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 (http://www.unco.edu/grad/new_current/resources), 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
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, gerontological counseling, and 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.

Program requirements follow standards of:
- the Counseling Profession
- the Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- Colorado State Law
- the UNC Graduate School
- Career Requirements

The University of Northern Colorado is accredited by the Higher Learning Commission of the North Central Association. The UNC CES degree is accredited by CACREP (www.cacrep.org), and is recognized by licensing boards in every state offering licensure in the U.S.

Program Objectives

Demonstrate a scholarly understanding and integration of counseling theories and evidence based counseling practices (individual, couples, 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.
<table>
<thead>
<tr>
<th>Supervision</th>
<th>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.</th>
</tr>
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<tbody>
<tr>
<td>Teaching and Program Evaluation</td>
<td>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.</td>
</tr>
<tr>
<td>Research and Scholarship</td>
<td>Gain knowledge and skills in qualitative and qualitative 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 journal and newsletter publication, and grant proposals and funding.</td>
</tr>
<tr>
<td>Social Cultural Diversity, Leadership, and Advocacy</td>
<td>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.</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Develop and demonstrate an integration of the knowledge and skills needed to be successful as Counselor Educators.</td>
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</table>
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

1. Complete the online application at: https://apply.unco.edu/Datatel.ERecruiting.Web.External/Pages/welcome.aspx and pay the application fee.
2. Send official Transcripts: Applicants must request and send official transcripts from every accredited college or university attended or from which they earned credit, except 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
   - Take the GRE: Official GRE scores (less than five years old) are required.

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](http://www.unco.edu/dos/) and the guidelines of UNC, the Graduate School, and the CES department.

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/](http://www.unco.edu/dos/) [http://www.unco.edu/dss/grievanceProcedures.html](http://www.unco.edu/dss/grievanceProcedures.html)

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](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) 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 for detailed information.

**STUDENT EVALUATION**

**Ongoing Evaluation**

Students are continuously evaluated on academic performance, clinical performance, ethical and legal behavior, 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.
Professional Membership

CES students are required to maintain membership in the:

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

The faculty also highly recommend membership in:

- the Colorado division of ACA (CCA) – [http://www.coloradocounselingassociation.org](http://www.coloradocounselingassociation.org),

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
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/](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.

<table>
<thead>
<tr>
<th>If the class…</th>
<th>you should…</th>
</tr>
</thead>
<tbody>
<tr>
<td>is labeled “permission of instructor”</td>
<td>Contact the instructor to request a release.</td>
</tr>
</tbody>
</table>
| is labeled “permission of the practicum coordinator” | • 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). |
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 in either Statistics and Research Methods (SRM). 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.

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

### 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:
Residency Requirement
You are required to enroll in nine or more credit hours in two academic terms to meet the residency requirements set by the Graduate School. See the Graduate School website for more information.
http://www.unco.edu/graduate-school/

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.

The plan must be formalized on the completed Plan of Study form including the signatures of the program advisor or appointed faculty (if required by the school). The Plan of Study must be filed with the Graduate School by the end of the student’s first semester of enrollment after admission.

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.

Career Services 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
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. have an approved plan of study filed with the Graduate School
3. 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).
4. maintain a 3.0 GPA or higher
5. receive satisfactory annual evaluations, and
6. 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. Counseling Process and Theoretical Foundations
  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 Support Services Office) 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**

- 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.

**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.
5. Defend your proposal.
   - If pass, submit completed form and file.
8. Apply for graduation.
9. Request your dissertation defense.
10. Submit completed form.
   − 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.

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**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.

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**Doctoral Committee**

Counselor Education Faculty will not be conducting doctoral committee meetings of any kind during the summer months. 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](http://www.unco.edu/grad/forms/index.html).
4. Notify the Graduate School of any change in committee membership.

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**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.

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.

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 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.

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 Directed Study form which can be found in the main office.

