

UNIVERSITY of  
NORTHERN COLORADO



**Counselor Education and Supervision (Ph.D.)**  
**An American Counseling Association (ACA) Accredited Program**  
**<http://www.unco.edu/coe/APCE/>**

Dear Prospective Applicant:

Thank you for your inquiry concerning the Counselor Education and Supervision Ph.D. program at the University of Northern Colorado. The program is fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) which is the accrediting body of the American Counseling Association (ACA). This letter is intended to provide you with information about the program of study and the necessary application forms.

The purpose of the **Ph.D. program in Counselor Education and Supervision** is primarily to prepare counselor educators and supervisors for university faculty positions. The doctoral degree also prepares students for positions such as counseling center directors, consultants, private practitioners and supervisors, school counselor supervisors, and program managers and evaluators.

The focus of the program is strongly based on counseling, supervision, teaching, and research skills. The Ph.D. degree allows students to enroll in one of the following interest areas of study in addition to the counseling, supervision, and research core: marriage and family therapy; child and adolescent counseling; or school counseling. Students will have intense involvement with faculty as apprentices, supervisees, and mentees.

**Mission Statement and Program Objectives/Philosophy.** The Counseling faculty views potential counselor education candidates as unique, with strengths and assets to be identified, encouraged and developed during their graduate education. Although the University is housed in the Rocky Mountain region, students in the program come from diverse backgrounds in terms of age, gender, race, ethnicity, region of the country/world, sexual orientation, etc. Given the diverse nature of the student population and future clientele, faculty members strive to train counselor educators for ethical practice with all forms of client and student diversity. The knowledge and human relations skills necessary to help individuals recognize their own and other persons' unique promise and discover opportunities for its expression form the core of professional preparation for students in professional counseling. Such knowledge and skills are learned in part from various skill development activities and supervised practica. Opportunities for a broad understanding of human behavior and human relationships are included in the education of the student in counselor education.

The Counseling faculty is committed to the development of broadly based competent counselor educators skilled in teaching, supervision, counseling, and research. The requirements of the program are conceptualized within the framework and standards set forth by the counseling profession, Colorado state law, the University Graduate School, and job requirements.

The Counselor Education and Supervision program at the doctoral level prepares an individual for employment as a counselor educator and supervisor for colleges and universities offering training in school counseling, community counseling, marriage and family counseling/therapy, 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.

The Ph.D. program is built upon the standards provided by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). As such, the doctoral program requires skill development in accordance with the CACREP standards at both the master's degree and doctoral degree levels. The Ph.D. program adheres to the following objectives:

**Professional Identity:**

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

**Social and Cultural Diversity:**

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

**Human Growth and Development:**

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

### **Career Development**

1. To train counselor educators who are informed and knowledgeable regarding career development theories and decision-making models.
2. To train counselor educators who are prepared to utilize a variety of career resources including print, computer based and other electronic career information systems.
3. To train counselor educators who broaden their clinical skills to include career development planning, administration, implementation, organization, assessment, placement, and evaluation.
4. To train counselor educators who are prepared to offer the full array of career assistance including counseling, techniques, assessment, technological resources, and www services to a diverse client population.
5. To train counselor educators who are sensitive to the interrelationships between work, family and other life roles in a diverse society.

### **Helping Relationships:**

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

### **Group Work:**

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

**Assessment:**

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

**Research and Program Evaluation:**

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

**Supervised Practica:**

1. To provide counselor educators in training with supervised practice in individual and group counseling.
2. To assist counselor education students in utilizing the supervisory process as fully as possible.
3. To train counselor educators who are knowledgeable about the supervisory process and who can prepare for supervision sessions.
4. To train counselor educators who practice ethical behaviors in counseling and supervision and to be change agents for counselors and clients in a variety of settings.

**Specific program objectives include skill development in the following:**

- Teaching counselor education courses at the university level.
- Supervising counselors providing services to individuals, families, and groups.
- Counseling children, adolescents, and adults both individually and in groups to maximize personal, social, and environmental experiences.
- Consulting with and assisting various schools, community agencies, and referral sources in the development of counseling interventions.
- Analyzing, integrating and applying a conceptual framework for working with developmental, learning and personality difficulties of individuals, families and groups.
- Initiating research relative to the profession of counselor education and supervision.

