

CHADRON STATE COLLEGE

Counseling Program Student Handbook

Revised Spring 2022



Program Address

Counseling Program at Chadron State College

Department of Professional Studies

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<http://www.csc.edu/cpsw/counseling>

 <https://www.facebook.com/groups/CSC.Coun.Program>

 <https://twitter.com/CSCCounseling>

WELCOME

The faculty, administration, and staff of the Department of Professional Studies welcome you to the Chadron State College Counseling Program. We hope your academic and professional experiences with us are positive and fulfilling as you embark on your chosen career as a professional counselor and begin one of our degree programs. This student handbook provides information regarding program curricula, faculty, performance outcomes, program and university policies, professional associations, and student services. We look forward to seeing you in classes and getting to know you better. Should you need further information, please feel free to contact us.

Sincerely,

Counseling Program Faculty

Program Core Faculty

- Kathleen Woods, PhD, LPC, NCC, School Counselor-NE | Professor, Program Director/Liaison, and School Counseling Coordinator (308-432-6239, Old Administration 216, kwoods@csc.edu) *Research Interests:* Program Development and School Counseling.
- Tara Wilson, PhD, LMHP, NCC. | Associate Professor, Clinical Mental Health Counseling Coordinator, CACREP Liaison (308-432-6043, Miller Hall 223) twilson@csc.edu) *Research Interests:* Rural Counseling Issues including recruitment and retention strategies for counselors serving rural environments.
- Grant Sasse, PhD, LIMHP. | Associate Professor, Clinical Coordinator, (308-432-6335, Miller Hall 207, gsasse@csc.edu) *Research Interests:* Addictions,

Graduate Distance Faculty

- Lauren Coffey, PhD. Adjunct Professor
- Christin Covello, PhD, LPC. Adjunct Professor
- Laura Gaudet, PhD, BCETS, BCFT. Adjunct Professor
- Tara Hart, PhD. Adjunct Professor
- Branis Knezevic, PhD, LMHP. School Counselor-NE, Adjunct Professor
- Kayla Singleton, PhD. Adjunct Professor

Undergraduate Distance Faculty

- Vicki Eitemiller, MAE, PLMHP. Adjunct Professor
- Jennifer Taylor, MAE, LMHP, LADC. Adjunct Professor

COUNSELING PROGRAM STUDENT HANDBOOK

Table of Contents

Welcome	2
Introduction	5
Counseling Program Mission	5
Counseling Program Objectives	6
Counseling Student Learning Outcomes	6
Accreditations & NDE Approval	6
Diversity Statement	7
Admission Requirements	7
CSC Graduate Programs	8
MAE Clinical Mental Health Counseling (CMHC)	8
MAE School Counseling (SC)	10
Counseling Program Information	13
Graduate Counseling Program Degree Requirements	13
Financial Assistance	14
Advising	14
Course Load	15
Transfer Credit	15
Disability Services	15
Student Services	15
Professional Licensure, Endorsement, & Employment	16
Nebraska Licensed Mental Health Practitioner (LMHP)	16
Nebraska School Counselor Endorsement	16
School Counseling-Option 1.....	16
School Counseling-Option 2.....	16
The <i>Praxis</i> ® Core Academic Skills for Educators: Combined Test (5752)	17
The <i>Praxis</i> ® Subject Assessment.....	17
Licensed Alcohol & Drug Counselor (LADC)	17
Graduate Students.....	18
Undergraduate Students	18
Professional Development and Performance Evaluation	18
Ethical Standards	18
Academic Performance	18
CSC Standards of Student Conduct	18
Professional Dispositions	19
When and How Student Dispositions Are Assessed.....	20
When a Student Needs Improvement?.....	21
Annual Evaluation of Student Progress	23
Graduate Professional Practice: Field Experiences	23
Enrollment in Practicum and Internship	23
Professional Liability Insurance	24
Clinical Mental Health Counseling	24
School Counseling	24
Professional Identity	26
National Credentials	26
Professional Organizations	26
Student Appropriate Activities	27

Appendices.....	28
Appendix A: Counseling Program Course Descriptions	28
Appendix B: Undergraduate Counseling Course Descriptions	31
Appendix C: Graduate Counseling Degree Progress Checklist.....	33
Appendix D: Master of Arts in Education (MAE)—School Counseling Plan of Study-Option 1	34
Appendix E: Master of Arts in Education (MAE) –Clinical Mental Health Counseling.....	35
Appendix F: Master of Arts in Education (MAE) – SCHOOL COUNSELING – <i>Option 2</i>	36
Appendix H: Counseling Online Portfolio Instructions	37
Appendix I: Practicum Course Requirements	39
Clinical Mental Health Counseling	39
School Counseling	39
Appendix J: Practicum Reservation Form	40
CSC Counseling Program Practicum Reservation Form	40
Appendix L: Felony Oath Statement-School Counselors Only	43
Appendix M: Statement of Commitment to Professional Dispositions.....	44

INTRODUCTION

The Counseling Program is in the Department of Professional Studies at Chadron State College (CSC). We offer two Master of Arts in Education (MAE) degrees. The MAE in Clinical Mental Health Counseling (CMHC), and an MAE in School Counseling (SC). We also offer four undergraduate minors in addictions. The Mental Health Counseling & Addictions Minor-Alcohol & Drug Counseling, includes all coursework required to obtain the Nebraska Licensed Alcohol & Drug Counselor (LADC) Licensure.

Graduate Programs:

- **The MAE in Clinical Mental Health Counseling** includes coursework that satisfies the academic course requirements for a Licensed Mental Health Practitioner (LMHP) in Nebraska. The program aims to prepare professional counselors while closely following the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards.
- **The MAE in School Counseling** has two options leading to endorsement as a school counselor in Nebraska:
 - **Option 1-School Counseling Endorsement:** students must have a valid teaching certificate, or
 - **Option 2-School Counseling Endorsement and Teacher Certification:** students without a teaching degree may complete this option which, requires additional graduate coursework in teacher education.
 - Both options have three tracks:
 - school counseling-elementary (PK-8),
 - school counseling-secondary (7-12), and
 - school counseling (PK-12).

The three school counseling tracks provide the academic course requirements for Nebraska Certification Endorsement as a School Guidance Counselor (Rule 24 Nebraska Policy). **The CAEP accredited program aims to prepare professional school counselors while following the [Council for the Accreditation of Educator Preparation](#) (CAEP) standards.**

- **Undergraduate Minors in Mental Health and Addiction:**
 - Mental Health and Addiction - Alcohol and Drug Counseling
 - Mental Health and Addiction - Criminal Justice
 - Mental Health and Addiction - Social Welfare
 - Mental Health and Addiction - Wellness
- **Nebraska Alcohol & Drug Counseling:** The CSC Counseling program offers graduate and undergraduate coursework leading to Licensed Nebraska Alcohol & Drug Counselor (LADC). <http://dhhs.ne.gov/publichealth/Pages/crIADCHome.aspx>

Counseling Program Mission

The CSC Counseling Program Mission is to prepare quality professional counselors for careers with state, regional, or national public and private mental health agencies, mental health institutions, and educational systems. We are committed to producing ethically and culturally competent counselors who demonstrate professional leadership with a purposeful

commitment to client advocacy, and social justice, for the western High Plains States and the broader pluralistic nation.

Counseling Program Objectives

1. The Counseling Program strives to educate academically prepared counselors.
2. The Counseling Program strives to produce diverse counselors.
3. The Counseling Program strives to develop dispositionally appropriate counselors manifesting clear counseling professional identities.

Counseling Student Learning Outcomes

Upon successful completion of the CSC Counseling Program, graduates will be able to:

1. *Professional Counseling Orientation and Ethical Practice*: Develop a professional identity as a counselor, demonstrate an understanding of the counseling profession, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. *Social and Cultural Diversity*: Demonstrate an understanding of the social and cultural influences, the effects of power and privilege, and the impact of acculturative experience on the counseling process.
3. *Human Growth and Development*: Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
4. *Career Development*: Develop an understanding of career development and approaches for conceptualizing the interrelationships between work, mental wellbeing, and other life roles within counseling.
5. *Counseling and Helping Relationships*: Gain significant knowledge and application of major counseling theories. Demonstrate effective individual counseling techniques that facilitate client growth and the ability to evaluate progress toward treatment goals.
6. *Group Counseling and Group Work*: Develop both experiential and theoretical understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. *Assessment and Testing*: Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and/or group appraisal.
8. *Research and Program Evaluation*: Develop the ability to read, critique, evaluate, and contribute to professional research literature.
9. *Clinical Mental Health Program*: Practice counseling utilizing knowledge and application of various theories, dynamics, and techniques.
10. *School Counseling Program*: Develop a model for implementing a school counseling program.

Accreditations & NDE Approval

- Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA)-The CSC Counseling Program is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) to confer the residential and online Master of Arts in Education degree.
- Nebraska Department of Education (NDE) Title 92, Chapter's 20 & 24, Rule's 20 & 24.006.45 Regulations-Teacher Education & School Counselor Endorsement. The CSC

School Counseling Program is an approved NDE (Rule 24.006.45) Endorsement Program.

- The [Council for the Accreditation of Educator Preparation](#) (CAEP) standards. The CSC Graduate School Counseling Program is accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP) standards.
- The Clinical Mental Health MAE is working toward accreditation through the Council for Accreditation of Counseling and Related Programs (CACREP).

Diversity Statement

The CSC Counseling program actively recruits students from a variety of backgrounds, experiences, and cultural influences. Faculty value diversity among its student population and in society at large. This commitment to and appreciation of individual differences can be found in all aspects of our program, including student selection and admissions, faculty hiring, classroom instruction, texts and teaching materials, clinical practice and supervision, departmental administration, day-to-day operations, and policy formation.

The CSC Counseling Program views recruiting and retaining a diverse group of students from the western High Plains States as a major focus. We define the term diverse group broadly, including ethnic, racial, and cultural identities as well as in personal world views, gender identity, sexual preference, age differences, and the challenges associated with disabilities of various kinds. To attract and support a diverse student population, we have taken several initiatives including but not limited to the following:

- *Flexibility* - Our courses are scheduled to meet the needs of a diverse non-traditional student population. Most of our courses are delivered in an online format. This instructional delivery format provides better options for those students who may need to complete their program in stages or on a part-time basis.
- *Affordability* - Our tuition is highly competitive with other institutions in Nebraska and is significantly less than many online programs offered by private and for-profit institutions.
- *Financial Support* - Our College offers a financial assistance program (FAFSA), which is open to all students without discrimination. Our Counseling program provides three graduate assistantships, which cover tuition and provide a stipend. Assistantships are available for students enrolled in a graduate degree program and designed to provide opportunities for supervised educational experiences at the graduate level.
- *Advertising* - Actively advertising that our program has a strong emphasis on diversity. The program website and mission statement highlight diversity.

