student Evaluation and Professional Development Plans Handbook
- The Graduate School - <http://www.unco.edu/grad/newcurrent/index.html>
- Office of Sponsored Programs - <http://www.unco.edu/osp/>
- Office of Financial Aid - <http://www.unco.edu/ofa/>
- UNC Counseling Center- <http://www.unco.edu/counseling-center/>

APPENDIX 1:

Plan of Study

UNIVERSITY OF NORTHERN COLORADO
GRADUATE SCHOOL

PLAN OF STUDY

NAME : _____ BEAR NUMBER: _____
Last First Middle

ADDRESS : _____

DEGREE PROGRAM : *Example, Ed.D. in Physical Education* : *Pedagogy, 1998-99*
and Year of Bulletin under which you will be completing requirements

RESEARCH CORE (12 hours required)

Doctoral students must complete a departmentally prescribed core of at least 12 semester hours of research courses or methods of inquiry designated as appropriate to the discipline and approved by the Graduate Council. Departmental courses numbered xx 622 (Directed Studies) shall not be used to substitute for courses in the research core. Also, courses numbered 797 and 799 cannot be included.

Course Prefix, Number, Title and Credit Hours

EXAMPLE: SRM 700 Advanced Research Methods 3 hours

RESEARCH TOOLS (Ph.D. only)

All Ph.D. students must demonstrate competency in two acceptable research tools. A research tool is defined as advanced knowledge and/or set of skills related to a specifiable technique or method that contributes to the student's ability to conduct doctoral level research in the discipline. Departments will determine acceptable research tools such as languages, applied statistics, mathematical statistics, and computer languages/applications. Research tools must include a description of competency, plan to attain competency including relevant course work and means the department will use to evaluate and verify competency. You should be able to provide a title or name for the tool, e.g., Qualitative Research Methods. Course work numbered 797 and 799 is not acceptable as part of research tools.

RESEARCH TOOL #1 Ph.D. only

COMPETENCY: *example, Quantitative Research to be attained by satisfactory completion (grade of 'B' or better) of course work as listed below*

<i>EXAMPLE:</i>	<i>SRM 602</i>	<i>Statistical Methods I</i>	<i>3 hours</i>
	<i>SRM 603</i>	<i>Statistical Methods II</i>	<i>3 hours</i>
	<i>SRM 609</i>	<i>Sampling Methods</i>	<i>3 hours</i>

RESEARCH TOOL #2 Ph.D. only

COMPETENCY: *example; Foreign Language, German to be demonstrated to and verified by member of UNC Foreign Languages department. Level of fluency expected would allow the student to use scholarly publications written in German.*

COLLATERAL FIELD (Ph.D. only)

With the approval of the major department/division/school and the Dean of the Graduate School, doctoral students may use a collateral field of study as a substitute for one of the research tools. A collateral field of at least 12 credits is defined as advanced and specialized or focused knowledge and competence within a specifiable content area or skill area from a related discipline that contributes to the student's ability to conduct doctoral level research in their major discipline, e.g., advanced cognitive theory, applications of distance education technology or multimedia technology to the classroom. The level of competency and the assessment is established by each department/division/school and must be approved by the Dean of the Graduate School. A collateral field is a substitute for one of the research tools and is not necessary if two acceptable research tools are required by this Plan of Study.

COLLATERAL FIELD (if applicable) Ph.D. only

ADDITIONAL REQUIRED COURSE WORK

Course prefix, number, title and number of credits must be included

Example: MUS 670 Individual Performance in Voice 12 hours

TRANSFER CREDITS (from other accredited colleges or universities). Transfer credit must be from an accredited institution that grants doctoral degrees, must be graduate level, compatible with the student's program, and must be 'A' or 'B' work. Transfer credit cannot be used to meet any residency requirements and is not used in the calculation of the grade point average. The form, Petition to Count Work in a Degree Program, and an official transcript are required. A minimum of 40 hours in a doctoral program must be completed at UNC (if student has a master's degree). All work counted in a degree program must be completed within the eight-year time limit allowed for a doctoral degree.