**Accreditation.** The University of Northern Colorado is accredited by the North Central accrediting body. In addition, the Counselor Education and Supervision degree is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and is recognized by licensing boards in every state offering licensure in the US.

**Professional Memberships.** Doctoral students in Counselor Education and Supervision are required to hold and maintain membership in the American Counseling Association (ACA) and the Association for Counselor Education and Supervision (ACES). Application forms for professional organizations are available in the graduate student resource room. The faculty highly recommends memberships in the Colorado Divisions of ACA and ACES as well as Rocky Mountain ACES.

Please be aware that the *doctoral degree requires a master's degree in counseling or a closely related field. Counseling experience is required.* The **deadline** for all completed applications is December 1st.

All students entering the program will:

1. Hold a master's degree in counseling or a related field,
2. Have two years of related post-master's work degree experience,
3. Have a grade point average of at least 3.25, and
4. Have a cumulative score of at least a 1000 on the combined Verbal and Quantitative portions of the Graduation Record Examination, and at least a 3.5 on the Analytical Writing portion.

Colorado is one of the foremost places in the entire world to live, and our programs in Professional Counseling are well known for training strong therapists and educators. Thus, each year almost 2,250 potential students contact the School of Applied Psychology and Counselor Education for information about our programs in Professional Counseling, Counselor Education, Counseling Psychology, and School Psychology.

While I am unable to tell you about all of the distinctive aspects of the School in one letter, I will highlight some of the features that make the School unique. The Clinic, run by the School, has been serving the Rocky Mountain Region since 1908. We offer a number of supervised practica and supervisory experiences to our graduate students and are convinced that these opportunities aid in better preparing our students in their future careers. In addition to the outstanding clinical training that students receive, research projects are also readily available for interested students. Faculty members in Counselor Education regularly collaborate with students on research manuscripts, book chapters, and presentations – this has enabled our students to become some of the most published graduate students at UNC.

I have included an application for your convenience. Please note that it is necessary that you apply for admission to the Graduate School in addition to your application to the Counselor Education and Supervision Program. The Graduate School's email address is: [gradsch@unco.edu](mailto:gradsch@unco.edu).

**Financial Aid.** Financial aid is awarded to assist students and parents to meet college costs such as tuition, fees, books, food, housing, and transportation. The Office of Student Financial Resources administers several types of state and federal aid including grants, loans, employment, scholarships,

and Veteran's benefits. For more information, contact the Office of Student Financial Resources at 970-351-2502 or <http://sfr.unco.edu/>.

To briefly review:

1. Apply for Admission to the Graduate School ([gradsch@unco.edu](mailto:gradsch@unco.edu)) (970-351-2831)
2. Apply to the School of Applied Psychology and Counselor Education
  - a. Supplementary Data Form
  - b. Answers to Additional Questions
  - c. Vita/Resume

Thank you for your interest.

Sincerely,

***Linda L. Black, Ph.D.***

Professor of Counselor Education  
Coordinator of Counselor Education and Supervision  
McKee 248, University of Northern Colorado  
Greeley, CO 80639  
970-351-1638 (Voice Mail)  
970-351-2625 (Fax)  
Email: [linda.black@unco.edu](mailto:linda.black@unco.edu)

**Websites that will be of help:**

UNC School of Applied Psychology and Counselor Education: <http://www.unco.edu/coe/APCE/>  
General Index of UNC Site: <http://www.unco.edu/mainindex.html#C>  
UNC Application for Graduate School and various other forms: <http://www.unco.edu/grad/admissions/home.htm>  
Information on financial resources at UNC: [www.unco.edu/sfr](http://www.unco.edu/sfr) or [www.unco.edu/grad](http://www.unco.edu/grad)  
Interactive Map of UNC: <http://www.unco.edu/uncmap/>  
UNC APCE Off-Campus Degree Programs in Denver : [http://www.unco.edu/center/es/ocdp/ocdp\\_site.htm](http://www.unco.edu/center/es/ocdp/ocdp_site.htm)  
UNC APCE Off-Campus Degree Programs in Colorado Springs: [http://www.unco.edu/center/es/ocdp/ocdp\\_site.htm](http://www.unco.edu/center/es/ocdp/ocdp_site.htm)  
UNC Off-Campus Housing: <https://www.unco.edu/applications/OCH/>  
UNC Residence Life: <http://housing.unco.edu/residencelife/default.htm>  
UNC Office of Student Financial Resources: <http://www.unco.edu/sfr>  
Cost of attending UNC: <http://www.unco.edu/acctservices/budget/costs.htm>  
Important Graduate Student dates: <http://www.unco.edu/grad/general/home.htm>  
UNC Catalog/Bulletin: <http://bulletin.unco.edu/>  
UNC Registrars Office: <http://www.registrar.unco.edu/>  
UNC Schedule of Classes: <http://www.unco.edu/sched>  
UNC Center for International Education: <http://www.unco.edu/cie/>  
UNC International Guidelines: <http://www.unco.edu/international/>  
Greeley Tribune (local newspaper on-line): [www.greeleytrib.com](http://www.greeleytrib.com)  
Greeley Chamber of Commerce: [www.greeleychamber.com/](http://www.greeleychamber.com/)