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](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/](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. File a completed Application for Graduation in a Doctoral Program form with the Graduate School: [http://www.unco.edu/grad/forms/index.html](http://www.unco.edu/grad/forms/index.html).
3. Complete and follow the guidelines in the Graduation Information provided by the Graduate School: [http://www.unco.edu/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](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

University of Northern Colorado

Greeley, Colorado 80639
STUDENT REVIEW AND RETENTION
Policy Document

Review and Retention Committee

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

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

Purposes of Student Evaluation

Faculty members in the Department of Applied Psychology and Counselor Education (APCE) are responsible for the evaluation of students in the professional training programs in the Department. The purposes of student evaluation are to:

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

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

1. **Continuation in the Training Program**
   a. Student progress satisfactory. No concerns expressed by faculty.
   b. Evaluative feedback will be provided to the student by the student’s advisor.

2. **Continuation in the Training Program with Attention to Specified Faculty Concerns**
   a. Some concerns expressed by faculty with the expectation that the student can make improvements with minimal effort.
   b. Evaluative feedback will be provided to the student by the student’s advisor.
   c. The next program faculty review of students will examine whether the identified student has improved.

3. **Continuation in the Training Program in Probationary Status and Formal Remediation Specified**
   a. Noted concerns are judged by program faculty as serious enough to inhibit the student from performing competent professional services if not corrected.
   b. Faculty concerns will be recorded by the student's advisor.
   c. A recommendation of probation and remediation, with supporting documentation (for example, a letter to the Review and Retention Committee specifying the faculty concerns, faculty evaluations, information regarding steps already taken to remediate the behavior, practicum evaluations, etc.) will be forwarded by the Program Coordinator to the Review and Retention Committee.
   d. Steps outlined in Section A of the Student Review and Retention Procedures will be followed.

The following are decisions made following initial remediation attempts.

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

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

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

Confidentiality

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

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

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

**Documentation**

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

**Review and Retention Committee Meetings**

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

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

Only program faculty, members of the Review and Retention Committee or its designee, the student, and a person chosen by the student may attend the scheduled meeting in which the student presents their (zirs/hirs/xyr) case. No other persons may attend the meeting without specific authorization from the program faculty.

In the event a Review and Retention committee member is the faculty advisor of the student being referred to Review and Retention, another faculty member will be assigned to the committee.
STUDENT REVIEW AND RETENTION
Procedural Document

Preamble

Successful completion of a program of study in the Department of Applied Psychology and Counselor Education (APCE) is based on the demonstration of effectiveness in academic, professional, and personal areas as they relate to a student's professional objectives. The faculty of APCE have a professional responsibility to evaluate the knowledge, skills, and disposition of students in their training programs. The evaluation procedures serve two major purposes:

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

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

The Student Review and Retention Policy of the Department of Applied Psychology and Counselor Education enables the faculty to share and evaluate information about student progress. Student review is an ongoing and continuous process. Any faculty member may raise questions about a particular student's performance and progress during regularly scheduled program faculty meetings. The discussions of student performance and progress will be held in "executive session." At that time, any questions about students may be raised for program faculty consideration.

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

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

If, after review of a student's progress and behavior in their (zirs/hirs/xyr) training program, the program faculty determines the student is in need of remediation, the following steps will be taken:

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

2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee’s decision regarding probation and remediation. If the Review and Retention Committee disagrees with the faculty’s recommendation to place a student on probation and remediation, a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent, the recommendations of the program faculty and the committee will be forwarded in writing to the Director Chair. The Director Chair will be responsible for resolving the matter.

3. If the joint recommendation of the program faculty and the Review and Retention Committee is that the student be placed on probation and remediation (or in the case of program and Review and Retention Committee disagreement, the Director Chair deems probation and remediation necessary), the chairperson of the Review and Retention Committee will notify the student, in writing, that the student has been placed on probation within the training program. The written notice will request the student to make an appointment with their (zirs/hirs/xyr) advisor and the Review and Retention Committee, or a representative of the Review and Retention Committee, to discuss the faculty concerns, provide the student an opportunity to explain their behavior, and to go over procedures that will be used regarding the probation. At this meeting, the student may have a person, chosen by the student, accompany them (zir/hir/zem) to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. They (ze/xe) may only confer with the student during the meeting.