TRANSFER CREDITS

Name of College/University, Prefix, Course #, Course Title, Semester/Quarter/Year, and Grade

Example: Colorado State University, CHEM 559, Biochemistry I, Fall 98, 3 sem hrs. 'A'

TOTAL TRANSFER CREDIT HOURS:

TOTAL SEMESTER HOURS

Minimum credits required to earn a doctoral degree are 64 semester hours if the student holds a master's degree. Without a master's degree minimum credits required are 94 semester hours.

Total credit hours required vary depending of program requirements.

Please indicate the total number of hours required per this Plan of Study.

Total UNC hours:

Total transfer hours (quarter or semester):

Total hours:

APPROVALS

The Graduate School requires the signature of the student and the program advisor. Additional signature lines are provided for departmental signatures that may be required. Please keep a copy of this form for your records. A copy should be given to your program advisor.

Student Signature

Date

Program Advisor

Date

Name

Date

Name

Date

Name

Date

APPENDIX 2: CES Course Sequence

Counselor Education and Supervision, Ph.D. Course Sequence

First Year

Fall Semester (Admitted in <i>Odd</i> Year)		Fall Semester (Admitted in <i>Even</i> Year)	
Required Courses	Credits	Required Courses	Credits
APCE 702: Practicum in Counseling	4 Hours	APCE 702: Practicum in Counseling	4 Hours
APCE 703: Professional Development Seminar	1 Hour	APCE 703: Professional Development Seminar	1 Hour
APCE 710: Instruction, Pedagogy, and Evaluation in Counseling	3 Hours	APCE 710: Instruction, Pedagogy, and Evaluation in Counseling	3 Hours
Total Required Hours	8 Hours	Total Required Hours	8 Hours
Other Courses (1 – 5 Hours)	Credits	Other Courses (1 – 5 Hours)	Credits
SRM 602	3 Hours	SRM 602	3 Hours
Interest/Emphasis Area Courses	1 – 3 Hours	Interest/Emphasis Area Courses	1 – 3 Hours
Spring Semester (Admitted in <i>Odd</i> Year)		Spring Semester (Admitted in <i>Even</i> Year)	
Required Courses	Credits	Required Courses	Credits
APCE 703: Professional Development Seminar	1 Hour	APCE 703: Professional Development Seminar	1 Hour
APCE 712: Advanced Practicum in Individual Counseling	4 Hours	APCE 712: Advanced Practicum in Individual Counseling	4 Hours
APCE 716: Research Seminar in Counselor Education	3 Hours	APCE 746: Advanced Seminar in Counselor Education & Supervision	3 Hours
APCE 723: Advanced Multicultural	3 Hours		
Total Required Hours	11 Hours	Total Required Hours	8 Hours
Other Courses (1 – 5 Hours)	Credits	Other Courses (1 – 5 Hours)	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
SRM 602	3 Hours	SRM 602	3 Hours
SRM 603	3 Hours	SRM 603	3 Hours
SRM 680	3 Hours	SRM 680	3 Hours
Interest/Emphasis Area Courses	1 – 3 Hours	Interest/Emphasis Area Courses	1 – 3 Hours
Summer Semester		Summer Semester	
Courses	Credits	Courses	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
SRM 602	3 Hours	SRM 602	3 Hours
SRM 603	3 Hours	SRM 603	3 Hours
SRM 610	3 Hours	SRM 610	3 Hours
SRM 680	3 Hours	SRM 680	3 Hours
Interest/Emphasis Area Courses	1 – 3 Hours	Interest/Emphasis Area Courses	1 – 3 Hours
Total Credits	0- 6 Hours	Total Credits	0- 6 Hours

