

# UNIVERSITY of NORTHERN COLORADO



## **Professional Counseling Master's Programs** **Clinical Counseling** **Clinical Counseling: Couples and Family Therapy** **School Counseling (K-12)** <http://www.unco.edu/coe/APCE/>

Dear Prospective Applicant:

Thank you for your interest in our master's degree programs. This packet has been designed not only for the application process, but also to provide information regarding the master's programs and graduate studies in general both through written information in this packet and through directing you to specific websites on UNC's webpage.

The following master's programs are offered in the School of Applied Psychology and Counselor Education at the University of Northern Colorado (UNC):

1. Master of Arts in Clinical Counseling\* (Clinical)
2. Master of Arts in Clinical Counseling with Emphasis in Couples and Family Therapy\* (Clinical:CFT)
3. Master of Arts in School Counseling (K-12) (SC)\*

[These programs are all accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).]

For complete Program Requirements for these master's programs go to:

<http://catalog.unco.edu/>

- a. Click on Graduate Degrees
- b. Scroll down to access one of the following: Clinical Counseling (178), Couples and Family Therapy Emphasis (178), or School Counseling (190).

**Applying for a master's degree program is a two-fold process. You must apply to BOTH the Graduate School AND the School of Applied Psychology and Counselor Education. Please follow these admission guidelines:**

1. **GRADUATE SCHOOL APPLICATION:** You may request a copy of the Graduate School's application by contacting the UNC Graduate School at (970) 351-2831 or emailing them at [gradsch@unco.edu](mailto:gradsch@unco.edu). Or an on-line application for the Graduate School and various other forms are available at: <http://www.unco.edu/grad/forms.html>
2. **SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION APPLICATION:** Complete the enclosed application from the School of Applied Psychology and Counselor Education. The application consists of the following:
  - Supplementary Data Sheet – Typed (or very neatly written)
  - Personal Statement – Typed (or very neatly written)
  - Applications will be pre-screened; selected applicants will be invited to a pre-admission workshop to be scheduled in February (date TBA).
    - You must attend a Pre-Admission Workshop (Please see note on workshop below) OR formally request a Phone Interview (see instructions below).
  - Three (3) personal references ON APCE FORMS provided in this packet, **DO NOT USE Graduate School Recommendation forms** (Please see the note on references below)
  - Note: Two Years of Work Experience – If you received your bachelor's degree before the age of 25, it is recommended that you have two years of post-degree work experience.

**Please read the following information carefully:**

**GRADUATE RECORD EXAM (GRE):** If your GPA is less than 3.0 on your last 60 hours of completed course work then it is a requirement that you take the GRE for admittance. If your GPA is 3.0 or higher on your last 60 hours of completed course work then the GRE is waived.

**PERSONAL REFERENCES:** You will be required to obtain Personal References for your application to the School of Applied Psychology and Counselor Education. Use the three reference forms provided in the APCE Packet. **DO NOT USE THE REFERENCE FORMS PROVIDED BY THE GRADUATE SCHOOL.** Recommendations on Graduate School recommendation forms WILL NOT be accepted. Please use sources that have observed you in a professional setting. Refrain from using family members or close personal friends for references.

**PRE-ADMISSION WORKSHOP:** The final step of the admissions process is to attend an on-campus admissions workshop. **Criteria which are assessed during the workshops are:** compatibility between personal/career goals and program goals; intellectual qualities; listening skills; and professional judgment of appropriate personality characteristics as evidenced by interviews, interpersonal communication style, group activities and general observation. Casual business dress is encouraged for the workshop. After the workshop, the faculty considers data from the application and workshop, and the selections are made for admission to the programs.

**PHONE INTERVIEWS:** Phone interviews are granted **only for extreme financial hardship due to traveling long distances** (Colorado or neighboring states do not fall within that category). It is the committee's discretion to grant a phone interview. Applicants are strongly encouraged to attend the on-campus preadmission workshop. **A formal written request for a phone interview must be submitted with your APCE application.** A phone interview request will be considered only once the following criteria have been met **prior to the APCE application deadline:**

- 1) formal written request for phone interview is received,
- 2) all application materials (both APCE and Graduate School) are received and your file is complete,
- 3) GRE scores have been received (if GPA is below 3.0).