ADMISSION REQUIREMENTS

Applications for admission to the Graduate Counseling Program are accepted for the fall, spring, and summer semesters. The following is required:

- Online application on the CSC Admissions website.
- A bachelor's degree from a four-year regionally accredited college, showing a minimum GPA of 2.75 on a 4.0 scale. Domestic students who do not meet the minimum entry GPA, but meet all other requirements, may be conditionally accepted; however, they must have a GPA of 3.25 or better upon completion of the

first 12 credits in their degree program to be considered for formal acceptance.

Failure to meet this threshold may result in dismissal from the graduate program.

- One official transcript of all institutions where undergraduate and graduate study was completed. This includes the official graduate transcript(s) showing courses which are being transferred to Chadron State College to count toward the master's degree (maximum of 9 semester hours taken within the past 5 years).
- Successful completion of an admissions essay for the purpose of assessing candidate qualities in the areas of motivation for professional development, communication skills, self-awareness, confidence, and experience working with diverse populations.
- Successful completion of the counseling program's New Student Orientation.

All graduate programs are under the auspices of [Chadron State College Graduate Studies](#). It is the responsibility of students to become familiar with the policies and regulations of the Graduate School. For this reason, students are required to access the [Chadron State College Graduate Catalog](#). All prospective students are encouraged to visit [Chadron State College](#) website. To apply for college admittance, fees and matriculation.

CSC GRADUATE PROGRAMS

The Counseling Program prepares professional counselors (LMHP) at the master's level and also offers coursework toward licensure as a Licensed Alcohol & Drug Counselor (LADC). We offer an MAE in Clinical Mental Health Counseling (CMHC), and an MAE in School Counseling (SC). We also offer coursework required to obtain the [Nebraska Licensed Alcohol & Drug Counselor \(LADC\)](#) Licensure.

MAE Clinical Mental Health Counseling (CMHC)

The MAE in Clinical Mental Health Counseling (CMHC) will equip you with entry-level skills to work as a counselor in a variety of community and agency settings such as counseling centers, drug and substance abuse centers, career counseling centers, employee assistance programs in business and industry, adult probation offices, MHMR agencies, corrections, and private counseling practice. Upon graduation, you will have acquired the coursework required to obtain the Nebraska Licensed Professional Counselor (LPC) and Nebraska Licensed Mental Health Practitioner (LMHP). Currently, [Nebraska DHHS](#) requires 60 credit hours of academic coursework to be eligible for licensure as an LPC or LMHP. In addition, the program requires successful completion of the [Counselor Preparation Comprehensive Examination \(CPCE\)](#) and Graduate Portfolio. You will have a maximum of seven (7) years to complete the MAE degree. All licensure requirements for the LPC and LMHP are regulated by the state.

CMHC Program Curriculum

The MAE in CMHC requires the successful completion of 60 credit hours of academic work beyond the baccalaureate degree and includes four major components: Counseling Core, Clinical Mental Health Specialization, Assessment and Research, and Clinical Experience. You are responsible for meeting academic program requirements, deadlines, and to meet with your faculty advisor on a regular basis. The program curricula and requirements are subject to change at any time.

COUNSELING CORE (27 Credits) Credit Hours		
COUN 531*	Counseling and Communication Skills	3
COUN 533*	Counseling Ethics and Professional Identity	3
COUN 535	Multicultural Counseling	3
COUN 541*	Counseling Theories	3
COUN 629	Counseling Children	3
COUN 630	Crisis Counseling	3
COUN 632	Career and Lifestyle Development	3
COUN 634*	Group Counseling	3
COUN 637	Advanced Human Development	3
SPECIALIZATION (18 Credits)		
COUN 519*	Counseling Residency	6
COUN 523*	Diagnosis and the DSM	3
COUN 532	Treatment Issues in Addiction	3
COUN 545	Essentials of Addiction Counseling & Case Management	3
COUN 636	Family Counseling	3
MEASUREMENT & RESEARCH (6 Credits)		
COUN 534	Fundamentals of Assessment	3
EDCI 631	Research Design and Data Analysis	3
CLINICAL EXPERIENCES (9 credits)		
COUN 601	Practicum in Counseling	3
COUN 640	Internship in Counseling	6
CSC Graduation Requirement		
Counselor Preparation Certification Examination (CPCE)		
MAE-Total Minimum Semester Hours—non-thesis		60
Nebraska Licensed Alcohol & Drug Counselor (LADC) (3 credits)		
In addition to the courses above, the following course is required for LADC		
COUN 520	Psychopharmacology, Social and Medical Issues in Addictions	3
LADC-Total Minimum Semester Hours—non-thesis		63

***Note-Courses with an asterisk must be completed prior to COUN 601. COUN 601 must be completed prior to COUN 640.**

CMHC Recommended Beginning Courses

CSC Graduate Studies does not allow students to enroll in more than 12 credit hours per 16 week-semester. We encourage you to enroll in a minimum of 9 semester hours during the fall and spring semesters, as this is considered full-time, however you may choose to enroll in fewer classes.

COUN 519: Counseling Residency
 COUN 523: Diagnosis and the DSM
 COUN 531: Counseling and Communication Skills
 COUN 533: Counseling Ethics and Professional Identity
 COUN 541: Counseling Theories

COUN 634: Group Counseling
 EDCI 631: Research Design and Data Analysis

MAE School Counseling (SC)

The CAEP accredited MAE in School Counseling specialty area provides the academic training to apply for endorsement as a school counselor in Nebraska. The Nebraska Department of Education (NDE) makes final approval of the school counseling endorsement. Additionally, our school counseling curriculum meets the American School Counselor Association (ASCA) Professional Standards. We have two options leading to endorsement as a school counselor.

- Option 1—Students must have a valid teaching certificate
- Option 2—Students without a teaching degree must complete additional graduate coursework in teacher education.
- Both options have three endorsement levels:
 - ***School Counseling-Elementary (PK-8)*** prepares public and private school counselors to work at the elementary (PK-8) grade levels and provides the academic training for graduates to apply for endorsement as a school counselor in Nebraska at the (PK-8) level, which requires one 450-hour elementary school counseling internship.
 - ***School Counseling-Secondary (7-12)*** prepares public and private school counselors to work at the (7-12) grade levels and provides the academic training for graduates to apply for endorsement as a school counselor in Nebraska at the (7-12) level, which requires one 450-hour secondary school counseling internship.
 - ***School Counseling (PK-12)*** prepares public and private school counselors to work at the PK-12 grade levels and provides the academic training for graduates to apply for endorsement as a school counselor in Nebraska at the (K-12) level, which requires a 900-hour internship (450 hours in an elementary setting and 450 in a secondary setting).

The three school counseling endorsement levels provide the academic course requirements for Nebraska Certification Endorsement as a School Guidance Counselor (Rule 24 Nebraska Policy). **The CAEP accredited program aims to prepare professional school counselors while following the [Council for the Accreditation of Educator Preparation](#) (CAEP) standards.**

School Counseling Program Curricula

The School Counseling MAE Option 1 requires the successful completion of 39 credit hours of academic work beyond the baccalaureate degree. The School Counseling MAE Option 2 requires completion of the 39 credit Option 1 hours and additional graduate teacher education courses for a total of 54 credit hours. Please note that many other states and accrediting organizations such as the [Council for Accreditation of Counseling & Related Educational Programs](#) (CACREP) require a greater minimum number of academic credit hours for school counseling endorsement. Thus, review your state standards for a specific policy.

School Counseling Program of Study

All students admitted to the School Counseling MAE will follow the program of study outlined below. Students are responsible for meeting academic program requirements and deadlines and are therefore advised to meet with their faculty advisor on a regular basis. The program curricula and requirements are subject to change at any time.

School Counseling-Option 1:

COUNSELING CORE (24 Credits)		Credit Hours
COUN 531*	Counseling and Communication Skills	3
COUN 533*	Counseling Ethics and Professional Identity	3
COUN 535	Multicultural Counseling	3
Choice of: COUN 629 COUN 630	Counseling Children Crisis Counseling	3
COUN 541*	Counseling Theories	3
COUN 632	Career and Lifestyle Development	3
COUN 634*	Group Counseling	3
COUN 637	Advanced Human Development	3
SPECIALIZATION (3 Credits)		
COUN 635*	School Counseling	3
MEASUREMENT & RESEARCH (6 Credits)		
COUN 534	Fundamentals of Assessment	3
EDCI 631	Research Design and Data Analysis	3
CLINICAL EXPERIENCES (6 credits)		
COUN 602	Practicum in Counseling	3
COUN 640	Internship in Counseling	3
NDE Graduation Requirement		
<i>Praxis</i> [®] Subject Assessment for Endorsement in Professional School Counselor (5421)		
MAE-Total Minimum Semester Hours-Non-Thesis		39

School Counseling-Option 2

The State of Nebraska provides for a certification route for students seeking the School Counselor endorsement without a previous degree in education or teacher certification. This option will provide students with the state required background in education to obtain initial teacher certification and endorsement as a school counselor in the State of Nebraska.