4. The faculty advisor and the Review and Retention Committee, or its designee, will meet with the student and inform the student of the identified problem areas noted by the faculty and give the student an opportunity to explain their behavior or the circumstances surrounding the concerns.
5. The student, the student's advisor, and the Review and Retention Committee, or its designee, will develop a plan for remediation of the student's behavior. This plan will:

   a. Behaviorally define the student's problem areas,

   b. Identify the expected behavior patterns or goals,

   c. Specify possible methods that could be used to reach these goals, which may include, but are not limited to:

      (1) counseling,
      (2) self-structured behavioral change,
      (3) additional academic course work or practical field experiences

   d. Designate a way in which the goal attainments will be demonstrated and to what degree, and

   e. Designate a date for goal attainment and reevaluation.

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

7. Copies of the plan for remediation are to be signed and dated by the student, the student's advisor, and the chairperson of the Review and Retention Committee.

8. A signed and dated copy of the plan is to be placed in the student's file in the APCE office; the student is to retain one copy.

9. Near the date for reevaluation (date will be specified in the remediation plan), the student will present to their (zirs/hirs/xyr) advisor any available documentation of their (zirs/hirs/xyr) progress in relation to the remediation plan. In addition, the student will request from the faculty with whom they (ze/xe) have currently been working or has had classes with, an evaluation of their (zirs/hirs/xyr) progress on the CES Student Evaluation by Faculty (see Appendix 7). The completed forms will be returned to the chair of the Review and Retention Committee.

10. At or near the date for reevaluation and following return of CES Student Evaluation by Faculty forms, the student's progress or lack thereof will be reviewed by the Review and Retention Committee. The review will include an examination of the faculty evaluations and any additional documentation.

11. At the Review and Retention meeting in which the student's progress or lack of it is reviewed, the committee has four recommendation options. These options are considered and recommendations made with consultation between the Review and Retention Committee and the program faculty.
a. **Continuation in the Program:** The specified concerns no longer present a significant problem and the student is allowed to continue in the program.

b. **Continued Probation and Remediation:** If progress is documented on the first evaluation, an updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion (see Section B).

c. **Voluntary Resignation:** Recommend the student resign from the program (see Section C).

d. **Dismissal from the Program:** If the student has failed to attain the behavioral goals and there is no expectation that they (ze/ex) can reasonably attain them in the near future, dismissal will be recommended (see Section D).

12. The student will be notified in writing by the chairperson of the Review and Retention Committee of the reevaluation decision and will request that the student make an appointment with their (zirs/hirs/xyr) advisor and the Review and Retention Committee, or a member of the Review and Retention Committee, for feedback concerning the decision.

13. The student will sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file in the APCE office.

**B. Continued Probation and Remediation**

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

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

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

1. The Program Coordinator will inform the Review and Retention Committee and the Director Chair of the faculty's recommendation that the student should be dismissed from the training program. Supporting materials will be provided to the Review and Retention Committee (see policy section of the manual for examples of supporting materials).
2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee’s decision regarding voluntary resignation. If the Review and Retention Committee disagrees with the faculty’s recommendation, a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent, the recommendations of the program faculty and the committee will be forwarded in writing to the Director Chair. The Director Chair will be responsible for resolving the matter.

3. When the joint decision of the program faculty and the Review and Retention Committee is to recommend voluntary resignation, (or in the case of program and Review and Retention Committee disagreement, the Director Chair deems voluntary resignation necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the Director Chair.