NOTE: Your file **must be complete** at the time the phone interview is arranged.

**TWO YEARS WORK EXPERIENCE – POST BACHELORS:** If you received your bachelor's degree before the age of 25, it is recommended that you have two years of post-degree work experience.

**NUMBER OF APPLICANTS ACCEPTED:** The number of applicants to be admitted each year is dependent on the number of students graduating from the program. This is a competitive program; not all applicants will be admitted.

**WRITTEN COMPREHENSIVE EXAMINATION:** The M.A. degree programs are contingent upon successfully passing a written comprehensive examination. This examination is the Counselor Preparation Comprehensive Examination (CPCE). School Counseling and CFT students will write an additional exam for their majors. It is a program requirement that the student have specific course work completed before being permitted to take the examination.

**TRANSFER CREDITS:** A maximum of 6 semester hours (9 quarter hours) may be transferred into a master's program from another accredited university that offers master's degrees. Transfer credit will not be accepted if the work was used to obtain any degree at any institution, or **if the work was completed more than five calendar years prior to the completion of a student's master's program.** Transfer credit must be compatible with the student's program and must be "A" or "B" work. Warning: Transfer of credit may shorten the program length, as the five-year time limit is implemented.

**FINANCIAL AID:** For information on Financial Aid, contact the Office of Student Financial Resources at 970-351-2502 or visit their website at <http://sfr.unco.edu/>.

**FELLOWSHIP ASSISTANCE:** Fellowship assistance for master's degree students is very limited.

**TEACHING AND RESEARCH ASSISTANTSHIPS:** Teaching and research assistantships in APCE are awarded only to our advanced doctoral students. **There are no teaching or research assistantships available to master's students from the School of Applied Psychology and Counselor Education.** Should you desire information on financial resources available throughout the University, please check the following websites: [www.unco.edu/sfr](http://www.unco.edu/sfr) or [www.unco.edu/grad](http://www.unco.edu/grad)

**PROGRAM EMPHASIS:** Our master's programs focus on actual working with clients rather than an emphasis on research. Our master's programs emphasize personal and professional growth as well as academic rigor in preparation for the counseling profession.

**PROGRAM PHILOSOPHY/MISSION: CLINICAL COUNSELING.** The Counseling faculty views potential 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 counselors for ethical practice with all forms of client diversity. The knowledge of human relations skills necessary to help individuals recognize their own and other persons' unique promise and discover opportunities for its expression form the core of preparation for students in professional counseling. Such knowledge and skills are learned in part from research and study in the behavioral and social sciences, various skill development activities and supervised practica. Opportunities for a broad understanding of human behavior and human relationships are included in the education of the student in Counseling.

The Counseling faculty is committed to the development of broadly based competent professional counselors skilled in helping people with personal, interpersonal and career concerns in community agencies. The requirements of the program are conceptualized within the framework and standards set forth by the counseling profession, Colorado state law, Graduate School and job requirements.

The Clinical Counseling Program at the master's level prepares a professional counselor to work in various agency settings such as mental health centers, probation and parole departments, substance abuse centers and residential treatment centers.

**PROGRAM PHILOSOPHY/MISSION: CLINICAL COUNSELING: COUPLES AND FAMILY THERAPY EMPHASIS.** The Counseling faculty views potential 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 counselors for ethical practice with all forms of client diversity. The knowledge of human relations skills necessary to help individuals recognize their own and other persons' unique promise and discover opportunities for its expression form the core of preparation for students in professional counseling. Such knowledge and skills are learned in part from research and study in the behavioral and social sciences, various skill development activities and supervised practica. Opportunities for a broad understanding of human behavior and human relationships are included in the education of the student in Counseling.

The Counseling faculty is committed to the development of broadly based competent professional counselors skilled in helping people with personal, interpersonal and career concerns in educational institutions and community agencies. The requirements of the emphasis are conceptualized within this framework and are directed toward the development of competent professionals in the practice of marital and family therapy.

The emphasis area deals primarily with relationships, interpersonal interaction and systems theory.