COUNSELING CORE (24 Credits)		Credit Hours
COUN 531*	Counseling and Communication Skills	3
COUN 533*	Counseling Ethics and Professional Identity	3
COUN 535	Multicultural Counseling	3
Choice of: COUN 629 COUN 630	Counseling Children Crisis Counseling	3

COUN 541*	Counseling Theories	3
COUN 632	Career and Lifestyle Development	3
COUN 634*	Group Counseling	3
COUN 637	Advanced Human Development	3
SPECIALIZATION (3 Credits)		
COUN 635*	School Counseling	3
MEASUREMENT & RESEARCH (6 Credits)		
COUN 534	Fundamentals of Assessment	3
EDCI 631	Research Design and Data Analysis	3
Teacher Education (15 credits)		
EDUC 530	Integrated Classroom Methodologies	3
EDUC 639	Advanced Methods of Performance Assessment	3
EDCI 635	Curriculum Development	3
Choice of: READ 530 READ 532 READ 535	Reading & Writing in the Middle/Secondary Schools Reading in the Content Fields Reading and the At-Risk Student	3
Choice of: SPED 230 SPED 532	Introduction to the Exceptional Learner Survey of Special Education	3
CLINICAL EXPERIENCES (6 credits)		
COUN 602	Practicum in Counseling	3
COUN 640	Internship in Counseling	3
Nebraska Dept Ed (NDE) Graduation Requirement		
<i>Praxis</i> ® Core Academic Skills for Educators: Combined Test (5752)		
<i>Praxis</i> ® Subject Assessment for Endorsement in Professional School Counselor (5421)		
MAE-Total Minimum Semester Hours-Non-Thesis		54

***Note-Courses with an asterisk must be completed prior to COUN 602. COUN 602 must be completed prior to COUN 640.**

Recommended Beginning Courses

CSC Graduate Studies does not allow students to enroll in more than 12 credit hours per 16 week-semester. We encourage you to enroll in a minimum of 9 semester hours during the fall and spring semesters, as this is considered full-time, however you may choose to enroll in fewer classes. Please refer to the CSC Counseling Advising Templates.

COUN 531: Counseling and Communication Skills
 COUN 533: Counseling Ethics and Professional Identity
 COUN 541: Counseling Theories
 COUN 634: Group Counseling
 COUN 635: School Counseling
 EDCI 631: Research Design and Data

COUNSELING PROGRAM INFORMATION

Graduate Counseling Program Degree Requirements

Once admitted to the graduate counseling degree program students must:

- 1. File a Plan of Study.** Students will receive an official plan of study from the Graduate Office upon admission to the Counseling Program. The Counseling Program recommends all students file a plan of study within your first 9 credit hours. This plan must be filed prior to 18 hours into the program with a 3.0 grade point average or higher or an academic hold will be placed on future enrollment. You will electronically submit your plan to the Graduate Office. See appendices at the end of this handbook for an unofficial draft of each plan of study.
- 2. Apply for graduation.** A link to the application can be found in your MyCSC "to do list". All graduate students must have a Plan of Study on file in the Graduate Office to be eligible to apply for graduation. If you have not yet completed this required step, please return to your EagleMail account and read the materials that were provided upon formal acceptance to Graduate Study. For more information see [Regulations Governing Graduation in the Graduate Catalog](#). Deadlines for applying are:

 - Fall Commencement (December) - April 15
 - Spring Commencement (May) - November 15
 - Summer Commencement (No formal ceremony) - February 15
- 3. Complete a Graduate Counseling Portfolio.** The counseling online portfolio is primarily a self-directed project that demonstrates your ability to learn and use web-based technology that demonstrates your ability to create a holistic, summative expression of how the counseling program has prepared you for entry into the counseling profession. You will submit a completed online portfolio during your final semester to your advisor by Midterm Break. Please see the [CSC Student Academic Calendar for specific Midterm dates](#). **An incomplete portfolio will NOT be accepted and could postpone graduation.** Please speak to your faculty advisor and see appendices for Counseling Online Portfolio Instructions. For more information see [Regulations Governing Graduation in the Graduate Catalog](#).
- 4. Clinical Mental Health Counseling (CMHC) students must pass the [Counselor Preparation Comprehensive Examination \(CPCE\)](#) for graduation.** Information and study materials can be found on the CPCE website. We also recommend [Rosenthal's Encyclopedia of Counseling](#).
- 5. School Counseling students must pass the *Praxis*® Core Academic Skills for Educators: Combined Test (5752).** If you completed the Praxis Core as part of a Teacher Education Certification, you will not be required to repeat the exam.
- 6. School Counseling students must pass the *Praxis*® Subject Assessment for endorsement in Professional School Counselor (5421)** prior to graduation. This assessment must be completed for each endorsement application (i.e., should you apply at the PK-8 endorsement level and plan to return for another endorsement at the 7-12 endorsement level later, you will be required to retake the Professional School Counselor (5421) Exam upon completion of the second endorsement). It is highly recommended that students' study for the exam; Here is a good [ETS study guide](#).

Further information on school counselor endorsement may be obtained from the Chadron State College Certification Office at 308-432-6032, dperkins@csc.edu.

- To assist you with this process, please see appendices for the *Graduate Degree Process Checklist*.
- All graduate programs are under the auspices of [Chadron State College Graduate Studies](#). It is the responsibility of students to become familiar with the policies and regulations of Graduate Studies. For this reason, students are required to access the [Chadron State College Graduate Catalog](#).

Financial Assistance

Financial assistance is available to graduate students usually via student loans and graduate assistantships. Students interested in financial aid should contact the [START Financial Aid Office](#), Crites Hall First Floor, 1-800-CHADRON (1-800-242-3766).

[BEHAVIORAL HEALTH EDUCATION CENTER OF NEBRASKA \(BHECN\)](#): BHECN has a commitment to increase the number of students training in the behavioral health fields in all areas of the state. Please visit the BHECN Student Program site for funding and scholarship opportunities. You may also contact [Dr. Tara Wilson](#), as CSC Associate Professor and BHECN Panhandle Co-director for more information.

[BEHAVIORAL HEALTH EDUCATION CENTER OF NEBRASKA-PLADC \(BHECN\)](#): BHECN awards scholarships to assist students seeking a Provisional License in Alcohol & Drug Counseling (PLADC). You may also contact [Dr. Tara Wilson](#), as CSC Associate Professor and BHECN Panhandle Co-director for more information.

[The Quell Foundation](#) promotes open, judgment-free dialogue to normalize the conversation around mental health. The Foundation awards scholarships for a brighter future in the mental health field, increases access to services for better care and treatment, and encourages the sharing of personal stories to inspire hope.

[Nebraska Student Loan Program \(NSLP\)](#) awards forgivable student loans to Nebraska medical, dental, physician assistant, and graduate-level clinical mental health students who agree to practice in an approved specialty in a state-designated shortage area. Applications are accepted April 1 through June 1 of each year to Nebraska Department of Health & Human Services, Office of Rural Health, P. O. Box 95026 Lincoln, NE, 68509-5026, (402) 471-2337.

[Graduate Assistantships](#). A limited number of Graduate Assistantships, which cover tuition and provide a stipend, are available for students enrolled in a graduate degree program. Assistantships offer assignments designed to provide opportunities for supervised educational experiences at the graduate level. Graduate assistants should maintain full time status while serving as assistants.

Advising

Degree seeking students will be assigned to the START Office for initial advising before a student is accepted into the graduate counseling program. Once accepted, a faculty advisor will be appointed. Non-Degree seeking students will not be assigned a faculty advisor and may contact the [Counseling Program Director](#) for program advising. You are required to

meet with your assigned advisor upon admission and each semester afterward. It is your responsibility to contact your advisor and initiate these meetings. Your advisor can assist in planning coursework, alert you to developments in the program or profession, and provide you with support and encouragement.

Course Load

Twelve credit hours per semester constitutes full-time graduate enrollment in fall and spring. Nine credit hours constitutes full-time graduate enrollment in summer. Most loans, scholarships, and assistantships require enrollment of six (6) to nine (9) hours a semester. It is your responsibility to be aware of the semester hours required for your scholarship or financial aid package.

Transfer Credit

All courses obtained from another counseling program (9 credit hours maximum) will be considered for transfer with the exception of COUN 601, 602, and 640. Each transfer credit must carry a grade of **B** or higher and those with grades of **P** or **S** will not be accepted. Acceptance of transfer credit is contingent upon approval of the counseling program faculty, and Dean of Graduate Studies. It is your responsibility to supply information establishing any course for transfer as equivalent to a course at Chadron State College. Usually, the equivalency can be established by meeting with your faculty advisor at Chadron State College and providing a course description and syllabus for the course under consideration.

Disability Services

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

It is recommended that student requests for reasonable accommodation based upon documented disabilities be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to Deena Kennell, the CSC Disabilities Services contact person (308-432-6467; LLC 200-1; dkennell@csc.edu).

Student Services

Chadron State College offers various services for students. Among many are disability, mental, and physical health services through Student Health Services, Career & Academic Planning Services, International Student Services, Notary Services and Veteran Affairs, See CSC's Student Handbook for more information.

PROFESSIONAL LICENSURE, ENDORSEMENT, & EMPLOYMENT

The Counseling Program faculty will consider requests for four recommendations: (a) Licensed Mental Health Practitioner (LMHP) (b) Endorsement as a School Counselor, and (c) Licensed Alcohol & Drug Counselor (LADC) (d) Employment letters of recommendation. The faculty will only endorse students for those professional certifications, endorsements, licenses, placements, and employment recommendations for which they have been adequately trained and have demonstrated both the academic and non-academic attributes required for competence. To ask the faculty to support licensure or certification for which the student has not been trained is to ask the faculty to engage in unethical behavior.

Nebraska Licensed Mental Health Practitioner (LMHP)

Counseling students seeking a Licensed Mental Health Practitioner (LMHP) or Licensed Professional Counselor (LPC) with Nebraska DHHS, must complete a degree program consisting of 60 credit hours of academic counseling coursework. The CSC program is intended to meet the expectations for licensure in Nebraska. In addition to academic training, post-master's supervision is also required for licensure. Students are responsible for obtaining copies of the counselor licensing law and license board regulations for their intended US State of licensure. The DHHS Board in Lincoln grants licensure for Nebraska (not CSC). Students planning to be licensed in Nebraska should contact the [Nebraska Department of Health & Human Services \(DHHS\) Licensure Unit](#), PO Box 94986, Lincoln, NE 68509-4986 (402) 471-3121, Licensing requirements vary by US State.

Nebraska School Counselor Endorsement

Upon completion of the Master of Arts Degree in School Counseling students have the academic training for endorsement as a school counselor.

School Counseling-Option 1

Under the requirements of the Nebraska Department of Education (NDE), all prospective school counselors must have:

- Master's degree in School Counseling,
- a valid Nebraska Teacher Certificate, and
- successful completion of the *Praxis*® Subject Assessment for endorsement in Professional School Counselor (5421).