Second Year

Fall Semester (Admitted in <i>Odd</i> Year)		Fall Semester (Admitted in <i>Even</i> Year)	
Required Courses	Credits	Required Courses	Credits
APCE 714: Practicum in the Supervision of Counseling	3 Hours	APCE 714: Practicum in the Supervision of Counseling	3 Hours
APCE 715: Seminar in Counselor Supervision & Theory	2 Hours	APCE 715: Seminar in Counselor Supervision & Theory	2 Hours
Total Required Hours	5 Hours	Total Required Hours	5 Hours
Other Courses (1 – 7 Hours)	Credits	Other Courses (1 – 7 Hours)	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
SRM 602	3 Hours	SRM 602	3 Hours
SRM 603	3 Hours	SRM 603	3 Hours
SRM 610	3 Hours	SRM 610	3 Hours
SRM 680	3 Hours	SRM 680	3 Hours
Interest/Emphasis Area Courses	1 – 3 Hours	Interest/Emphasis Area Courses	1 – 3 Hours
Spring Semester (Admitted in <i>Odd</i> Year)		Spring Semester (Admitted in <i>Even</i> Year)	
Required Courses	Credits	Required Courses	Credits
APCE 714: Practicum in the Supervision of Counseling	3 Hours	APCE 714: Practicum in the Supervision of Counseling*	3 Hours
APCE 746: Advanced Seminar in Counselor Education & Supervision	3 Hours	APCE 716: Research Seminar in Counselor Education	3 Hours
Total Required Hours	6 Hours	Total Required Hours	6 Hours
Other Courses (1 – 5 Hours)	Credits	Other Courses (1 – 5 Hours)	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
SRM 602	3 Hours	SRM 602	3 Hours
SRM 603	3 Hours	SRM 603	3 Hours
SRM 610	3 Hours	SRM 610	3 Hours
SRM 680	3 Hours	SRM 680	3 Hours
Interest/Emphasis Area Courses	1 – 3 Hours	Interest/Emphasis Area Courses	1 – 3 Hours
Summer Semester		Summer Semester	
Courses	Credits	Courses	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
SRM 603	3 Hours	SRM 603	3 Hours
SRM 610	3 Hours	SRM 610	3 Hours
SRM 680	3 Hours	SRM 680	3 Hours
Interest/Emphasis Area Courses	1 – 3 Hours	Interest/Emphasis Area Courses	1 – 3 Hours
Total Credits	0- 6 Hours	Total Credits	0- 6 Hours

Third Year

Note: All students should be eligible for written comprehensive examinations the fall semester of this year.

Fall Semester (Admitted in <i>Odd</i> Year)		Fall Semester (Admitted in <i>Even</i> Year)	
Required Courses	Credits	Required Courses	Credits
APCE 762: Practicum in Group Facilitation	4 Hours	APCE 762: Practicum in Group Facilitation	4 Hours
Total Required Hours	4 Hours	Total Required Hours	4 Hours
Other Courses (1 – 8 Hours)	Credits	Other Courses (1 – 8 Hours)	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
APCE 797: Doctoral Proposal Research	1 – 4 Hours	APCE 797: Doctoral Proposal Research	1 – 4 Hours
SRM 610	3 Hours	SRM 610	3 Hours
SRM 680	3 Hours	SRM 680	3 Hours
SRM 700	3 Hours	SRM 700	3 Hours
Interest/Emphasis Area Courses	1 – 3 Hours	Interest/Emphasis Area Courses	1 – 3 Hours
Spring Semester (Admitted in <i>Odd</i> Year)		Spring Semester (Admitted in <i>Even</i> Year)	
Required Courses	Credits	Required Courses	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
APCE 797: Doctoral Proposal	1 – 4 Hours	APCE 797: Doctoral Proposal	1 – 4 Hours
APCE 799: Doctoral Dissertation	1 – 12 Hours	APCE 799: Doctoral Dissertation	1 – 12 Hours
Total Required Hours	1 – 12 Hours	Total Required Hours	1 – 12 Hours

Fourth Year

Fall & Spring Semesters (Admitted in <i>Odd</i> Year)		Fall & Spring Semesters (Admitted in <i>Even</i> Year)	
Required Courses	Credits	Required Courses	Credits
APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours	APCE 792: Internship in Counselor Education and Supervision	1 – 2 Hours
APCE 797: Doctoral Proposal	1 – 4 Hours	APCE 797: Doctoral Proposal	1 – 4 Hours
APCE 799: Doctoral Dissertation	1 – 12 Hours	APCE 799: Doctoral Dissertation	1 – 12 Hours
Total Required Hours	1 – 12 Hours	Total Required Hours	1 – 12 Hours

APPENDIX 3:

Licensure & Internship Hours



School of Applied Psychology & Counselor Education
Counselor Education and Supervision, Ph.D.