4. The student will be informed, in writing, of this decision by the Director Chair. In the notification, the student will be requested to voluntarily resign from the training program within ten (10) days. The student will also be informed that they (ze/xe) may meet with the Department Chair to discuss the dismissal recommendation and the available University appeals procedures. Regardless of the student’s decision (to voluntarily resign or to initiate the University appeals process), they (ze/xe) must inform the Review and Retention Committee in writing by submitting a letter to the chair of the committee. If the student decides to pursue an appeal, they will remain a student in the program until resolution of the appeal.

5. Copies of the notification will be provided to the Dean of the Graduate School of the University of Northern Colorado, the Dean of the College of Education and Behavioral Sciences, and the student's file in the APCE Department office.

6. If the student fails to voluntarily resign from the training program, Section E procedures will be followed.

**D. Dismissal from the Training Program**

If, in the professional judgment of the program faculty and the Retention and Review Committee, the student has failed to attain the behavioral goals specified in their (zirs/hris/xyr) remediation plan, and there is no expectation that the student can reasonably attain them in the near future, or if the student behavior is judged to be so egregious as to forego remediation efforts, a recommendation for dismissal from the training program will be made. In such cases, the following procedures will be followed:

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

2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee's decision regarding dismissal. If the Review and Retention Committee disagrees with the faculty’s recommendation, a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent, the recommendations of the program faculty and the committee will be forwarded in writing to the Department Chair. The Director Chair will be responsible for resolving the matter.

3. When the joint decision of the program faculty and the Review and Retention Committee is to recommend dismissal, (or in the case of program and Review and Retention Committee disagreement, the Director Chair deems dismissal necessary), a letter will be written by the chairperson of the Review and Retention Committee documenting the decision, and then forwarded to the Director Chair.

4. Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the APCE Department office.

5. In the written notification of the dismissal recommendation, the student will be informed that they (ze/xe) have ten (10) days in which to submit a written request for a meeting with the program faculty to present their (zirs/hirs/xyr) case to the faculty, if the student chooses.

6. Upon receipt of a written request from the student petitioning a meeting with the program faculty, a program faculty meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student the opportunity to present their (zirs/hirs/xyr) case to the program faculty and the Review and Retention Committee, or a representative of the Review and Retention Committee. At this meeting, the student may have a person, chosen by the student, accompany them (zir/hir/xem) to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. They (ze/xe) may only confer with the student during the meeting.

7. If the student fails to attend this meeting, a dismissal recommendation will be forwarded to the Director Chair by the chairperson of the Review and Retention Committee.

8. Following the student's presentation, the Review and Retention Committee in consultation with the program faculty will:
Review the student’s progress in the program,
   a. Review the student’s behaviors as related to expected professional and personal behaviors
   b. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
      • Dismissal decision upheld; steps continue as outlined below.
      • Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
      • Dismissal decision not upheld; student no longer requires probation and remediation.

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

10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Director will inform the student that they (ze/xe) may meet with the Director to discuss the dismissal recommendation and be advised of the University appeals procedures.

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

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

E. Immediate Dismissal from the Training Program

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

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

2. The Review and Retention Committee will review the faculty recommendation and supporting materials and provide the program faculty with the committee’s decision regarding dismissal. If the Review and Retention Committee disagrees...
with the faculty’s recommendation a joint meeting with the program faculty and committee will be held to resolve any disagreements. If, following a joint meeting, the decisions of the program faculty and the Review and Retention Committee are not consistent; the recommendations of the program faculty and the committee will be forwarded in writing to the Department Chair. The Department Chair will be responsible for resolving the matter.

3. When the joint decision of the program faculty and the Review and Retention Committee is to recommend immediate dismissal, (or in the case of program and Review and Retention Committee disagreement, the Department Chair deems immediate dismissal necessary), a letter will be written by the chairperson of the Review and Retention Committee, documenting the decision, and then forwarded to the Department Chair.