School Counseling-Option 2

The State of Nebraska provides an alternative certification route for students seeking the School Counselor endorsement without a previous degree in education or teacher certification. This option will provide students with the state required background in education to obtain initial certification to become endorsed as a school counselor in the State of Nebraska. Under the requirements of the Nebraska Department of Education (NDE), all option 2 prospective school counselors must have:

1. All courses required for the MAE in School Counseling.

2. A master's degree in School or Clinical Mental Health Counseling (additional Internships in a school setting required of CMHC degree students).
3. The following fifteen credit hours in Teacher Education:
 - a. EDUC 530: Integrated Classroom Methodologies
 - b. EDCI 635: Curriculum Development
 - c. READ 530: Reading & Writing in the Middle and Secondary Schools, READ 532: Reading in the Content Fields, or EDUC 535: Reading and the at-Risk Student.
 - d. EDUC 639: Advanced Methods of Performance Assessment
 - e. SPED 230: Introduction to the Exceptional Learner, or SPED 532: Survey of special education
4. Successful completion of the *Praxis*® Core Academic Skills for Educators: Combined Text (5752).
5. Successful completion of the *Praxis*® Subject Assessment for endorsement in Professional School Counselor (5421).

The *Praxis*® Core Academic Skills for Educators: Combined Test (5752)

All teacher education applicants must complete a competency examination, as required by the Nebraska Department of Education. CEHS students take the CORE exam, which measures basic skills in reading, writing, and mathematics and is designed to determine if applicants are ready academically to pursue education studies. You must register on-line. Reading and mathematics scores are reported to you as soon as you finish the test. The written test results take 3-4 weeks to receive. Please follow the [Praxis® CORE Assessment Link](#) for more specific information. CSC has provided you with online course and practice tests through [Longsdale Publishing](#) to prepare for the *Praxis*® Core. Please contact your faculty advisor for access to the Longsdale Publishing resources.

The *Praxis*® Subject Assessment

The *Praxis*® Subject Assessment endorsement in Professional School Counselor (5421) must be completed for each endorsement application (i.e., should you apply at the PK-8 endorsement level and plan to return for another endorsement at the 7-12 endorsement level later, you will be required to retake the Professional School Counselor (5421) Exam upon completion of the second endorsement). You must register on-line. Please follow the [Praxis® Subject \(5421\) Assessment Link](#) for more specific information. It is highly recommended you study for the exam. You will find an [ETS study guide](#) here. Further information on school counselor endorsement may be obtained from the Chadron State College Certification Officer, Mr. Dave Perkins, at 308-432-6032, dperkins@csc.edu.

Licensed Alcohol & Drug Counselor (LADC)

An Alcohol and Drug Counselor (LADC) is an individual who provides the 12 core functions of: screening, intake, orientation, assessment, treatment planning, counseling (individual, group and significant others), case management, crisis intervention, client education, referral, reports and recordkeeping and consultation with other professionals in regard to client treatment and services. For more information, please visit the [Nebraska Department of Health & Human Services](#) website.

Graduate Students who have met the requirements to apply for an LMHP or LPC, may also complete the following course and an internship with an approved LADC site supervisor, to apply for Provisional Licensure as an Alcohol & Drug Counselor (PLADC) in Nebraska:

- COUN 520: Psychopharmacology, Social and Medical Issues in Addictions

Undergraduate Students seeking licensure as an LADC may complete the **Mental Health and Addiction - Alcohol and Drug Counseling minor**, or the following undergraduate courses offered by the CSC Counseling program to apply for Provisional Licensure as an Alcohol & Drug Counselor (PLADC) in Nebraska:

- COUN 127: Lifespan Development
- COUN 133: Clinical Addiction Treatment Issues
- COUN 225: Addiction Counseling with Groups (ES3)
- COUN 235 Alcohol/Drug Assessment, Case Planning, & Management
- COUN 321: Addiction Counseling Theories and Techniques (ES3)
- COUN 323: Addiction Counseling Ethics and Diversity (ES10)
- COUN 331: Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction (ES11)

PROFESSIONAL DEVELOPMENT AND PERFORMANCE EVALUATION

Ethical Standards

The Counseling Program faculty endorse and implement [the American Counseling Association \(ACA\) Code of Ethics \(2014\)](#), and the [American School Counselor Association \(ASCA\) Ethical Standards for School Counselors \(2016\)](#). Students and supervisees preparing to become counselors are required to adhere to these ethical standards with the same obligations to clients as are required of professional counselors.

Academic Performance

All students enrolled in the Graduate Counseling Program are expected to achieve and maintain a high level of academic performance. A Grade Point Average (GPA) of 3.0 (4.0 = A) is required for graduation. A student may earn up to 2 C's in any required course in the 60-hour Clinical Mental Health Counseling degree plan, with the exception of COUN 531, 533, 541, 639, & 640, as long as the student maintains an overall GPA of 3.0. **If a grade of C or lower is earned in COUN 531, 533, 541, 639, or 640 you must repeat the course and earn at least a B.** In instances where the student's GPA falls below 3.0, the student can expect to have their graduate status lowered to that of a non-degree seeking student. Students earning a grade of C or below in a practicum/internship may be terminated from the counseling program.

CSC Standards of Student Conduct

The CSC Graduate & Undergraduate Catalogs specify the circumstances under which students may be placed on probation, suspension, or dismissal. Please review the [Code of Student Conduct Policy](#).

Students who have been charged with violating the Student Code of Conduct shall be subject to the policies, procedures, and sanctions for processing such charges. However, a charge under the Student Code of Conduct may also be the basis for a referral on separate academic grounds under the Counseling Professional Dispositions. Similarly, a violation of the Counseling Professional Dispositions may be the basis for a Student Code of Conduct charge.

Professional Dispositions

Professional dispositions are evaluated throughout the counseling program for all students. The goal of the Professional Dispositions policy is to help students develop the behaviors necessary for success after graduation. There are specified courses in which students self-assess dispositions as well as being assessed by faculty. In addition, a faculty member may assess, coach, and remediate candidate professional dispositions at any point in the program. If necessary, faculty members may complete the Student Conference Form and the Plan of Action Form when a problem has not been resolved through informal meetings.

Students need to be familiar with the expectations outlined in the **Student Statement of Commitment to Professional Dispositions** listed below. Students are asked to sign this statement during Orientation to acknowledge they have been presented with these expectations. If a faculty formal rating indicates a student needs improvement in any area outside of the designated courses, the faculty member may request a conference with the candidate to directly discuss the issue, initiate a Professional Disposition Plan of Action, or both.

In many cases, making the candidate aware of the dispositional concern may be all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate to the situation. In such cases, a Dispositions Plan of Action should be developed and used.

	Primary Professional Dispositions	Specific Professional Disposition Descriptors
1	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.
2	Professional Behavior	Behaves in a professional manner towards supervisors, peers, and clients (includes appropriate dress & attitudes). To include professional behavior in meeting all classroom expectations. Able to collaborate with others.
3	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
4	Knowledge & Adherence to Site Policies	Demonstrates an understanding and appreciation for all counseling site policies & procedures.
5	Record Keeping & Task Completion	Completes all weekly record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, time logs, supervision reports).
6	Professional Communication	Utilizes written, oral, and visual communication in a clear and effective manner in both formal and informal settings.

7	Multicultural Competencies	Demonstrates awareness, appreciation, and respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)
8	Emotional Stability & Self-Control	Demonstrates emotional stability (i.e., congruence between mood and Affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
9	Motivated to Learn & Grow/Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.
10	Openness to Feedback	Responds non-defensively and alters behavior in accordance with peer, supervisory, and faculty feedback.
11	Flexibility & Adaptability	Demonstrates ability to be flexible in the face of changing circumstance, unexpected events, and new situations.
12	Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself".

NOTE: Students are expected to disclose any unethical or unlawful activity from the time application was submitted to the program until graduation.

When and How Student Dispositions Are Assessed

Dispositions for Counseling Program students are assessed at three points, referred to as Dispositional Decision Points. The three dispositional decision points will include: a) New Student Orientation when students assess themselves early in the program (Entry), b) COUN 639 when students have typically completed approximately half of the program courses (Midpoint), and c) during COUN 640 (Exit) when students affirm their commitment to the dispositions. Students may also be assessed anytime as determined by faculty.

Points of Assessment:

Entry: Students will be introduced to professional dispositions, as well as the procedures for assessment of dispositions, within the entry point-New Student Orientation. Students will be provided information for accessing the Professional Dispositions Plan for the Counseling Program at CSC (available in the Student Handbook and on the Counseling Program website). During the entry point, students will complete the first dispositions self-assessment using the Assessment of Professional Dispositions and indicate their commitment to displaying professional dispositions. Faculty will assess students ONLY on their timely completion of these entry point self-assessments.

Midpoint: Professional dispositions and procedures will be reviewed in COUN 601 & 602. Students will complete the self-assessment at the beginning of the course. In addition, the counseling faculty will assess professional dispositions for each student using the Assessment of Professional Dispositions document rubric and record these ratings following the bi-annual review of students.

Exit: Students will complete the self-assessment at the beginning of COUN 640. In addition, the counseling faculty will assess professional dispositions for each student using the Assessment of Professional Dispositions document rubric and record these ratings following the bi-annual review of students.

Anytime: Faculty may assess, coach, and remediate student professional dispositions at any point in the program. If necessary, faculty members may complete the Assessment of Counseling Dispositions when a problem has not been resolved through informal meetings.

When a Student Needs Improvement?

The vast majority of our students emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. However, occasionally there is a need to remediate students on the dispositional requirements of the profession. These procedures outline the process for tracking student dispositions with the CSC Counseling Program. In any dispositional area, students may receive a 1 rubric rating indicating improvement is needed:

- 1) *When it is indicated that a student needs improvement during a dispositional decision point.* The student will receive an email from the Program Director stating that this has occurred. Dispositional decision point assessment data may be reviewed by course instructor and counseling faculty. If the nature of the area for improvement is such that further intervention is warranted, the student's faculty advisor may request a conference with the student to directly discuss the issue, initiate a Professional Disposition Plan of Action, or both. If a conference is called or a Plan of Action is initiated, the Program Director should be provided a copy of all documentation. It is expected that course instructors will be diligent in coaching, informing, and remediating students on professional dispositions.
- 2) *When a faculty member or school/agency on-site supervisor indicates that a student needs improvement outside of a Dispositional Decision Point assessment.*
 - a) When it is indicated that a student needs improvement in any area from an assessment by a faculty member outside of a Dispositional Decision Point Assessment, they will conference with the student to discuss the concern and provide guidance for improvement. The faculty member or student may request assistance from the Program Director, advisor, or other faculty member in conferencing. If a faculty member concludes that the concern requires formal documentation, the Conference with Student and Assessment of Professional Dispositions forms should be completed.
 - b) If a school/agency on-site supervisor indicates a dispositional issue, that school/agency on-site supervisor may be asked to provide additional details to allow all parties to fully understand the articulated concern. The faculty member may complete the documentation for the dispositional concern expressed by the on-site supervisor. Students will receive a copy of all completed dispositional assessment forms. A copy of all documentation should be shared with the Program Director and filed in the individual's counseling program student record.