**PROGRAM PHILOSOPHY/MISSION: SCHOOL COUNSELING.** The Counseling faculty views potential 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 counselors for ethical practice with all forms of client 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 Counseling.

The Counseling faculty is committed to the development of broadly based competent professional counselors skilled in helping people with personal, interpersonal and career concerns in educational institutions. The requirements of the

program are conceptualized within the framework and standards set forth by the counseling profession, Colorado state law, Graduate School and job requirements.

The School Counseling program is designed at the master's level to develop a professional who counsels with children and adults in various settings, especially in elementary, middle and secondary schools.

### **General Program Objectives**

The Master's Degree Programs in Professional Counseling have the following objectives for each of the content areas established by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP):

#### **Professional Identity:**

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

#### **Social and Cultural Diversity:**

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

#### **Human Growth and Development:**

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

#### **Career Development:**

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

#### **Helping Relationships:**

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

**Group Work:**

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

**Assessment:**

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

**Research and Program Evaluation:**

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

**Supervised Practica:**

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

**Specific Program Objectives****MA IN CLINICAL COUNSELING:**

To train counselors who:

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

**MA in Clinical Counseling: Couples and Family Counseling/Therapy:**

To train counselors who:

1. have knowledge of historical, philosophical, societal, cultural, economic and political dimensions of and current trends in marital, couple and family counseling.
2. understand the roles, functions, preparation standards, credentialing, licensure and professional identity of marital, couple and family counselors.
3. understand the policies, laws, legislation, recognition, reimbursement, right-to-practice, and other issues relevant and unique to marital, couple and family counseling.
4. understand the ethical and legal considerations related to the practice of marital, couple and family counseling.
5. are sensitive to and prepared to practice with a highly diverse clientele.
6. are aware of human sexuality issues and their impact on family and couple functioning as well as treatment strategies.
7. are qualified to provide preventive approaches such as pre-marital counseling, parenting skills and relationship enhancement.
8. are committed to conducting quality needs assessments and program evaluations.

9. are aware of the general principles of community intervention, consultation, education and outreach in public, private and volunteer settings.
10. are prepared to offer a variety of counseling services including career, group, peer facilitation, and parent education.
11. are skilled in clinical assessment, diagnosis and treatment.
12. are up-to-date on clinical research relevant to couple, marital and family counseling.

### **MA in School Counseling (K-12):**

To train counselors who:

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

**Professional Memberships.** All students in Clinical Counseling and Clinical Counseling: Couples and Family Therapy are required to hold and maintain membership in the American Counseling Association (ACA). Students in School Counseling are required to hold and maintain membership in either ACA or the American School Counseling Association (ASCA). Application forms for professional organizations are available in the graduate student resource room or on line at [www.counseling.org](http://www.counseling.org). The faculty highly recommend memberships in Colorado divisions of ACA and ASCA.

**COURSE WORK AS AN UNCLASSIFIED STUDENT:** A maximum of 9 semester hours may be taken at the applicant's risk as an unclassified student before admission is complete. However, you may not enroll in classes for APCE 'majors only' until you are admitted.

### **MAJOR REASONS FOR TERMINATION:**

- **Five years are allowed to complete the M.A. from the date of admission;** the Graduate School terminates programs that have exceeded this time limit.
- Programs may be terminated by request of the program faculty when evidence of unethical, unprofessional or illegal behavior on the part of a student has been established.
- Grade point average is required to be at 3.0 (B average). If the GPA drops below this point, the student is warned and given a specific time limit for raising his or her average. If this is not done, the Graduate School will terminate the program.

### **ADMISSION DEADLINES**

You must meet all deadlines to be considered for admission. If you are late, your application will not be considered.

- The deadline for submitting your materials to the School is **December 15. Please submit your Graduate School application by December 1. Your file must be complete in the APCE office before you will be considered for admission (this includes both APCE and the Graduate School applications).**

Should you have further questions regarding our master's programs, please contact the coordinator of the Professional Counseling Programs, **Dr. Heather Helm (970-351-1630 or [heather.helm@unco.edu](mailto:heather.helm@unco.edu))** or contact the School of Applied Psychology and Counselor Education by calling 970-351-2731 or emailing us at [roberta.ochsner@unco.edu](mailto:roberta.ochsner@unco.edu).

