

Applied Psychology and Counselor Education Department

Counselor Education and Supervision Doctoral Program

Annual Report

Academic Year 2024-2025

Data for Counselor Education and Supervision Doctoral Program at UNC:

1. Number of Graduates from Academic Year 2024-2025-Four
2. Completion Rates: 21 currently enrolled students with four graduates over the academic year. Three students left the program in the summer of 2025 due to health/family reasons. Two students are on a leave of absence. All remaining students are enrolled and engaged in the program.
3. Job Placement Rates: One graduate is employed in higher education settings in Counselor Education departments, one is employed in state government, two employed in private practice clinical settings: 100% job placement rate.

Curricular Considerations: We feel our program prepares graduates to be successful in their work and we always consider how we can improve on the training we provide our students. As all students scored meets or exceeds expectations on all Key Curricular Assessments, we feel students, in this academic year, are reaching all Key Performance Indicator identified by faculty members and stakeholders. In further curricular considerations around comprehensive examination results, 100% of the students passed the supervision question, 100% passed the pedagogy question, 100% passed the professional issues question, and 100% passed the research question. All doctoral students who passed their written examinations moved on to the oral comprehensive examination in the fall of 2025 to continue their degree progression. We will continue to monitor our written comprehensive examination process and how best to measure student learning with question revision and allowing for creative approaches to answers.

Program Modifications

Additionally, since students routinely score at “above expectations” or “exceeds expectations” on rubrics and professional dispositional ratings (especially high from faculty members outside of CES) the CES faculty members believe the admission process itself is effective as a screening tool. In line with maintaining strong and qualified applicant pools and improving our outreach strategies, the CES faculty members decided to continue current approaches to informal mentoring and formal mentoring with master’s students. We saw the results of this effort in our admissions process and admitted one applicant who had completed our master’s program to start in fall 2024. We have continued to attend more MA course meetings to offer more insight into the doctoral program for our MA students to continue this recruiting effort. Additionally, having doctoral students present their teaching lessons in the pedagogy course to the MA students has piqued interest in doctoral studies as well.

Our program faculty regularly reviews our program objectives, student learning assessment plans, and program evaluation plans. We also met with our Advisory Council in the Fall of 2025 to review various materials related to both our Professional Counseling Master’s Program and our Counselor Education and Supervision Doctoral Program as well as the 2024 CACREP Standards. Our meeting was well attended by current students, alumni, site supervisors and other campus and community stakeholders from both clinical and school settings. Additionally, we surveyed our site supervisors, alumni and employers in the spring and summer of 2025. As result of this feedback, we continue to employ a backward design where our key performance indicators drive our learning activities and key curricular assessments so our curricular content can be designed to help students meet these various indicators. This process resulted in the creation of curricular changes in our program to realign our major requirements with the new accreditation standards from CACREP and reflect the training needs of our students to be best prepared in response to these standards while still attending to what we as faculty members feel is most important for our training. We have then initiated the curriculum revision process with our university leadership teams to implement the suggested changes.

In the Doctoral Program, we removed the second clinical practicum and the group practicum from our major requirements and instead will require a counseling internship as a part of the overall doctoral internship. We also reviewed our written comprehensive examination rubrics and other feedback from stakeholders and decided to require APCE 707, Seminar in Personality and Counseling Theories as an addition to our major requirements. We also clarified our emphasis areas and the substitution of doctoral minors and certificates. Additionally, based on survey and Advisory Council feedback we are actively collaborating with our Applied Statistics and Research Methods faculty members to try to increase satisfaction with the required program coursework from that department.

Summary of Alumni Survey Data from Summer 2025:

Alumni rated the following statement as being **highly prepared** through the University of Northern Colorado Counselor Education and Supervision Program: Students have gained significant understanding regarding the purposes of clinical supervision, the supervisory relationship, theoretical frameworks and models of clinical supervision, culturally relevant strategies and skills in clinical supervision, and the use of technology in providing supervision.

Alumni rate the following standard of, “demonstrating an understanding of the roles of a counselor educator surrounding teaching such as the role of career development, human growth and development, mentoring and the responsibilities of screening, remediation, and gatekeeping of counselors in training” as **highly prepared** through the Counselor Education and Supervision program.

2 out of 3 alumni rated, “Professional Counseling Orientation, Ethical Practice and Helping Relationships: Students can demonstrate a scholarly understanding and an integration of counseling theories and evidence-based counseling practices (individual, couples, groups) relevant to the treatment of clients in multiple settings from an ethical, legal and culturally relevant perspective” as being **highly prepared** with the remainder rating this competency as **moderately prepared**.

The following competency was rated **somewhat to moderately prepared** by University of Northern Colorado Counselor Education and Supervision program alum: Students have gained knowledge and skills in qualitative and quantitative research questions appropriate for professional research and publication, human subjects/institutional review board processes, including ethical and culturally relevant strategies for conducting research, emergent research practices and processes, instrument design, and program evaluation.

Clinical Training

Our in-house training clinic, the Psychological Services Clinic hosts our practicum courses in the doctoral program to serve clients from the university and greater community. These services are offered on a reduced fee or free basis, and we often do not hold a wait list so clients can be seen quickly within the semester. We use digital recording technology, live observations, and an electronic health record to match the experiences of counselors in the field. The experiences of our students and clients in the training clinic are summarized each semester. The summary from fall 2024 and spring 2024 is included here in this report.