Professional Disposition Plan of Action

In many cases, bringing the dispositional concern to the student is all the remediation needed to correct the behavior. In other, more serious cases, the dispositional remediation process may include additional activities/strategies as are appropriate. In such cases, a Dispositions Plan of Action should be developed.

The faculty member should use the Professional Disposition Plan of Action to outline any long-term strategies or activities that may be required of the student in addressing the

disposition concern. This includes any dispositions issue that is ongoing in nature and does not appear to be resolved with a single student conference. The Professional Dispositions Plan of Action will include the student's expected behavioral changes and responsibilities and outline any additional faculty provided support. The Plan of Action may require the faculty member to periodically follow-up with the student through-out the remediation process. All parties will sign to indicate understanding of and adherence to the coaching and remediation activities indicated in the plan. Students will receive a copy of all completed dispositional assessment forms. All documentation should be shared with the Program Director, the Faculty Advisor, and filed in the individual's counseling program student record. The faculty member or student may request assistance from the Program Director, Faculty Advisor, or other faculty member in conferencing.

When Multiple Dispositions Assessments indicate an Ongoing Problem

Periodically, student dispositions will be reviewed by faculty, the Program Director, and/or the Dean of Graduate Studies. If two or more negative assessment incidents are recorded for a student, the program faculty will convene to review the seriousness of the dispositional infractions and make decisions regarding the student's advancement in the program. Notice of the review will be provided to the student and the student will be given an opportunity to speak on his/her behalf. The options for action will be considered:

1. Allow the student to progress in the program without conditions.
2. Allow the student to progress in the program with conditions (this may include a new or more intensive remediation plan).
3. Recommend to the Dean of Graduate Studies that the student be denied advancement in the program.

Options 1 and 2 will result in an oversight of the student's dispositional progress at the program level. The Program Director, Faculty Advisor, or appropriate program faculty will monitor student progress. Further negative dispositional reports may result in a re-convening of program faculty. The Program Director will send written notification of the program faculty decision to the student outlining any additional steps for action as appropriate.

Option 3 will result in a recommendation for denial of advancement to the Dean of Graduate Studies. The Program Director will send written notification of the decision to the student and include information regarding the student's right of appeal. A student denied progression in the program or recommended for removal from the program may file an appeal with the Dean of Graduate Studies.

Student Disposition Appeals

A student has the right to appeal the decision of the Counseling Program Faculty to deny advancement in his/her program of study. This Disposition appeal must be made to the Dean of Graduate Studies within ten (10) business days of the date of the notification letter detailing the program decision.

The Dean of Graduate Studies shall review the case and provide the student with an opportunity to speak on his/her behalf. The Dean may interview any stakeholders including, but not limited to faculty, staff, or students who have previously assessed or provided documentation of past dispositions. After reviewing all documentation, and interviewing all

relevant parties, the Dean of Graduate Studies will make a recommendation to deny or accept the denial of advancement, with or without conditions.

If the student is not satisfied with the decision by the Dean of Graduate Studies, he/she may appeal in writing to the Vice President for Academic Affairs (VPAA). The appeal should contain information explaining why the student feels the Dean did not accurately consider the evidence in making his/her decision. The VPAA will then make a decision regarding the appeal and respond to the student in writing.

If the student is not satisfied with the decision of the VPAA, he/she may appeal to the President of the College and should include all information gathered in the previous steps. The appeal should contain information explaining why the student feels the VPAA did not accurately consider the evidence in making his/her decision. Final authority regarding grade appeals rests with the President of the College and no appeal shall be allowed to the Board of Trustees. The right of appeal lies solely with the student.

Annual Evaluation of Student Progress

Student progress through the program will be assessed annually. The standards for satisfactory performance include the following: successful passing of courses, progress through the program requirements in a timely manner, appropriate professional and personal growth, adherence to the Professional Dispositions, and appropriate interpersonal behavior. If a faculty member has a concern about a student's progress, course performance, or behavior, the student may be asked to meet either with the advisor and/or counseling faculty for a discussion of the issues and to determine a course of action. Students can assume that their performance is satisfactory are in good standing if they receive no notification to the contrary after the annual review.

GRADUATE PROFESSIONAL PRACTICE: FIELD EXPERIENCES

Graduate students should be advised that a substantial amount of time is spent in fieldwork to meet practicum and internship requirements. Although most of the courses are offered in the evening, the fieldwork experiences are typically completed during daytime hours.

Program completion is not typically compatible with full time employment.

Enrollment in Practicum and Internship

Eligibility for enrollment in Practicum (COUN 601 or 602) and Internship (COUN 640) requires admission to the Counseling Program and completion of all prerequisites. Because space is limited, **students must reserve enrollment for both Practicum and Internship by emailing the Clinical Coordinator 6-months prior to the beginning of the semester for which they intend to enroll**. At this time, students must provide the instructor with the following information: (a) the course number and course title for which you plan to enroll, (b) the semester in which you plan to enroll, (c) the number of Internship or Practicum course credits in which you plan to enroll (d) the counseling agency, counseling practice, or school site where you anticipate completing your direct hours, (e) attach a reservation form (see appendices I and J) or request a fillable form from the instructor, and (f) ask questions and/or request assistance in finding a placement site.

Depending upon course availability, students who have contacted the coordinator 6-months prior, submitted a reservation form, and identified an Internship and/or Practicum site, a **minimum of 2-months prior** to the beginning of the semester will be registered for the course. Students cannot register themselves for practicum or internship and may not enroll in more than 3-credit hours of Internship each semester without prior approval.

Professional Liability Insurance

Before you can enroll in practicum or internship, you must have professional liability insurance. Please be sure that you have proof of insurance to show your professor the first day of class making certain the agreement lists your name as policyholder. You may obtain insurance from any provider; however, liability insurance is available at no cost with an [American Counseling Association \(ACA\)](#) and/or [American School Counselor Association \(ASCA\)](#) student membership.

Clinical Mental Health Counseling

The Clinical Mental Health clinical field experience consists of a full-time practicum (COUN 601) consisting of 100 hours, 40 of which will be in direct client contact and a full-time internship (COUN 640) consisting of 600 hours, 300 of which will be in direct client contact. The nature of this experience should be in a mental health counseling setting and similar to a regular counseling position, but with closer supervision. The field experiences will occur at the end of the training program, and the intern is expected to put into practice the knowledge and skills acquired in the program.

All prerequisites must be completed before you may enroll in COUN 601: Practicum-CMHC Prerequisites are COUN 519, 523, 531, 533, & 541. You must either complete COUN 634 prior to or concurrently with COUN 601. Regarding co-requisites, you may enroll in a maximum of two (2) co-requisite courses while enrolled in COUN 601. COUN 640: Counseling Internship, must be completed in your final semester. Prerequisites are strictly enforced.

At least one 6-months prior to enrolling in Practicum (COUN 601) or Internship (COUN 640), the student will obtain approval for an internship site from the Clinical Coordinator. The agency's on-site supervisor credentials are a major criterion for selecting a site; Namely, possession of at least a master's degree in counseling, psychology, or clinical social work, licensure in such discipline, and two (2) years' experience working in the field. The student must send a resume and arrange a meeting with the potential site contact for an interview. The student, Site Supervisor and Faculty Supervisor, will then complete an internship contract once the site is agreed upon prior to the first day of class.

School Counseling

The School Counseling clinical field experience consists of a full-time Practicum (COUN 602) consisting of 100 clinical hours, 20 of which will be in direct client contact and a full-time Internship (COUN 640) consisting of 450 hours, 180 of which will be in direct client contact. The nature of this experience should be in a school counseling setting with responsibilities similar to that of a school counselor, but with close supervision. The field experiences will occur at the end of the training program, and the intern is expected to put into practice

knowledge and skills previously acquired.

All prerequisites must be completed before you may enroll in COUN 602: Practicum-SC. Prerequisites are COUN 531, 533, 541 & 635. You must either complete COUN 634 prior to or concurrently with COUN 602. Regarding co-requisites, you may enroll in a maximum of two (2) co-requisite courses while enrolled in COUN 602. COUN 640: Counseling Internship, must be completed in your final semester. Prerequisites are strictly enforced.

At least one 6-months prior to enrolling in Practicum (602) or Internship (COUN 640), the student will obtain approval for an internship site from the appropriate field experiences instructor. The agency's on-site supervisor credentials are a major criterion for selecting a site; Namely, possession of at least a master's degree in school counseling, a school counseling endorsement, and two (2) years' experience working in the field. The student must send a resume and arrange a meeting with the potential site contact for an interview. The student, Site Supervisor and College Supervisor, will then complete an internship contract once the site is agreed upon prior to the first day of class.

Background Check Requirement: All School Counseling students must have a current background check every year that you will be taking any course with a Field Experience component (COUN 635: School Counseling, COUN 602: Practicum, COUN 640: Internship). *If you are a current employee of a school district and have a current background check, you can provide this documentation to the CSC Project Coordinator for Field Experiences, Stefani Van Vleet at svanvleet@csc.edu.* Your background check will be good for one calendar year from when it was processed. To obtain your background check, please follow these instructions:

1. Go to the Castle Branch website at www.castlebranch.com
2. Click on "Place Order"
3. *Package code is: CN70*
4. *Required Personal Information:* In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.
5. *Payment Information:* The cost for this background check is \$45 and at the end of the online order process, you will be prompted to enter your Visa or Mastercard information.
6. *View your results:* Your results will be posted directly to your CastleBranch account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background checks are completed within 3-5 business days, some results may take longer. Your order will show as "In Process" until it has been completed in its entirety. The CSC Endorsement officer can also securely view your results online with a unique username and password so there is no need to print it out to turn it in.