**Websites that will be of help:**

UNC School of Applied Psychology and Counselor Education: <http://www.unco.edu/coe/PPSY/>

General Index of UNC Site: <http://www.unco.edu/mainindex.html#C>

UNC Application for Graduate School and various other forms: [www.unco.edu/grad/forms.html](http://www.unco.edu/grad/forms.html)

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: [www.unco.edu/uncmap/](http://www.unco.edu/uncmap/)

UNC APCE Off-Campus Degree Programs in Denver: <http://www.unco.edu/center/oes/offcampus.htm#Lowry>

UNC APCE Off-Campus Degree Programs in Colorado Springs:

<http://www.unco.edu/center/oes/offcampus.htm#Colorado%20Springs>

UNC Off-Campus Housing: [www.unco.edu/stuact/och](http://www.unco.edu/stuact/och)

UNC Residence Life: <http://housing.unco.edu/residencelife/default.htm>

UNC Office of Student Financial Resources: [www.unco.edu/sfr](http://www.unco.edu/sfr)

Cost of attending UNC: <http://www.unco.edu/grad/finance/costs.html>

Important Graduate Student dates: <http://www.unco.edu/grad/graddates.html>

UNC Catalog/Bulletin: <http://bulletin.unco.edu>

UNC Registrars Office: [www.registrar.unco.edu/](http://www.registrar.unco.edu/)

UNC Schedule of Classes: [www.unco.edu/sched](http://www.unco.edu/sched)

UNC Center for International Education: [www.unco.edu/cie/](http://www.unco.edu/cie/)

UNC International Guidelines: [www.unco.edu/international/](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/)

<http://www.unco.edu/stuact/och/> (Off campus housing)

UNC's New FACT SHEET; <http://www.unco.edu/instres/f02fctbk/>

# MASTER'S DEGREE APPLICATION PACKET INSTRUCTIONS

1. Respond to the **Personal Statement** Questions at the bottom of this page. Further instructions are provided below.
1. Complete the **Supplementary Data Sheet** that is included in this packet.
3. Distribute the three **(3) Personal Reference Forms** that are included in this packet to persons who can evaluate your academic and interpersonal skills. Have them return their recommendations with their signature across the back flap of the envelope to the address designated on the bottom of the reference form. A 'free form' letter from your recommendation sources is also accepted, **but the enclosed master's recommendation form MUST be used as the primary source**. Graduate School recommendation forms WILL NOT be accepted.
4. Applicants will be selected to attend the pre-admission workshop based on a pre-screening by the admissions committee.

The following information: Personal Statement, Supplementary Data Sheet, and all letters of reference are to be mailed to: **School of Applied Psychology and Counselor Education, Campus Box 131, Attn: Ms. Roberta Ochsner, McKee Hall 248, University of Northern Colorado, Greeley, Colorado 80639.**

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## Personal Statement Questions

Please respond to the following questions on a separate sheet of paper. You may answer the questions in whatever form you desire (letter format, outline format, etc...). You are asked to type your responses or, if that option is prohibitive for you, please print them clearly and legibly.

### 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-Please list all volunteer experience you have had including a summary of what that experience involved.

### II. PROFESSIONAL

- A. What are the three most significant professional experiences you have had?

### III. INTERESTS

- A. To what community organizations or groups do you belong?
- B. In what subjects, activities, or topics are you particularly interested?

### IV. SELF-PERCEPTIONS

- A. What, to you, are your major assets both personally and professionally?
- B. What, to you, are the things about yourself that you would most like to modify, improve, or change?

### V. ASPIRATIONS

- A. Why do you want to receive preparation as a counselor?
- B. What are three major goals in life that are important to you?

**School of Applied Psychology and Counselor Education  
University of Northern Colorado**

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

1. \_\_\_\_\_ Completed your BA/BS
2. \_\_\_\_\_ Achieved a 3.00 GPA on your last 60 semester hours of coursework OR attained a cumulative score of 1000 or above on GRE (Quantitative, Verbal) and 3.5 on Analytical Writing
3. \_\_\_\_\_ Three (3) recommendation forms on the appropriate APCE forms (NOT the Graduate School recommendation form)

It is recommended that you have two years of post-BA work experience prior to beginning your graduate program.