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**UNIVERSITY OF NORTHERN COLORADO**  
**APPLICATION TO Ph.D. PROGRAM IN**  
**COUNSELOR EDUCATION AND SUPERVISION**  
**SUPPLEMENTARY DATA FORM**

**DO NOT** submit an application unless you have:

1. \_\_\_\_\_ Completed your MA by August of the year of admission
2. \_\_\_\_\_ Attained a cumulative score of 1000 or above on GRE (Q,V) and 3.5 on Analytical Writing
3. \_\_\_\_\_ Achieved a 3.25 GPA on your most recently completed degree
4. \_\_\_\_\_ Had 2 years of Post Masters' Work Experience

Last Name \_\_\_\_\_ First \_\_\_\_\_ Middle \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Email \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

BEAR # \_\_\_\_\_ (if you don't know it, we will fill this in)

**Education:**

A. Graduate Education

School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_

School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_

B. Undergraduate Education

School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_

School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_

List names of persons from whom you are requesting recommendations for the Graduate School:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

\_\_\_\_\_ I am a resident of (circle your state of residence) Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming and eligible for resident tuition under the Western Regional Graduate Program agreement.

*(APCE Office Use only: Please do not write below this line)*

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\_\_\_\_\_ Application from Graduate School

1 2 3 \_\_\_\_\_ Letters of Recommendation

\_\_\_\_\_ Statement of Goals

\_\_\_\_\_ Supplementary Data Sheet

\_\_\_\_\_ Current VITA/Resume

GRE Verbal \_\_\_\_\_

GRE Quantitative \_\_\_\_\_

GRE Analytical \_\_\_\_\_

GRE Total \_\_\_\_\_

GPA \_\_\_\_\_

**INSTRUCTIONS:**

Complete the Supplementary Data Form (please type) and mail it, along with a copy of your vita or resume, to:

**School of Applied Psychology and Counselor Education (McKee 248)  
Campus Box 131  
Attn: Ms. Diane Greenshields  
University of Northern Colorado  
Greeley, CO 80639  
(Fax: 970-351-2625)**

**(Ms. Greenshields' email is [Diane.Greenshields@unco.edu](mailto:Diane.Greenshields@unco.edu) if you should need more info.)**

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Please respond to the following on a separate piece of paper and attach to the first page of this form.

**I. WORK EXPERIENCE**

- A. Please list the jobs you have had since receiving your bachelor's degree. Please list them beginning with your present position and ending with the first job you took after graduation. Your listing should include the name of each employer, the address, the dates of employment, and a brief statement describing your major responsibilities.
- B. Volunteer Experience

**II. PROFESSIONAL**

- A. What are the three most significant professional experiences you have had?
- B. In what kinds of activities do you feel particularly proficient or skillful?
- C. What are your major assets, both personally and professionally?
- D. What are the things about yourself that you would most like to modify, improve, or change during your program?
- E. In what professional areas are you particularly interested?
- F. In what professional organizations are you particularly interested?
- G. What professional presentations and workshops have you conducted?
- H. List your publications and/or works in progress.
- I. List special recognitions or awards you have received.

**III. ASPIRATIONS**

- A. Why do you want a doctoral degree in counselor education and supervision?
- B. What do you perceive yourself doing professionally five years after graduation?
- C. Why are you applying to the University of Northern Colorado for a doctoral program?
- D. Do you have specific areas of research that currently interest you? If so, please list those.