Felony Oath Statement: All School Counseling Students preparing for field experience shall complete a *Rule 21 – Personal and Professional Fitness Felony & Oath Statement for Self-reporting* prior to participation in (COUN 635: School Counseling, COUN 602: Practicum, or COUN 640: Internship). No student will be allowed to participate in classroom experiences or internships until this notarized statement has been presented as a self-reporting document to the Project Coordinator for Field Experiences, Stefani Van Vleet, svanvleet@csc.edu. (See Appendix L)

PROFESSIONAL IDENTITY

National Credentials

Once one has fulfilled the requirements for certification at the state level, it would be prudent to seek additional credentials. There are two organizations at the national level where you can obtain additional credentials: The National Board of Certified Counselors, Inc. (NBCC) and the National Board of Professional Teaching Standards (NBPTS). The benefits of national certification are three-fold: by participating in the certification process you will be acknowledged for your competencies and accomplishments as a nationally certificated counselor, you will be elevating your professional identity which could be important to your building principal and your community stakeholders, and you may receive financial incentives from your state and/or local school board. To receive more information about these two certifications, visit the [NBCC](#) and the [NBPTS](#) websites.

Professional Organizations

You are encouraged to join a variety of professional associations that promote the interests of counselors. The counseling faculty actively participate as members of these groups. Membership applications can be obtained directly from the organization or from faculty.

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304-3303
1-800-347-6647
www.counseling.org

American School Counselors Association (ASCA)
801. N. Fairfax St., Suite 310
Alexandria, VA 22314
703-683-ASCA
www.schoolcounselor.org

American Mental Health Counselors Association (AMHCA)
675 North Washington Street, Suite 470
Alexandria, VA 22314
800-326-2642 or 703-548-6002
www.amhca.org

Nebraska Counseling Association
P.O. Box 283
Kearney, NE 68848-0283
402-509-8080 or 800-758-3010
www.necounseling.org

Nebraska School Counselor Association
PO Box 81863
Lincoln, NE 68501
www.neschoolcounselor.org

Student Appropriate Activities

Students enrolled in the Counseling Program may be interested in obtaining experiences in the field to further their education or exposure to counseling settings. Students are encouraged to seek opportunities that allow for skill development and to gain familiarity with counseling settings. However, students are not encouraged to accept positions, paid or volunteer, for which they are not qualified or trained. Students are advised to seek positions that provide appropriate supervision, guidance, and on-site licensed practitioners.

APPENDICES

Appendix A: Counseling Program Course Descriptions

COUN 501: Topics in Counseling, 1-3 Course Credits.

To meet the individual needs of students, it may become necessary to offer seminars or special topics that are not within the range of counseling courses described in this publication. Requirements: None. Prerequisites: None.

COUN 519: Residency in Counseling, 3 Course Credits.

Counseling Residency is an on-campus requirement of the Clinical Mental Health Counseling program. Students attend an intensive on campus residency in which they participate in hands on activities including practicing and demonstrating competence in foundational counseling skills, engaging in group projects, participating in activities to increase cultural understanding, and learning about the role of advocacy in the counseling profession. This course addresses professional principles and practices of mental health counseling. It includes history, identity, roles, and trends affecting the field and practice of mental health counseling in community and agency settings. Requirements: Hybrid with both Online and On Campus Attendance

COUN 520: Psychopharmacology, Social and Medical Issues in Addictions, 3 Course Credits.

This course will explore and review issues of medical and psychological aspects of alcohol/drug use, abuse and addiction. This course is designed to meet the requirements to apply for addictions counseling licensure. Special emphasis is placed on psychopharmacology within the context of addiction. Requirements: None. Prerequisites: None.

COUN 523: Diagnoses and the DSM, 3 Course Credits.

Within the context of normal human growth and development, mental health and behavioral disorders are studied using the current Diagnostic and Statistical Manual of Mental Disorders. Requirements: None. Prerequisites: None.

COUN 531: Counseling and Communication Skills, 3 Course Credits.

Introduction to counseling techniques and interviewing skills for the counseling profession. Note: Satisfactory completion of this course is a prerequisite for COUN 639A. Requirements: None. Prerequisites: None.

COUN 532: Treatment Issues in Addictions, 3 Course Credits.

Substance abuse issues are explored in a variety of counseling settings. Requirements: None. Prerequisites: None.

COUN 533: Counseling Ethics and Professional Identity, 3 Course Credits.

Surveys the ethical, legal and professional issues facing the counseling professional. Topics on professional conduct, decision-making and the legal requirements for licensure will be studied. Note: Satisfactory completion of this course is a prerequisite for COUN 639A. Requirements: None. Prerequisites: None.

COUN 534: Fundamentals of Assessment, 3 Course Credits.

Introduction to the uses of assessment in counseling and school counseling. Understanding the uses of validity and reliability in assessment instruments will be presented. Exploration offered in types of assessment and what is needed to construct assessments. Requirements: None. Prerequisites: None.

COUN 535: Multicultural Counseling, 3 Course Credits.

Topics include issues of diversity, cultural characteristics, culturally appropriate and sensitive interventions imperative for those entering the counseling profession. Requirements: None. Prerequisites: None.

COUN 541: Counseling Theories, 3 Course Credits.

Review of the major theoretical constructs in counseling and psychotherapy with incorporation of multicultural relevance in the treatment of each theory. Note: Satisfactory completion of this course is a prerequisite for COUN 639A. Requirements: None. Prerequisites: None.

COUN 545: Essentials of Addictions Counseling and Case Management, 3 Course Credits.

This course is designed to review specific needs and approaches in alcohol/drug assessment, case planning and management. Requirements: None. Prerequisites: None.

COUN 600: Independent Research or Study, 1-3 Course Credits.

Guided independent research or study in the area of counseling. The number of course credits varies in accordance with the topic and the amount of work required. Requirements: Permission of instructor, Dean of Graduate Studies, and Academic Vice President. Prerequisites: None.

COUN 601: Practicum Clinical Mental Health Counseling, 3 Course Credits.

Provides students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member. Students will see individual clients and/or group clients in counseling clinic setting and will accumulate a minimum of 20 hours of direct client contact. This course may be repeated to satisfy the 6-course credit requirement for those students in the Community Mental Health Counseling Program. Requirements: Permission of instructor. Prerequisites: Successful completion of COUN 519, 523, 531, 533, 541, & 634.

COUN 602: Practicum School Counseling, 3 Course Credits.

Provides students with opportunities to work with clients in on-going counseling situations, under the direct supervision of a qualified faculty member. Students will see individual clients and/or group clients in counseling clinic setting and will accumulate a minimum of 20 hours of direct client contact. Requirements: Permission of instructor. Prerequisites: Successful completion of COUN 531, 533, 541, 634, and COUN 635.

COUN 629: Counseling Children, 3 Course Credits.

The purpose of this course is to prepare the student to understand the development aspects and levels that children proceed through and apply them to the counseling process with children. Requirements: None. Prerequisites: None.

COUN 630: Crisis Counseling, 3 Course Credits.

The purpose of this course is to prepare students in developing their own crisis management skills and work within institutions to respond to the personal and professional crisis and disaster situations that can happen in the world today. Requirements: None. Prerequisites: None.

COUN 631: Principles and Practices of Mental Health Counseling, 3 Course Credits.

This course addresses professional principles and practices of mental health counseling. It includes history, identity, roles, and trends affecting the field and practice of mental health counseling in community and agency settings. Requirements: None. Prerequisites: None.

COUN 632: Career and Lifestyle Development, 3 Course Credits.

Takes a developmental approach to career and lifestyle choices throughout the lifespan. Leading theories of occupational choices and the process of career decision making is discussed. Requirements: None. Prerequisites: None.

COUN 634: Group Counseling, 3 Course Credits.

The theories, research and application of group counseling will be offered in this course. Applying techniques for group process will be done through an experiential group setting. Requirements: None. Prerequisites: None.

COUN 635: School Counseling, 3 Course Credits.

This course is designed to prepare school counseling students for effective program development, delivery, and evaluation based on the national ASCA model focusing on the career, academic, personal, and social development aspects of school counseling. Requirements: None. Prerequisites: None.

COUN 636: Family Counseling, 3 Course Credits.

Examines the dynamics of family counseling and family systems. Satisfactory completion of this course gives students a fundamental understanding of family systems theory and other leading theories of family counseling, and their application in the counseling process. Requirements: None. Prerequisites: None.

COUN 637: Advanced Human Development, 3 Course Credits.

Case studies interwoven with empirical findings, theory, research methodology, explanations of technical concepts and practical issues are presented to clarify biological, perceptual, cognitive, social and emotional development. Requirements: None. Prerequisites: None.

COUN 640: Internship in Counseling, 1-6 Course Credits.

Professional fieldwork experience in counseling to refine and enhance the basic counseling or student developmental skills and integrate professional knowledge and skills appropriate to the student's specialization. This will be done in accordance with the Nebraska state law requirements for licensure and/or certification of the student's specialization. Requirements: Permission of instructor. Prerequisites: Successful completion of COUN 601 or 602.

COUN 655: Scholarly Project, 1-3 Course Credits.

For students selecting Plan II, as listed under Program Requirements. The student engages in a major project related to their area of specialization. The design of the paper and the project is in cooperation with the student's graduate committee.

Requirements: Must complete three (3) course credits. Prerequisites: Permission of the advisor.

COUN 660: Thesis, 1-6 Course Credits.

For students selecting Plan I, as listed under Program Requirements. The student designs and implements an extensive research project. The research and the paper are designed in cooperation with the student's graduate committee. Requirements: Permission of advisor and the Dean of Graduate Studies. Must complete six (6) course credits. Prerequisites: Permission of the advisor.

Appendix B: Undergraduate Counseling Course Descriptions

COUN 127: Lifespan Development - 3 credits (45 contact hours)

This course will study the nature and needs of individuals at all development levels from birth to death. Prerequisites: None.

COUN 133: Clinical Addiction Treatment Issues - 3 credits (45 contact hours)

This course will study treatment issues specific to addiction and chemical dependency, such as denial, resistance, minimization, co-occurring disorders, family dynamics, spirituality, and influences of self-help groups. It will incorporate the study of chemical dependency clinical treatment needs of individuals while taking into consideration gender, culture, and lifestyle. Prerequisites: None.