**MASTER'S DEGREE SUPPLEMENTARY DATA SHEET**

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

Address \_\_\_\_\_ City \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone \_\_\_\_\_ Office Phone \_\_\_\_\_

Email \_\_\_\_\_ BEAR #: \_\_\_\_\_

Ethnicity (optional) \_\_\_\_\_

First term and year expected enrollment:    \_\_ Fall            \_\_ Spring            \_\_ Summer    20\_\_

**Proposed Program (check one)**

- M.A.:    \_\_ Clinical Counseling            (Clinical)  
           \_\_ Clinical Counseling: Emphasis in Couples & Family Therapy    (CFT)  
           \_\_ School Counseling (K-12)            (SC)

**Site:**            \_\_ **Greeley (this application is ONLY for the Greeley based program)**

**Education**

- A. Undergraduate Education  
     School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_  
     School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_
- B. Graduate Education  
     School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_  
     School \_\_\_\_\_ Degree \_\_\_\_\_ Year \_\_\_\_\_ Major \_\_\_\_\_

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

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|                            |  |                        |
|----------------------------|--|------------------------|
|                            | GPA  |                        |
| _____                      | Application from Graduate School   | GRE Verbal _____       |
| <u>1</u> <u>2</u> <u>3</u> | Letters of Recommendation  | GRE Quantitative _____ |
| _____                      | Statement of Goals   | GRE Analytical _____   |
| _____                      | Supplementary Data Sheet   | GRE Total _____        |
| _____                      | Phone Interview (Formal written request received and reviewed by Admissions Committee) |                        |

**Professional Counseling  
School of Applied Psychology and Counselor Education  
University of Northern Colorado  
MASTER DEGREE REFERENCE FORM**

This section should be filled out by the applicant:

(Name of Applicant) \_\_\_\_\_ is applying for admission to a Master's Degree program at the University of Northern Colorado.

**Waiver of Access**

I have requested that this appraisal form be completed by \_\_\_\_\_ for use in the Graduate Program selection process by faculty of the School of Applied Psychology and Counselor Education. In accordance with the Family Educational Rights and Privacy Act of 1974 (check one)

\_\_\_\_\_ I waive access to this report, which shall be considered confidential.

\_\_\_\_\_ I do not waive access to this report (non-confidential).

Date: \_\_\_\_\_ Applicant's Signature: \_\_\_\_\_

Note: If the applicant has agreed to the waiver printed above, we shall preserve the strict confidentiality of this document, and it will be made available only to University officials. If the applicant has not agreed, this report will be made available to the applicant on request. If this portion of the form is not completed, we will assume that the applicant HAS NOT waived access.

**This section should be filled out by respondent:**

1. How long have you known the applicant? \_\_\_\_\_ Years \_\_\_\_\_ Months
2. How well do you feel you know the applicant? \_\_\_\_\_ Casually \_\_\_\_\_ Well \_\_\_\_\_ Very well
3. In what capacity have you known the applicant? \_\_\_\_\_

RATINGS: In rating the applicant in the areas indicated below, please keep in mind the comparison group you have indicated (first year grad students, teachers, mental health professionals, etc.).

4. Indicate comparison group: \_\_\_\_\_

5. Please rate the following:

| Specific Characteristics                  | Very Low (1) | Modest (2) | Good (3) | Very Good (4) | Truly Exceptional (5) | Unable To Judge (N/A) |
|---|--------------|------------|----------|---------------|-----------------------|-----------------------|
| Academic Ability                          | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Creative, innovative thinking             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Capacity for objective evaluation of self | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Energy level at work activity             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Empathic capacity                         | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Maturity of judgment                      | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Conscientiousness                         | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Ability to work independently             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Ability to work closely with others       | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Capacity to handle stress                 | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Open-mindedness, tolerance for deviance   | 1            | 2          | 3        | 4             | 5                     | N/A                   |

6. Some talented individuals make mediocre scholastic records. Is the applicant's scholastic record, as you know it, an accurate index of his/her scholastic ability? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_  
 If your answer is "no," please explain briefly. \_\_\_\_\_