Hours Awarded Toward Licensure and Internship

The following list reflects the number of hours the faculty have suggested as a guideline for each experience in order to standardize the accounting for hours toward licensure and internship experiences. If you intend to earn hours towards licensure you must ensure you have a licensed supervisor/faculty to sign off on your hours *prior* to accruing any hours.

NOTE: Students are responsible for providing faculty with the forms for licensure supervision and maintaining appropriate logs.

Courses that Count Toward State Licensure	Approximate Hours
APCE 617: Play Therapy: Theory and Practicum	90
APCE 681: Practicum in Systems Consultation	90
APCE 694: Practicum in Couples and Family Therapy	120
APCE 702: Practicum in Counseling	135
APCE 712: Advanced Practicum in Individual Counseling	135
APCE 713: Practicum in Supervision of Play Therapy	90
APCE 714: Practicum in Supervision of Counseling	
612: Supervision (first experience – on campus)	150
612: Supervision (off campus)	80
612 & 619: Supervision (subsequent experience – on campus)	45-150*
(*Exact number determined by Practicum Instructor)	
APCE 618: Supervision (any experience)	120
APCE 762: Practicum in Group Facilitation	120
APCE 774: Practicum in Supervision of Family Therapy	120 (Maximum 300)
APCE 792: Internship	Counseling & Supervision ONLY
Hours for Internship to be Recorded on Logs	Total Hours
Teaching Hours (Semester-long Course)	45-100*
(*Exact number determined by Course Instructor)	
Counseling Hours	Clock hours logged
Supervision Hours- Off Campus	80
Supervision Hours- On Campus	45-150*
(*Exact number determined by Practicum Instructor)	
Consultation Hours	Clock hours logged
Research Hours:	Minimum 200*
(*To be determined by Advisor & Internship Coordinator)	

APPENDIX 4: CES Advising Sheet

CES Advising Sheet

Student: _____

Date of Admission: _____

Contact Advisor: _____

This form is to be used as a guide for students and advisors planning the course of study for the PhD in Counselor Education and Supervision. Please note many courses have prerequisites, check with your advisor and address each area in your planning:

Program Prerequisites: A student must possess coursework at the graduate level in the 8 CACREP areas. If the student has graduated from a CACREP master's program, they should meet the minimum requirements; if a student's program does not, advisors should identify coursework necessary to meet the course or program deficits. The student and advisor must plan out a timeline for completion of the prerequisites so that the student may continue to progress through the program.

The student has had coursework in:

_____ Helping Relationships	_____ Career Development
_____ Social Cultural Foundation	_____ Professional Identity
_____ Research and Program Evaluation	_____ Assessment
_____ Legal and Ethical	_____ Group
_____ 600 Master's Internship	

REQUIRED COURSES

EXPECTED DATE

Counseling Core (12 hours)

APCE 702 Practicum in Counseling (4)

APCE 712 Advanced Practicum in Individual Counseling (4)

APCE 762 Practicum in Group Facilitation (4)

Supervision Core (8 hours)

APCE 714 Practicum in the Supervision of Counseling (3-6) (Taken twice)

APCE 715 Seminar in Counselor Supervision and Theory (2)

Theory and Instruction Core (20-26 hours)

APCE 703 Professional Development Seminar in Counselor Education (1) (Taken twice)

APCE 710 Instruction, Pedagogy, and Evaluation in Counseling and Psychology (3)

APCE 723 Seminar in Advanced Multicultural Perspectives in Counselor Education and Supervision (3)

APCE 746 Advanced Seminar in Counselor Education and Supervision (3)

APCE 792 Internship in Counselor Education and Supervision (6-12)

Interest Areas (Select One) (12-15 hours minimum)

Couples and Families (13 Hours)

APCE 668 Sexuality Counseling (3)

APCE 669 Advanced Methods: Couples and Family Therapy (3)

APCE 694 Practicum in Couples and Family Therapy (4)

APCE 695 Seminar in Contemporary Issues in Couples and Family Therapy (3)

APCE 774 Practicum in Supervision of Family Therapy (3)

Play Therapy (12 hours)*

APCE 609 Foundations of Play Therapy (3)

APCE 617 Play Therapy: Theory and Practicum (3)

APCE 713 Practicum in Supervision of Play Therapy (3)

*Students will complete three additional credits for an elective to be selected in consultation with their advisor.