4. Written notification of the dismissal recommendation from the chairperson of the Review and Retention Committee will be provided to the student. Two copies of the notification will be provided to the student and the student will sign and date both copies. One copy is to be retained by the student and one copy is to be returned to the chairperson of the Review and Retention Committee. This copy will be placed in the student's file in the APCE Department office.

5. In the written notification of the immediate dismissal recommendation, the student will be informed that they (ze/xe) have ten (10) days in which to request, in writing, a meeting with the program faculty and Review and Retention Committee to present their (zirs/hirs/xyr) case, if the student chooses.

6. Upon receipt of a written request from the student petitioning a meeting with the program faculty and Review and Retention Committee, or a member of the Review and Retention Committee, a meeting will be scheduled by the chairperson of the Review and Retention Committee to provide the student with the opportunity to present their (zirs/hirs/xyr) case. At this meeting, the student may have a person, chosen by the student, accompany them (zir/hir/xem) to the meeting. That person will not be allowed to speak to the faculty on behalf of the student or present any materials. They (ze/xe) may only confer with the student during the meeting.

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

8. Following the student's presentation, the Review and Retention Committee in consultation with the program faculty will:
   a. Review the student’s progress in the program,
   b. Review the student’s behaviors as related to expected professional and personal behaviors
   c. Render a decision as to whether the dismissal recommendation is to be upheld. Decision options are:
      • Dismissal decision upheld; steps continue as outlined below.
• Dismissal decision not upheld; recommend ongoing probation and remediation (follow steps outlined in A).
• Dismissal decision not upheld; student no longer requires probation and remediation.

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

10. Written notification of the dismissal recommendation and information about the University Appeals Policy will be provided to the student by the Department Chair. In the written notification, the Director will inform the student that they (ze/xe) may meet with the Director 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 of the University of Northern Colorado and will provide a copy to the Dean of the College of Education and Behavioral Sciences. An additional copy will be placed in the student file in the APCE Department 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.
List of forms

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

<table>
<thead>
<tr>
<th>Type of form</th>
<th>Title of form</th>
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<tbody>
<tr>
<td>Program Advising</td>
<td>1. Plan of Study Form</td>
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<td></td>
<td>2. CES Course Sequence</td>
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<td></td>
<td>3. Licensure &amp; Internship Hours</td>
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<td></td>
<td>4. CES Advising Sheet</td>
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<td></td>
<td>5. Permission to Take Written Comps</td>
</tr>
<tr>
<td>Comprehensive Exams</td>
<td>5. Permission to Take Written Comps</td>
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</tbody>
</table>

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

- Student Evaluation and Professional Development Plans Handbook
- The Graduate School - [http://www.unco.edu/grad/newcurrent/index.html](http://www.unco.edu/grad/newcurrent/index.html)
- Office of Sponsored Programs - [http://www.unco.edu/osp/](http://www.unco.edu/osp/)
- Office of Financial Aid - [http://www.unco.edu/oaf/](http://www.unco.edu/oaf/)
- UNC Counseling Center - [http://www.unco.edu/counseling-center/](http://www.unco.edu/counseling-center/)
APPENDIX 1:
Plan of Study

UNIVERSITY OF NORTHERN COLORADO
GRADUATE SCHOOL
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

EXAMPLE:  
SRM 602  Statistical Methods I  3 hours  
SRM 603  Statistical Methods II  3 hours  
SRM 609  Sampling Methods  3 hours

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 *Odd Year*)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 702: Practicum in Counseling</td>
<td>4 Hours</td>
</tr>
<tr>
<td>APCE 703: Professional Development Seminar</td>
<td>1 Hour</td>
</tr>
<tr>
<td>APCE 710: Instruction, Pedagogy, and Evaluation in Counseling</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td><strong>8 Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses (1 – 5 Hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM 602</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Interest/Emphasis Area Courses</td>
<td>1 – 3 Hours</td>
</tr>
</tbody>
</table>

