

UNIVERSITY of NORTHERN COLORADO



School of Applied Psychology and Counselor Education (APCE) Professional Counseling Masters Programs Extended Degree Programs Clinical Counseling Clinical Counseling: LMFT Option School Counseling (K-12)

<http://www.unco.edu/cebs/community/>

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. Clinical Counseling: Couples and Family Licensure Option
3. Master of Arts in School Counseling (K-12) (SC)*

*The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits both the clinical and school counseling programs of study. The couples and family licensure option is not a degree program yet provides students the educational and internship experience to be eligible for state licensure by examination in Colorado as marriage and family therapist.

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, Couples and Family Therapy Emphasis, or School Counseling.

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:** If you need further information about the application you can contact the UNC Graduate School at (970) 351-2831 or emailing them at gradsch@unco.edu. The graduate application, 2 official transcripts from each of your colleges and the application fee should be mailed to the UNC Graduate School.
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
 - Personal Statement – Typed
 - You must attend a Pre-Admission Workshop. You can contact Julie Brumfiel at 303-340-4335 or or Gloria Sedillos at 970.351.2731 to RSVP for the Workshop.

- 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.
- These application items should be returned to **UNC, Attn: Gloria Sedillos, APCE McKee Hall 248, Campus Box 131, Greeley, CO 80639-0120**

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. This calculation is completed by the UNC Graduate School so please contact them at 970-351-2831 for more information about this process.

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 a preadmissions workshop. Please contact the Gloria Sedillos at 970-351-2731 to RSVP the 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. 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 preadmission workshop. **A formal written request for a phone interview must be submitted.** A phone interview request will be considered only once the following criteria have been met **prior to the 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. If you received your bachelor’s degree at 25 years of age or older, then post-degree work experience is not required.

NUMBER OF APPLICANTS ACCEPTED: At this time the number of off-campus (Denver and Colorado Springs) students is not limited. Each student is assessed on an individual basis.

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 once an applicant is admitted. 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 Financial Aid at 970.351.2502 or 303-637-3061 #5 or visit their website at <http://www.unco.edu/ofa/index.asp> There are federal loans and a limited number of scholarship available.

FELLOWSHIP ASSISTANCE: **There is no fellowship assistance available through the off-campus programs.**

TEACHING AND RESEARCH ASSISTANTSHIPS: **There are no teaching or research assistantships available to master's students from the School of Applied Psychology and Counselor Education**

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: COMMUNITY 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, career and leisure 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, career and leisure 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 couples 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, career and leisure 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 clinical 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 community counseling.

MA in Clinical Counseling: Couples and Family Counseling/Therapy Licensure Option Only:

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 student's 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. The faculty highly recommend memberships in Colorado divisions of ACA and ASCA. Students may also wish to join the state level affiliates of these organizations the Colorado Counseling Association www.unco.edu/cca or the Colorado School Counselor's Association <http://cosca.org/>

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.

Should you have further questions regarding our master's programs, please contact the Professional Counseling Programs in Denver via email julie.brumfiel@unco.edu or phone 303-340-4335 and in Colorado Springs via email crystal.alvarado@ppcc.edu or phone 719-502-2102. To reach the Greely campus gloria.sedillos@unco.edu or by phone 970.351.2731

Websites that will be of help:

UNC School of Applied Psychology and Counselor Education: <http://www.unco.edu/cebs/community/>
 Main UNC webpage: <http://www.unco.edu/>
 UNC Graduate School admission paperwork and various other forms: <http://www.unco.edu/grad/admissions/home.htm>
 Information on financial resources at UNC: www.unco.edu/sfr or www.unco.edu/grad
 Interactive Map of UNC: www.unco.edu/uncmap/
 UNC APCE Off-Campus Degree Programs in Denver & Colorado Springs: UNC Office of Financial Aid <http://www.unco.edu/ofa/index.asp>
 UNC Catalog/Bulletin: <http://catalog.unco.edu>
 UNC Registrars Office: www.registrar.unco.edu
 American Counseling Association www.counseling.org
 CACREP www.cacrep.org
 American School Counselors Association www.schoolcounselor.org

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 masters recommendation form MUST be used as the primary source**. Graduate School recommendation forms WILL NOT be accepted.
4. You **MUST** attend a workshop unless it is a financial hardship.

The following information: Personal Statement, Supplementary Data Sheet, and all letters of reference are to be mailed to: **Gloria Sedillos, UNC, School of Applied Psychology and Counselor Education, Campus Box 131, McKee Hall Room 248, Greeley, CO 80639-0120.**

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.

MASTERS DEGREE SUPPLEMENTARY DATA SHEET

Last Name _____ First _____ Middle _____ Date: _____

Address _____ City _____ State: _____ Zip: _____

Home Phone _____ Office Phone _____

Email _____ Bear#: _____

First term and year expected enrollment: __ fall __ spring __ Summer 20__

Proposed Program (check one)

- M.A.: __ Clinical Counseling (Clinical)
 __ Licensure Option in Couples & Family Therapy
 __ School Counseling (K-12) (SC)

Site: __ Denver
 __ Colorado Springs

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)

	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 _____
_____	Signed up for Pre-Admission Workshop	
_____	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

The applicant should fill out this section:

(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.

Respondent should fill out this section:

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. _____

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

	Definitely No Problem (1)	Minor Problem (2)	Moderate Problem (3)	Significant Problem (4)	Unable to Judge (N/A)
Anxiety	1	2	3	4	N/A
Dependency	1	2	3	4	N/A
Low self-esteem, unusual need for approval	1	2	3	4	N/A
Hostility, anger	1	2	3	4	N/A
Pushy, aggressive 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 to criticism	1	2	3	4	N/A
Other problems: Please specify: _____	1	2	3	4	N/A

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

Signature of Respondent: _____ Date: _____

Name (printed or typed): _____ Title: _____

Address: _____ Institution: _____

City, State, Zip: _____ Phone: _____

Please return this form to: Gloria Sedillos, UNC, Campus Box 131, McKee Hall Room 248, Greeley, CO 80639-0120

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

The applicant should fill out this section:

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

Waiver of Access

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____ 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.

Respondent should fill out this section:

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. _____

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

	Definitely No Problem (1)	Minor Problem (2)	Moderate Problem (3)	Significant Problem (4)	Unable to Judge (N/A)
Anxiety	1	2	3	4	N/A
Dependency	1	2	3	4	N/A
Low self-esteem, unusual need for approval	1	2	3	4	N/A
Hostility, anger	1	2	3	4	N/A
Pushy, aggressive 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 to criticism	1	2	3	4	N/A
Other problems Please specify: _____	1	2	3	4	N/A

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

Signature of Respondent: _____ Date: _____

Name (printed or typed): _____ Title: _____

Address: _____ Institution: _____

City, State, Zip: _____ Phone: _____

Please return this form to: 248, Greeley, CO 80639-0120 **Please return this form to: Gloria Sedillos, UNC, Campus Box 131, McKee Hall Room**

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

The applicant should fill out this section:

(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.

Respondent should fill out this section:

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)
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