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7. Please check any personality characteristics that would interfere with the applicant's ability to work effectively with others.

|  | Definitely<br>No Problem<br>(1) | Minor<br>Problem<br>(2) | Moderate<br>Problem<br>(3) | Significant<br>Problem<br>(4) | Unable to<br>Judge<br>(N/A) |
|--|---------------------------------|-------------------------|----------------------------|-------------------------------|-----------------------------|
| Anxiety  | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Dependency                                       | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Low self-esteem,<br>unusual need for<br>approval | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Hostility, anger                                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Pushy, aggressive<br>manipulative                | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Shyness, seclusiveness                           | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Impulsive, hasty                                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Overly sensitive<br>to criticism                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Other problems:<br>Please specify: _____         | 1                               | 2                       | 3                          | 4                             | N/A                         |

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8. Summary Rating: I consider the applicant's potential to function as a professional to be in the: (please circle one)  
 Lowest 25%    Middle 50 %    Upper 25%    Upper 10%    Upper 5%    Upper 1%    Unable to Judge

9. Please include additional comments regarding applicant's assets and liabilities. Thank you

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Signature of Respondent: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name (printed or typed): \_\_\_\_\_ Title: \_\_\_\_\_  
 Address: \_\_\_\_\_ Institution: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

**Please return this form to: University of Northern Colorado, School of Applied Psychology and Counselor Education, Attn: Ms. Roberta Ochsner, Campus Box 131, McKee Hall 248, Greeley, CO 80639**

**Professional Counseling**  
**School of Applied Psychology and Counselor Education**  
**University of Northern Colorado**  
**MASTER DEGREE REFERENCE FORM**

This section should be filled out by the applicant:

(Name of Applicant) \_\_\_\_\_ is applying for admission to a Master's Degree program at the University of Northern Colorado.

**Waiver of Access**

I have requested that this appraisal form be completed by \_\_\_\_\_ for use in the Graduate Program selection process by faculty of the School of Applied Psychology and Counselor Education. In accordance with the Family Educational Rights and Privacy Act of 1974 (check one)

\_\_\_\_ I waive access to this report, which shall be considered confidential.

\_\_\_\_ I do not waive access to this report (non-confidential).

Date: \_\_\_\_\_ Applicant's Signature: \_\_\_\_\_

Note: If the applicant has agreed to the waiver printed above, we shall preserve the strict confidentiality of this document, and it will be made available only to University officials. If the applicant has not agreed, this report will be made available to the applicant on request. If this portion of the form is not completed, we will assume that the applicant HAS NOT waived access.

**This section should be filled out by respondent:**

1. How long have you known the applicant? \_\_\_\_\_ Years \_\_\_\_\_ Months
2. How well do you feel you know the applicant? \_\_\_\_\_ Casually \_\_\_\_\_ Well \_\_\_\_\_ Very well
3. In what capacity have you known the applicant? \_\_\_\_\_

RATINGS: In rating the applicant in the areas indicated below, please keep in mind the comparison group you have indicated (first year grad students, teachers, mental health professionals, etc.).

4. Indicate comparison group: \_\_\_\_\_

5. Please rate the following:

| Specific Characteristics                  | Very Low (1) | Modest (2) | Good (3) | Very Good (4) | Truly Exceptional (5) | Unable To Judge (N/A) |
|---|--------------|------------|----------|---------------|-----------------------|-----------------------|
| Academic Ability                          | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Creative, innovative thinking             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Capacity for objective evaluation of self | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Energy level at work activity             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Empathic capacity                         | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Maturity of judgment                      | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Conscientiousness                         | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Ability to work independently             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Ability to work closely with others       | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Capacity to handle stress                 | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Open-mindedness, tolerance for deviance   | 1            | 2          | 3        | 4             | 5                     | N/A                   |

6. Some talented individuals make mediocre scholastic records. Is the applicant's scholastic record, as you know it, an accurate index of his/her scholastic ability? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_  
 If your answer is "no," please explain briefly. \_\_\_\_\_

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7. Please check any personality characteristics that would interfere with the applicant's ability to work effectively with others.