#### Fall Semester (Admitted in *Even Year*)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 702: Practicum in Counseling</td>
<td>4 Hours</td>
</tr>
<tr>
<td>APCE 703: Professional Development Seminar</td>
<td>1 Hour</td>
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<tr>
<td>APCE 710: Instruction, Pedagogy, and Evaluation in Counseling</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td><strong>8 Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses (1 – 5 Hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRM 602</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Interest/Emphasis Area Courses</td>
<td>1 – 3 Hours</td>
</tr>
</tbody>
</table>

#### Spring Semester (Admitted in *Odd Year*)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 703: Professional Development Seminar</td>
<td>1 Hour</td>
</tr>
<tr>
<td>APCE 712: Advanced Practicum in Individual Counseling</td>
<td>4 Hours</td>
</tr>
<tr>
<td>APCE 716: Research Seminar in Counselor Education</td>
<td>3 Hours</td>
</tr>
<tr>
<td>APCE 723: Advanced Multicultural</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td><strong>11 Hours</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Other Courses (1 – 5 Hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 602</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 603</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Interest/Emphasis Area Courses</td>
<td>1 – 3 Hours</td>
</tr>
</tbody>
</table>

#### Spring Semester (Admitted in *Even Year*)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 703: Professional Development Seminar</td>
<td>1 Hour</td>
</tr>
<tr>
<td>APCE 712: Advanced Practicum in Individual Counseling</td>
<td>4 Hours</td>
</tr>
<tr>
<td>APCE 746: Advanced Seminar in Counselor Education &amp; Supervision</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td><strong>8 Hours</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses (1 – 5 Hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 602</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 603</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Interest/Emphasis Area Courses</td>
<td>1 – 3 Hours</td>
</tr>
</tbody>
</table>

### Summer Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 602</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 603</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 610</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Interest/Emphasis Area Courses</td>
<td>1 – 3 Hours</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>0- 6 Hours</strong></td>
</tr>
</tbody>
</table>

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43
## Second Year

### Fall Semester (Admitted in Odd Year)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 714: Practicum in the Supervision of Counseling</td>
<td>3 Hours</td>
</tr>
<tr>
<td>APCE 715: Seminar in Counselor Supervision &amp; Theory</td>
<td>2 Hours</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Other Courses (1 – 7 Hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 602</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 603</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 610</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Interest/Emphasis Area Courses</strong></td>
<td>1 – 3 Hours</td>
</tr>
</tbody>
</table>

### Fall Semester (Admitted in Even Year)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 714: Practicum in the Supervision of Counseling</td>
<td>3 Hours</td>
</tr>
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<td>APCE 715: Seminar in Counselor Supervision &amp; Theory</td>
<td>2 Hours</td>
</tr>
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<td><strong>Total Required Hours</strong></td>
<td>5 Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses (1 – 7 Hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 602</td>
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</tr>
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<td>SRM 603</td>
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<td>SRM 610</td>
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<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Interest/Emphasis Area Courses</strong></td>
<td>1 – 3 Hours</td>
</tr>
</tbody>
</table>

### Spring Semester (Admitted in Odd Year)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 714: Practicum in the Supervision of Counseling</td>
<td>3 Hours</td>
</tr>
<tr>
<td>APCE 746: Advanced Seminar in Counselor Education &amp; Supervision</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td>6 Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses (1 – 5 Hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 602</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 603</td>
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<td>SRM 680</td>
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</tr>
<tr>
<td><strong>Interest/Emphasis Area Courses</strong></td>
<td>1 – 3 Hours</td>
</tr>
</tbody>
</table>

### Spring Semester (Admitted in Even Year)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 714: Practicum in the Supervision of Counseling*</td>
<td>3 Hours</td>
</tr>
<tr>
<td>APCE 716: Research Seminar in Counselor Education</td>
<td>3 Hours</td>
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<tr>
<td><strong>Total Required Hours</strong></td>
<td>6 Hours</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Other Courses (1 – 5 Hours)</th>
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<td>APCE 792: Internship in Counselor Education and Supervision</td>
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<td><strong>Interest/Emphasis Area Courses</strong></td>
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</tr>
</tbody>
</table>