COUN 225: Addiction Counseling with Groups - 3 credits (45 contact hours)

This course will identify theories, processes, dynamics, techniques, and methods of group addiction counseling and facilitation. Prerequisites: None.

COUN 235: Alcohol/Drug Assessment, Case Planning, & Management – 3 credits (45 contact hours)

This course will explore the process of collecting client data for decision making on alcohol/drug disorder diagnosis, level of care placement, treatment, and referral. It will also study the practice of record keeping, assessment summaries, treatment plans, progress notes, discharge plans, clinical case reviews, assessment instruments, and case management activities designed to achieve client treatment goals. Prerequisites: None.

COUN 321: Addiction Counseling Theories and Techniques - 3 credits (45 contact hours)

This course will include the study and practice of theories, principles, and techniques of counseling. Counseling theories such as Adlerian, Cognitive Behavioral, Reality, Client-Centered, Gestalt, among others, will be included. Counseling techniques such as attending skills, reflective feedback, paraphrasing, summarizing, therapeutic confrontation, empathy development, among others, will be included. Requirements: None. Prerequisites: None.

COUN 323: Addiction Counseling Ethics and Diversity – 3 credits (45 contact hours)

This course will explore the ethical standards of addiction counseling. This will include the application of ethical principles such as non-discrimination, integrity, competence, and client welfare, among others, to diverse populations. It will also address cultural, social, lifestyle, spiritual, and economic factors relevant to the provision of competent counseling to varied and multicultural populations. Prerequisites: None.

COUN 331: Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction – 3 credits (45 contact hours)

This course will study the physiological, psychological, and sociological aspects of alcohol/drug use, abuse, and dependence. It will explore the processes of dependence, addiction, and withdrawal along with associated signs, symptoms, and behavior patterns. It will also include the study of drug types and pharmacology.

Prerequisites: None.

Appendix C: Graduate Counseling Degree Progress Checklist

Application Process for Graduate Study and the Counseling Program:

- ___ 1. Submit completed *Application for Admission* form.
- ___ 2. Request OFFICIAL Transcripts from completed Bachelor's degree to be sent to CSC Admissions, 1000 Main St, Chadron NE 69337 (exception: CSC graduates will be obtained automatically).
- ___ 3. Request OFFICIAL Transcripts from all institutions attended after receiving Bachelor's degree, if applicable.
- ___ 4. Complete Counseling Program Admissions Essay and receive acceptance into the program. The essay is located on the [CSC Counseling website](#). Following submission and review of the essay, applicants will be notified of acceptance or denial into the CSC Counseling Program.

Accepted Students must complete the following:

- ___ 1. **Receive notice of acceptance** into Graduate Study via your student EagleMail account. With this notice you will receive a draft Plan of Study.
- ___ 2. **Attend the New Student Counseling Program Orientation.** The orientation is offered each semester. Students who fail to complete this orientation will be designated as non-degree seeking and will not be admitted into the Counseling Program.
- ___ 3. **File a Plan of Study:**
 - a. SUBMIT a proposed Plan of Study prior to the completion of 15 credit hours and in cooperation with your faculty advisor.
 - b. RECEIVE a copy of the approved Plan of Study via EagleMail from the Graduate Studies Office.
- ___ 4. **Application for Graduation:** Students must submit an online Application for Graduation form one (1) semester prior to their anticipated graduation date.
- ___ 5. **Final Semester:**
 - a. Graduate Portfolio to your advisor no later than Midterm Break.
 - b. Clinical Mental Health Students must complete the Counselor Preparation Comprehensive Examination (CPCE).
 - c. School Counseling Students must complete the Praxis II.

Appendix D: Master of Arts in Education (MAE)—School Counseling Plan of Study-Option 1

STUDENT’S NAME

****DRAFT****

NUID

REQUIREMENTS FOR THE 39 HOUR DEGREE PROGRAM

PREFIX	#	COURSE TITLE	TERM	GRADE	HOURS	TRANSFER /SUBSTITUTION if applicable
EDCI	631	Research Design & Data Analysis			3	
COUN	531	Counseling & Comm. Skills			3	
COUN	53	Counseling Ethics & Prof Identity			3	
COUN	534	Fundamentals of Assessment			3	
COUN	535	Multicultural Counseling			3	
COUN	630*	Crisis Counseling			3	
COUN	541	Counseling Theories			3	
COUN	632	Career and Lifestyle Development			3	
COUN	634	Group Counseling			3	
COUN	635	School Counseling			3	
COUN	637	Advanced Human Development			3	
COUN	602	Practicum I			3	
COUN	640	Internship in Counseling			3-6	

ADDITIONAL 12 HOURS – OPTIONAL

PREFIX	#	COURSE TITLE	TERM	GRADE	HRS	TRANSFER /SUBSTITUTION if applicable
COUN	532	Treatment Issues in Addictions			3	
COUN	631	Principles and Practices of Mental Health Counseling			3	
COUN	636	Family Counseling			3	
COUN	639B	Practicum II			3	

*COUN 629 - Counseling Children OR COUN 630 - Crisis Counseling

REQUIRED SIGNATURES

SIGNATURE OF STUDENT _____ DATE _____

APPROVAL OF ADVISOR _____ DATE _____

APPROVAL OF COMMITTEE MEMBER _____ DATE _____

APPROVAL OF COMMITTEE MEMBER _____ DATE _____

SIGNED FOR GRADUATE COUNCIL _____ DATE _____

Appendix E: Master of Arts in Education (MAE) –Clinical Mental Health Counseling

STUDENT'S NAME
NUID

****DRAFT****

PREFIX	#	COURSE TITLE	TERM	GRADE	HOURS	TRANSFER/SUBSTITUTION if applicable
EDCI	631	Research Design & Data Analysis			3	
COUN	523	Diagnoses and the DSM			3	
COUN	531*	Counseling & Comm. Skills			3	
COUN	532	Treatment Issues in Addictions			3	
COUN	533*	Counseling Ethics & Prof Identity			3	
COUN	534	Fundamentals of Assessment			3	
COUN	535	Multicultural Counseling			3	
COUN	541*	Counseling Theories			3	
COUN	629	Counseling Children			3	
COUN	630	Crisis Counseling			3	
COUN	519	Counseling Residency			6	
COUN	632	Career and Lifestyle Development			3	
COUN	634	Group Counseling			3	
COUN	636	Family Counseling			3	
COUN	637	Advanced Human Development			3	
COUN	545	Essentials of Addiction Counseling			3	
COUN	601	Practicum			3	
COUN	640	Internship in Counseling			6	

*Student must obtain an A or B in this course to be eligible for enrollment in the Practicum.

REQUIRED SIGNATURES

SIGNATURE OF STUDENT _____

DATE _____

APPROVAL OF ADVISOR _____

DATE _____

APPROVAL OF COMMITTEE MEMBER _____

DATE _____

APPROVAL OF COMMITTEE MEMBER _____

DATE _____

SIGNED FOR GRADUATE COUNCIL _____

DATE _____

Appendix F: Master of Arts in Education (MAE) – SCHOOL COUNSELING – Option 2

MASTER OF ARTS IN EDUCATION—SCHOOL COUNSELING – Option 2

****DRAFT****

STUDENT'S NAME _____

NUID _____

COURSE REQUIREMENTS

PREFIX	#	COURSE TITLE	TERM	GRADE	HOURS	TRANSFER /SUBSTITUTION if applicable
EDCI	631	Research Design & Data Analysis			3	
COUN	531	Counseling & Communication Skills			3	
COUN	533	Counseling Ethics & Prof Identity			3	
COUN	534	Fundamentals of Assessment			3	
COUN	535	Multicultural Counseling			3	
COUN	630*	Crisis Counseling			3	
COUN	541	Counseling Theories			3	
COUN	632	Career and Lifestyle Development			3	
COUN	634	Group Counseling			3	
COUN	635	School Counseling			3	
COUN	637	Advanced Human Development			3	
COUN	601	Practicum in Counseling			3	
COUN	640	Internship in Counseling			3-6	

SCHOOL COUNSELING ALTERNATIVE OPTION - (STATE OF NEBRASKA REQUIREMENTS)

PREFIX	#	COURSE TITLE	TERM	GRADE	HOURS	NOTES
EDUC	530	Integrated Classroom Methodologies			3	
EDUC	639	Adv. Methods of Performance Assessment			3	
EDCI	635	Curriculum Development			3	
READ	530	Read. & Writing in the MS/Sec. Schools OR			3	
READ	535	Reading & the At-Risk Student				

NEBRASKA SPECIAL EDUCATION TRAINING REQUIREMENT - (FEDERAL GOVERNMENT)

PREFIX	#	COURSE TITLE	TERM	GRADE	HOURS	NOTES
SPED	230	Introduction to the Exceptional Learner OR			3	
SPED	532	Survey of Special Education				

*COUN 629 - Counseling Children OR COUN 630 - Crisis Counseling

*Praxis II: 5421 Professional School Counselor is required for graduation & should be taken during the term prior to graduation. *

REQUIRED SIGNATURES

SIGNATURE OF STUDENT _____

DATE _____

Appendix H: Counseling Online Portfolio Instructions

Purpose

Your online portfolio will serve two central purposes. The first is to synthesize and demonstrate your learning in the counseling master's degree program. The second is to present your skills and accomplishments to an authentic professional audience outside of CSC. If you are looking for employment, a web based professional portfolio can be helpful in getting the attention of a potential employer. If you are already employed it can be a useful communication tool, giving others some insight into your professional skills and accomplishments. We hope the portfolio will be a living document that you choose to maintain and adapt throughout your career as a counseling professional. **This portfolio is due to your counseling faculty advisor no later than Midterm, the semester you plan to graduate.**

Web Platform

Your portfolio must be created on the Web and should be publicly viewable to be used in your professional life. You will be responsible for choosing between the two web hosting sites listed below, and in learning how to use it effectively. Your advisor and committee members may be able to offer some guidance, but this will be primarily a self-directed project that demonstrates your ability to learn and use web-based technology. Your website should be well-designed and easy to read. You may also wish to contact [Tish Mindemann](#), the Teaching and Learning Center Instructional Technology & Design Specialist, for more in-depth guidance on the use of these platforms.