|  | Definitely<br>No Problem<br>(1) | Minor<br>Problem<br>(2) | Moderate<br>Problem<br>(3) | Significant<br>Problem<br>(4) | Unable to<br>Judge<br>(N/A) |
|--|---------------------------------|-------------------------|----------------------------|-------------------------------|-----------------------------|
| Anxiety  | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Dependency                                       | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Low self-esteem,<br>unusual need for<br>approval | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Hostility, anger                                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Pushy, aggressive<br>manipulative                | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Shyness, seclusiveness                           | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Impulsive, hasty                                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Overly sensitive<br>to criticism                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Other problems<br>Please specify: _____          | 1                               | 2                       | 3                          | 4                             | N/A                         |

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8. Summary Rating: I consider the applicant's potential to function as a professional to be in the: (please circle one)  
 Lowest 25%    Middle 50 %    Upper 25%    Upper 10%    Upper 5%    Upper 1%    Unable to Judge

9. Please include additional comments regarding applicant's assets and liabilities. Thank you

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Signature of Respondent: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name (printed or typed): \_\_\_\_\_ Title: \_\_\_\_\_  
 Address: \_\_\_\_\_ Institution: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

**Please return this form to: University of Northern Colorado, School of Applied Psychology and Counselor Education, Attn: Ms. Roberta Ochsner, Campus Box 131, McKee Hall 248, Greeley, CO 80639**

**Professional Counseling**  
**School of Applied Psychology and Counselor Education**  
**University of Northern Colorado**  
**MASTER DEGREE REFERENCE FORM**

This section should be filled out by the applicant:

(Name of Applicant) \_\_\_\_\_ is applying for admission to a Master's Degree program at the University of Northern Colorado.

**Waiver of Access**

I have requested that this appraisal form be completed by \_\_\_\_\_ for use in the Graduate Program selection process by faculty of the School of Applied Psychology and Counselor Education. In accordance with the Family Educational Rights and Privacy Act of 1974 (check one)

\_\_\_\_\_ I waive access to this report, which shall be considered confidential.

\_\_\_\_\_ I do not waive access to this report (non-confidential).

Date: \_\_\_\_\_ Applicant's Signature: \_\_\_\_\_

Note: If the applicant has agreed to the waiver printed above, we shall preserve the strict confidentiality of this document, and it will be made available only to University officials. If the applicant has not agreed, this report will be made available to the applicant on request. If this portion of the form is not completed, we will assume that the applicant HAS NOT waived access.

**This section should be filled out by respondent:**

1. How long have you known the applicant? \_\_\_\_\_ Years \_\_\_\_\_ Months
2. How well do you feel you know the applicant? \_\_\_\_\_ Casually \_\_\_\_\_ Well \_\_\_\_\_ Very well
3. In what capacity have you known the applicant? \_\_\_\_\_

RATINGS: In rating the applicant in the areas indicated below, please keep in mind the comparison group you have indicated (first year grad students, teachers, mental health professionals, etc.).

4. Indicate comparison group: \_\_\_\_\_

5. Please rate the following:

| Specific Characteristics                  | Very Low (1) | Modest (2) | Good (3) | Very Good (4) | Truly Exceptional (5) | Unable To Judge (N/A) |
|---|--------------|------------|----------|---------------|-----------------------|-----------------------|
| Academic Ability                          | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Creative, innovative thinking             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Capacity for objective evaluation of self | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Energy level at work activity             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Empathic capacity                         | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Maturity of judgment                      | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Conscientiousness                         | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Ability to work independently             | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Ability to work closely with others       | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Capacity to handle stress                 | 1            | 2          | 3        | 4             | 5                     | N/A                   |
| Open-mindedness, tolerance for deviance   | 1            | 2          | 3        | 4             | 5                     | N/A                   |

6. Some talented individuals make mediocre scholastic records. Is the applicant's scholastic record, as you know it, an accurate index of his/her scholastic ability? Yes \_\_\_\_\_ No \_\_\_\_\_ Don't know \_\_\_\_\_  
 If your answer is "no," please explain briefly. \_\_\_\_\_

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7. Please check any personality characteristics that would interfere with the applicant's ability to work effectively with others.