### Summer Semester

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 603</td>
<td>3 Hours</td>
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<tr>
<td>SRM 610</td>
<td>3 Hours</td>
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<tr>
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<tr>
<td><strong>Total Credits</strong></td>
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</tr>
</tbody>
</table>

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<thead>
<tr>
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</tr>
</thead>
<tbody>
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<td>1 – 2 Hours</td>
</tr>
<tr>
<td>SRM 603</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 610</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>Interest/Emphasis Area Courses</strong></td>
<td>1 – 3 Hours</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>0- 6 Hours</td>
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</tbody>
</table>
## Third Year

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

### Fall Semester (Admitted in *Odd Year*)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 762: Practicum in Group Facilitation</td>
<td>4 Hours</td>
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<tr>
<td><strong>Total Required Hours</strong></td>
<td>4 Hours</td>
</tr>
<tr>
<td><strong>Other Courses (1 – 8 Hours)</strong></td>
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</tr>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>APCE 797: Doctoral Proposal Research</td>
<td>1 – 4 Hours</td>
</tr>
<tr>
<td>SRM 610</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 700</td>
<td>3 Hours</td>
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<tr>
<td>Interest/Emphasis Area Courses</td>
<td>1 – 3 Hours</td>
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</tbody>
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### Fall Semester (Admitted in *Even Year*)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APCE 762: Practicum in Group Facilitation</td>
<td>4 Hours</td>
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<tr>
<td><strong>Total Required Hours</strong></td>
<td>4 Hours</td>
</tr>
<tr>
<td><strong>Other Courses (1 – 8 Hours)</strong></td>
<td></td>
</tr>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>APCE 797: Doctoral Proposal Research</td>
<td>1 – 4 Hours</td>
</tr>
<tr>
<td>SRM 610</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 680</td>
<td>3 Hours</td>
</tr>
<tr>
<td>SRM 700</td>
<td>3 Hours</td>
</tr>
<tr>
<td>Interest/Emphasis Area Courses</td>
<td>1 – 3 Hours</td>
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</table>

### Spring Semester (Admitted in *Odd Year*)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>APCE 797: Doctoral Proposal</td>
<td>1 – 12 Hours</td>
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<tr>
<td><strong>Total Required Hours</strong></td>
<td>1 – 12 Hours</td>
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<tr>
<td><strong>Other Courses (1 – 8 Hours)</strong></td>
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</tbody>
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### Spring Semester (Admitted in *Even Year*)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>APCE 797: Doctoral Proposal</td>
<td>1 – 12 Hours</td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td>1 – 12 Hours</td>
</tr>
<tr>
<td><strong>Other Courses (1 – 8 Hours)</strong></td>
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</tr>
</tbody>
</table>

---

## Fourth Year

### Fall & Spring Semesters (Admitted in *Odd Year*)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>APCE 797: Doctoral Proposal</td>
<td>1 – 12 Hours</td>
</tr>
<tr>
<td>APCE 799: Doctoral Dissertation</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
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</tr>
</tbody>
</table>

### Fall & Spring Semesters (Admitted in *Even Year*)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 792: Internship in Counselor Education and Supervision</td>
<td>1 – 2 Hours</td>
</tr>
<tr>
<td>APCE 797: Doctoral Proposal</td>
<td>1 – 12 Hours</td>
</tr>
<tr>
<td>APCE 799: Doctoral Dissertation</td>
<td></td>
</tr>
<tr>
<td><strong>Total Required Hours</strong></td>
<td>1 – 12 Hours</td>
</tr>
</tbody>
</table>
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.*