## Counselor Education and Supervision, Ph.D.

### Degree Requirements—89-101\* Credits

This program prepares an individual for employment as a counselor educator and supervisor for colleges and universities offering training in school counseling, community counseling, marriage and family counseling/therapy, gerontology, and counseling with children and adolescents. Graduates are also qualified for licensure as professional counselors, and may be employed in community agencies, schools, counseling centers, employee assistance programs, and private practice.

### Required Major Credits—40-46 hours

#### *Counseling Core (12 hours)*

APCE 702 Practicum in Counseling (4)  
APCE 712 Advanced Practicum in Individual Counseling (4)  
APCE 762 Practicum in Group Facilitation (4)

#### *Supervision Core (8 hours)*

APCE 714 Practicum in the Supervision of Counseling (3)  
(Taken twice)  
APCE 715 Seminar in Counselor Supervision and Theory (2)  
*Theory and Instruction Core (17-23 hours)*  
APCE 660 Psychological Consultation: Theory & Practice (3)  
APCE 703 Professional Development Seminar in Counselor Education (1) taken twice  
APCE 710 Instruction, Pedagogy, and Evaluation in Counseling and Psychology (3)  
APCE 746 Seminar in Advanced Career Counseling, Theory, and Assessment (3)

APCE 792 Internship in Counselor Ed & Supervision (6-12)

#### *Special Populations (3 hours)*

APCE 623 Counseling Diverse Populations (3)

### Interest Areas (Select One) (15-21 hours)

#### *Marriage and Family (19 Hours)*

APCE 603 Counseling Children and Adolescents (3)  
APCE 668 Sexuality Counseling (3)  
APCE 669 Advanced Methods: Couples and Family Therapy (3)  
APCE 694 Practicum in Family Therapy (4)  
APCE 695 Seminar in Contemporary Issues in Couples and Family Therapy (3)  
APCE 774 Practicum in Supervision of Family Therapy (3)

#### *Children and Adolescents (18 hours)*

EPSY 630 Child and Adolescent Psychology (3)  
APCE 566 At Risk Students: Opportunities and Strategies (3)  
APCE 603 Counseling Children and Adolescents (3)  
APCE 617 Play Therapy: Theory and Practicum (3)  
APCE 654 Child Abuse and Neglect (3)  
APCE 713 Practicum in Supervision of Play Therapy

#### *School Counseling (21 hours)*

APCE 602 Foundations of School Guidance (3)  
APCE 603 Counseling Children and Adolescents (3)  
APCE 608 Organization, Administration, and Consultation in School Guidance Services (3)  
APCE 614 Internship in School Counseling and Guidance (6)  
APCE 654 Child Abuse and Neglect (3)  
APCE 748 Instruction, Supervision, and Leadership in School Counseling (3)

#### *Gerontological Counseling (15 hours)*

GERO 560 Community Resources for the Elderly (3)  
GERO 625 Psychosocial Aspects of Aging (3)  
GERO 635 Social Policies of Aging (3)  
GERO 640 Health and Biological Aspects of Aging (3)  
APCE 668 Sexuality Counseling (3)

#### 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 Statistic Methods I (3)  
SRM 603 Statistic Methods II (3)  
SRM 610 Statistic Methods III (3)

#### Research Tool 2: Applied Research\*

APCE 716 Research Seminar in Counselor Education (3)  
SRM 680 Introduction to Qualitative Research (3)

\*Students who elect to conduct a qualitative dissertation will need to enroll in an additional qualitative methodology course to be determined in consultation with their advisor.

**Note:** Students will submit a proposal to present at least one time at a juried state, regional, national, or international conference. This presentation can be done alone, with faculty, or with peers. Students must submit a copy of the presentation proposal for their files. Accepted presentations: students must submit a copy of the letter of acceptance and copies of the presentation handouts. It is highly recommended that students have manuscripts published, in press, and/or in submission prior to graduation, and that students have been involved in grant writing as a part of their education.

**Students must register for internship credits for each semester in which they complete internship activities.** \*A student entering with previously completed graduate coursework equivalent to coursework required for the Ph.D. degree might have course(s) waived with advisor consent. A plan of study for the degree must contain a minimum of 67 hours of coursework in addition to the proposal, dissertation, and internship hours (minimum 89 hours). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits this program. The Counselor Education faculty are committed to the development of broadly based competent counselor educators skilled in teaching, supervision, counseling, and research. The requirements of the program are conceptualized within the frame and standards set forth by the counseling profession, Colorado state law, the Graduate School, and employment requirements.