|  | Definitely<br>No Problem<br>(1) | Minor<br>Problem<br>(2) | Moderate<br>Problem<br>(3) | Significant<br>Problem<br>(4) | Unable to<br>Judge<br>(N/A) |
|--|---------------------------------|-------------------------|----------------------------|-------------------------------|-----------------------------|
| Anxiety  | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Dependency                                       | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Low self-esteem,<br>unusual need for<br>approval | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Hostility, anger                                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Pushy, aggressive<br>manipulative                | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Shyness, seclusiveness                           | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Impulsive, hasty                                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Overly sensitive<br>to criticism                 | 1                               | 2                       | 3                          | 4                             | N/A                         |
| Other problems:<br>Please specify: _____         | 1                               | 2                       | 3                          | 4                             | N/A                         |

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8. Summary Rating: I consider the applicant's potential to function as a professional to be in the: (please circle one)  
 Lowest 25%    Middle 50%    Upper 25%    Upper 10%    Upper 5%    Upper 1%    Unable to Judge

9. Please include additional comments regarding applicant's assets and liabilities. Thank you

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Signature of Respondent: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name (printed or typed): \_\_\_\_\_ Title: \_\_\_\_\_  
 Address: \_\_\_\_\_ Institution: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

**Please return this form to: University of Northern Colorado, School of Applied Psychology and Counselor Education, Attn: Ms. Roberta Ochsner, Campus Box 131, McKee Hall 248, Greeley, CO 80639**

**University of Northern Colorado**  
**School of Applied Psychology and Counselor Education**  
**Curricula for Master's Degrees**

**Clinical Counseling (60 hours)**

APCE 558 Abnormal Psychology (3)  
APCE 603 Understanding Children, Adolescents  
and their Systems (3)  
APCE 605 Group lab (1)  
APCE 607 Theories of Counseling (3)  
APCE 612 Practicum in Individual Counseling (5)  
APCE 616 Career Theory, Counseling &  
Assessment (3)  
APCE 623 Understanding and Counseling Diverse  
Populations (3)  
APCE 624 Assessment and Treatment of Substance  
Abuse (3)  
APCE 650 Orientation to Clinical Counseling (3)  
APCE 654 Child Abuse and Neglect (3)  
APCE 657 Legal & Ethical Aspects of Counseling  
and Psychology (3)  
APCE 660 Psychological Consultation (3)  
APCE 662 Group Dynamics and Facilitation (3)  
APCE 665 Family Systems (3)  
APCE 673 Appraisal & Assessment (3)  
PSY 530 Life Span Development (3)  
SRM 600 Introduction to Graduate Research (3)  
APCE 692 Internship (9)

**CFT (66 hours)**

Above curriculum minus APCE 692, then add the  
following:  
APCE 668 Sexuality Counseling (3)  
APCE 669 Advanced Methods: Couples and Family  
Therapy (3)  
APCE 694 Practicum in Family Therapy (4)  
APCE 695 Contemporary Issues: Couples and  
Family Therapy (3)  
APCE 691 Internship in Clinical Counseling:  
Couples and Family Therapy (2)

**School Counseling (60 hours)**

APCE 558 Abnormal Psychology (3)  
APCE 602 Foundations of School Guidance (3)  
APCE 603 Understanding Children, Adolescents  
and their Systems (3)  
APCE 605 Group lab (1)  
APCE 606 Theories and Practices in Group  
Guidance (3)  
APCE 607 Theories of Counseling (3)  
APCE 608 Organization, Administration and  
Consultation in Guidance Services (3)  
APCE 612 Practicum in Individual Counseling (5)  
APCE 616 Career Theory, Counseling &  
Assessment (3)  
APCE 623 Understanding and Counseling Diverse  
Populations (3)  
APCE 624 Assessment and Treatment of Substance  
Abuse (3)  
APCE 654 Child Abuse and Neglect (3)  
APCE 657 Legal & Ethical Aspects of Counseling  
and Psychology (3)  
APCE 660 Psychological Consultation: Theory and  
Practice (3)  
APCE 665 Family Systems (3)  
APCE 673 Appraisal & Assessment (3)  
PSY 530 Life Span Development (3)  
SRM 600 Introduction to Graduate Research (3)  
APCE 614 Internship in School Counseling and  
Guidance (6)