<table>
<thead>
<tr>
<th>Courses that Count Toward State Licensure</th>
<th>Approximate Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APCE 617: Play Therapy: Theory and Practicum</td>
<td>90</td>
</tr>
<tr>
<td>APCE 681: Practicum in Systems Consultation</td>
<td>90</td>
</tr>
<tr>
<td>APCE 694: Practicum in Couples and Family Therapy</td>
<td>120</td>
</tr>
<tr>
<td>APCE 702: Practicum in Counseling</td>
<td>135</td>
</tr>
<tr>
<td>APCE 712: Advanced Practicum in Individual Counseling</td>
<td>135</td>
</tr>
<tr>
<td>APCE 713: Practicum in Supervision of Play Therapy</td>
<td>90</td>
</tr>
</tbody>
</table>
| 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**

<table>
<thead>
<tr>
<th>Total Hours</th>
</tr>
</thead>
</table>
| Teaching Hours (Semester-long Course)  
  (*Exact number determined by Course Instructor) | 45-100* |
| Counseling Hours | Clock hours logged |
| Supervision Hours- Off Campus | 80 |
| Supervision Hours- On Campus  
  (*Exact number determined by Practicum Instructor) | 45-150* |
| Consultation Hours | Clock hours logged |
| Research Hours:  
  (*To be determined by Advisor & Internship Coordinator) | Minimum 200* |
APPENDIX 4:
CES Advising Sheet
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
- Social Cultural Foundation
- Research and Program Evaluation
- Legal and Ethical
- 600 Master’s Internship
- Career Development
- Professional Identity
- Assessment
- Group

**REQUIRED COURSES**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Expected Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Core (12 hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APCE 702 Practicum in Counseling (4)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>APCE 712 Advanced Practicum in Individual Counseling (4)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>APCE 762 Practicum in Group Facilitation (4)</td>
<td>4</td>
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<tr>
<td>Supervision Core (8 hours)</td>
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<tr>
<td>APCE 714 Practicum in the Supervision of Counseling (3-6) (Taken twice)</td>
<td>3-6</td>
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<tr>
<td>APCE 715 Seminar in Counselor Supervision and Theory (2)</td>
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<tr>
<td>Theory and Instruction Core (20-26 hours)</td>
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<tr>
<td>APCE 703 Professional Development Seminar in Counselor Education (1) (Taken twice)</td>
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<tr>
<td>APCE 710 Instruction, Pedagogy, and Evaluation in Counseling and Psychology (3)</td>
<td>3</td>
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<td>APCE 723 Seminar in Advanced Multicultural Perspectives in Counselor Education and Supervision (3)</td>
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<td>APCE 746 Advanced Seminar in Counselor Education and Supervision (3)</td>
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<tr>
<td>APCE 792 Internship in Counselor Education and Supervision (6-12)</td>
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**Interest Areas (Select One) (12-15 hours minimum)**

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<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
<th>Expected Date</th>
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<tbody>
<tr>
<td>Couples and Families (13 Hours)</td>
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<tr>
<td>APCE 668 Sexuality Counseling (3)</td>
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<tr>
<td>APCE 669 Advanced Methods: Couples and Family Therapy (3)</td>
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</table>
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.

Gerontological Counseling (15 hours)
GERO 560 Community Resources for Older Adults (3)
GERO 625 Psychosocial Aspects of Aging (3)
GERO 635 Social Policies of Aging (3)
GERO 640 Health Aspects of Gerontology (3)
APCE 668 Sexuality Counseling (3)

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
APCE 774 Practicum in Supervision of Family Therapy
APCE 793 Practicum in Clinic Administration and Service Delivery
Conference Proposal Submitted:
Conference __________________________ Conference Date: __________
ACES 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
Permission Form to take Written Comprehensive Examination
Counselor Education and Supervision

Date: ________________________________
Name: ________________________________  Email: ________________________________
Address: _____________________________________________________________________________  City  State  Zip
Phone Number: ________________________________  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:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>APCE 702</td>
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<td>APCE 710</td>
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<td>APCE 703</td>
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~ Submit this completed form to Ms. Diane Knight in the APCE office – McKee 248~