***Certification in children and adolescent counseling possible.**

School Counseling (15 hours – if no previous School Counseling background)

APCE 602 Foundations of School Counseling (3)

APCE 608 Organization, Administration, and Evaluation of School Counseling Programs (3)

APCE 614 Internship in School Counseling and Guidance (6)*

ELPS 660 Law and the Administrator (3)

*** Students with a School Counseling background will work with the advisor to select 9 credits in addition to APCE 748 to comprise interest area. Internship required as a school counselor in addition to doctoral internship if the student did not have a school internship at the master's level.**

Minor in Lieu of Interest/Emphasis Area:

Students may complete a doctoral minor or certificate in one of the following areas in lieu of an interest area:

- Higher Education and Student Affairs Leadership
- Educational Leadership and Policy Studies
- Special Education
- Educational Psychology
- Cultural Studies and Equity Graduate Certificate Program

Research Core

SRM 700 Advanced Research Methods (3)

Additional six hours under Research Tool 2

Research Proposal/Dissertation (16 hours)

APCE 797 Doctoral Proposal Research (4)

APCE 799 Doctoral Dissertation (12)

Research Tools (15 hours)

Research Tool 1: Applied Statistics

SRM 602 Statistical Methods I (3)

SRM 603 Statistical Methods II (3)

SRM 610 Statistical Methods III (3)

Research Tool 2: Applied Research*

APCE 716 Research Seminar in Counselor Education (3)

SRM 680 Introduction to Qualitative Research (3)

*Students have the option to complete the Doctoral Minor in Applied Statistics and Research Methods; this is part of the plan of study and is done in consultation with the academic advisor.

*Students who plan on conducting qualitative research study for their dissertation will need to take an additional course in qualitative methodology. Please consult your advisor.

Suggested Electives for Students Completing Quantitative Dissertations:

SRM 607 Non-Parametric Statistics 3

or

SRM 609 Sampling Methods 3

or

SRM 625 Applied Multiple Regression Analysis 3

or

SRM 627 Survey Research Methods 3

Suggested Electives for Students Completing Qualitative Dissertations:

SRM 685 Educational Ethnography 3

or

SRM 686 Qualitative Case Study Research 3

or

SRM 687 Narrative Inquiry 3

or

SRM 688 Writing Qualitative Research 3

Other Recommended Electives:

APCE 609 Foundations of Play Therapy 3

APCE 617 Play Therapy: Theory and Practicum 3

APCE 713 Practicum in Supervision of Play Therapy 3

APCE 773 Practicum in Supervision of Group Facilitation 3

APCE 774 Practicum in Supervision of Family Therapy 3

APCE 793 Practicum in Clinic Administration and Service Delivery 3

APCE 794 Advanced Practicum in Clinic Administration and Service Delivery 1

Conference Proposal Submitted:

Conference _____ Conference Date: _____

ACA Membership Number: _____ ACES Verification Date: _____

Internship Plan Approved By CES Faculty Date: _____

Signatures:

Student Signature: _____ Date _____

Advisor Signature: _____ Date _____

APPENDIX 5:

Permission to Take Written Comprehensive Exam



**Department of Applied Psychology and Counselor Education
Permission Form to take Written Comprehensive Examination
Counselor Education and Supervision**

Date: _____

Name: _____ Email: _____

Address: _____
City State Zip

Phone Number: _____ Last Four Bear#: _____

Advisor: _____

Semester of Examination: _____

Degree and Program (including emphasis): _____

Advisor Signature: _____

*Advisor signature verifies that student has successfully completed course work required for comprehensive examination

Additional Doctoral Criteria:

- _____ Plan of Study on file at the Graduate School
- _____ Doctoral committee approved by the Graduate School
- _____ ALL course final grades are C or better
- _____ 45 credit hours toward CES degree, including:

Course	Semester/year completed	Final Grade
APCE 702	_____	_____
APCE 712	_____	_____
APCE 710	_____	_____
APCE 703	_____	_____
APCE 716	_____	_____
APCE 714	_____	_____
APCE 715	_____	_____
APCE 746	_____	_____
SRM 602	_____	_____
SRM 603	_____	_____

Submit this completed form to the CES Program Coordinator