1. Weebly (<http://www.weebly.com/>)
2. Wix (<http://www.wix.com/>)

Note: The following resources will help you with basic web design principles: [Web Design for Professional Portfolios](#) (six short videos)

Required Elements

1. **Homepage**—The homepage should provide a brief introduction to the purpose of the site and should engage your viewers to want to see more.
2. **Theoretical Orientation Statement**—Throughout your program, you have been developing your counseling theoretical orientation. Add a clear, concise final statement of your counseling theoretical orientation and how your orientation is congruent with your goals for working with clients. Be sure to link to your Theoretical Orientation assignment completed in the Theories course.
3. **Resume or CV**—Present a clear, easy-to-read resume or curriculum vitae that highlights your professional skills. Your resume must be a web page, though you may also attach a downloadable pdf version if you wish. For security reasons, do not include private information such as your home address or telephone number on your resume page or on the downloadable version. You will want to include a way for employers or other interested parties to contact you, but a professional email address or a “contact me” page on your website are much safer options for this. *Note: text alignment on the Web can be tricky. Be sure to enter clean unformatted text on your resume page; do not copy and paste text directly from your word processing software. (You can often remove hidden word processor codes by pasting unformatted text from your word processor to a simple text editor like Notepad, and then copying from Notepad to your web page.) You may find you need to make different formatting choices for a Web-based resume than you would for a printed version to achieve clean, browser-friendly alignment.
4. **CSC Plan of Study**—You will include a signed copy of your filed Plan of Study. If you do not have a copy, please contact Graduate Studies for an electronic copy.
5. **Course Syllabi**—You will include the course syllabus for all courses completed during your degree program.
6. **Showcase of Work Samples**—Present a showcase of the Key Performance Indicator (KPI) assignments you've completed in your master's program. Post links to the actual work, and a brief (one paragraph) description of the work and how it relates to counselor education. Your work samples should all be displayed on the Web, rather than as files that have to be downloaded (though optional downloadable files are also fine if you want to include them). For example, if your work sample is a PowerPoint presentation it should be hosted on [Slideshare](#) or some similar option rather than requiring your viewers to download a .ppt file. (Downloadable files may be acceptable in some very specialized cases where displaying the work on the web is impossible or highly impractical. Check with your advisor if you have a work sample that you think falls into this category.) The following example may help you visualize what a showcase might look like. The portfolios are provided here to give you a starting place for thinking about how to design your own showcase, keep in mind these are not counseling portfolios.
 - [Tish Mindemann](#)
 - [Reed Ellard](#)

- [Adam Gleason](#)
- [Laura Zaepfel](#)

The following 10 KPI assignments must be included in your showcase:

KPI Area	Course	Assignments
KPI 1 Professional Orientation and Ethics	COUN 533	Self-Evaluation Paper, Part 1 & 2
KPI 2 Social and Cultural Diversity	COUN 535	Multicultural Interview Paper
KPI 3 Human Growth and Development	COUN 637	Developmental Milestones / Stories of Development Self-Reflection Paper
KPI 4 Career Counseling	COUN 632	Preparing for Employment
KPI 5 Counseling and Helping Relationships	COUN 531	Transcript Assignment
KPI 6 Group Counseling and Group Work	COUN 634	Group Proposal
KPI 7 Assessment and Testing	COUN 534	Self-Directed Search (SDS) Assessment Paper
KPI 8 Research and Program Evaluation	EDCI 631	Research Proposal
KPI 9 Clinical Mental Health Counseling	COUN 523 COUN 640	Final Paper and Treatment Plan Supervisor Observation of Counseling Skills

7. **Reflective Essay linked to the CACREP eight common core areas of Professional Counseling Identity**—You will include a reflective essay that includes the following four topics while clearly addressing how your development in each area is linked to the [CACREP eight common core areas of Professional Counseling Identity](#) (Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Counseling and Helping Relationships, Group Counseling and Group Work, Assessment and Testing, Research and Program Evaluation).
1. Counseling Professional Identity—describe the components that contribute to the development of your counselor identity.
 2. Legal and ethical issues—describe the most pressing issues you anticipate encountering as a professional counselor.
 3. Professional Competence—describe your greatest areas of strength and weakness as you continue to grow as a successful counselor.
 4. Continuing Development—describe how you will continue to grow in the counseling field. Share new counseling areas in which you see yourself successfully expanding.

Appendix I: Practicum Course Requirements

Clinical Mental Health Counseling

Prerequisites

COUN 519-Residency
 COUN 523-Diagnosis & the DSM
 COUN 531-Counseling and Communication Skills
 COUN 533-Counseling Ethics and Professional Identity
 COUN 541-Counseling Theories
 COUN 634-Group Counseling (can be completed concurrently with COUN 601)

Co-Requisites

EDCI 631-Research and Data Analysis
 COUN 532-Treatment Issues in Addiction
 COUN 534-Fundamentals of Assessment
 COUN 535-Multicultural Counseling
 COUN 629-Counseling Children
 COUN 630-Crisis Counseling
 COUN 632-Career and Lifestyle Development
 COUN 634-Group Counseling
 COUN 636-Family Counseling
 COUN 637-Advanced Human Development

School Counseling

Prerequisites

COUN 531-Counseling and Communication Skills
 COUN 533-Counseling Ethics and Professional Identity
 COUN 541-Counseling Theories
 COUN 634-Group Counseling
 COUN 635-School Counseling

Co-Requisites

EDCI 631-Research and Data Analysis
 COUN 534-Fundamentals of Assessment
 COUN 535-Multicultural Counseling
 COUN 632-Career and Lifestyle Development
 COUN 629-Counseling Children or COUN 630-Crisis Counseling
 COUN 637-Advanced Human Development

NOTE: All prerequisites must be completed before you may enroll in COUN 601 or 602. With regard to co-requisites, you may enroll in a maximum of 2 co-requisites (two courses) when also enrolled in Practicum. All other co-requisite courses (except two) must be completed prior to enrolling in Practicum. **Students enrolling in COUN 601 or 602 must be admitted to the Counseling Program.**

Appendix J: Practicum Reservation Form

CSC Counseling Program Practicum Reservation Form

COUN 601/602-Practicum

Because space is limited, **students must reserve enrollment by emailing the instructor 6-months prior to the beginning of the semester for which they intend to enroll.** This form is due a minimum of **2-months prior** to the beginning of the semester. All students enrolling in practicum must be admitted to the Counseling Program and have successfully completed all pre-requisites. Submission of this application does not insure a place in the course.

Name: NUID#: Date:

CSC E-Mail: Phone:

Current Address:

CSC Advisor: Expected Graduation Date:

Plan of Study Submission Date:

Choose one: School Elementary School Secondary

School PK-12 Clinical Mental Health

List the semester & year, in which you plan to enroll in COUN 601/602 (Example: Fall 2021):

The following courses are prerequisites to COUN 601/602 and must have been completed with a minimum grade of "B". Please indicate the semester each course was taken and your final grade:

Course	Semester	Grade
COUN 519–Counseling Residency*		
COUN 523–Diagnosis and the DSM*		
COUN 531–Counseling and Communication Skills		
COUN 533–Counseling Ethics and Professional Identity		
COUN 541–Counseling Theories		
COUN 634–Group Counseling**		
COUN 635–School Counseling***		

*Note: COUN 519 & 523 are not required for students in a school counseling degree track.

**Note: COUN 634 can be taken at the same time as COUN 601/602.

*** Note: COUN 635 is not required for students in the clinical mental health degree track. It can be taken at the same time as COUN 602.

Please list courses (if any) you will enroll concurrently with COUN 601/602:

Practicum Placement Site Name:

Site Address:

Site Supervisor Name: Supervisor Phone #:

Site Supervisor Email:

Electronically return this form to Dr. Grant Sasse at gsasse@csc.edu the semester prior to beginning your Practicum.

Practicum Checklist:

- ____ 1. Apply for Practicum
 - ____ a. Complete reservation form (Appendix J) or request a fillable form from Dr. Grant Sasse.
 - ____ b. Complete requested reservation form and forward to Dr. Sasse.
 - ____ c. Check that you are enrolled in the appropriate semester after receiving acceptance of the reservation form.
- ____ 2. One month before the semester begins you shall receive a syllabus, a handbook, and a schedule of the meetings for practicum.
- ____ 3. A requirement for Practicum is to acquire liability insurance. You may do so as a student member of the American Counseling Association at www.counseling.org, or the American School Counseling Association www.ascaschoolcounselor.org, or from HPSO www.hpsso.com. Further explanation is found in the Practicum Handbook.
- ____ 4. Students must recruit a site supervisor to meet with each week. The Clinical Mental Health Counseling Student's supervisor must be fully licensed by the state for which, they practice. The School Counseling Student's supervisor must be supervised by an endorsed School Counselor in the district in which, the student is practicing.
- ____ 5. Complete a contract with the site supervisor (A contract is available in the Practicum Handbook.)
- ____ 6. Turn completed contract into the faculty instructor during the first week of the semester.

Appendix L: Felony Oath Statement-School Counselors Only

Chadron State College
Nebraska Department of Education
Rule 21 - Personal and Professional Fitness Felony & Oath Statement for Self-reporting

Presently, persons applying to the Nebraska Department of Education for a certificate are asked the questions that appear below as an indication of their personal and professional fitness to teach. At this point in your education, Chadron State College Education program also requires you to answer these same questions for two reasons: (1) The answers to these questions may provide CSC with information it finds important in deciding whether to allow you to participate in field experiences, including practicum at the graduate level; and (2) Early identification of issues may impact your ability to secure a teaching or administrative certificate upon completion of your degree. All education pre-candidates or candidates, undergraduate as well as graduate, shall complete the following oath prior to participation in pre-student teaching, field, laboratory and classroom experiences, teacher internship (student teaching) or graduate practicums/internships. No candidate will be allowed to participate in classroom experiences or internships until this notarized statement has been presented as a self-reporting document to the Director of Field Experiences.

PRINT: Full Name: _____
 NUID: _____

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered?
 _____ Yes _____ No

2. Are you currently the subject of any inquiry or investigation, or is any action currently pending against you by any licensing agency, governmental body, or criminal justice agency?
 _____ Yes _____ No

3. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court? (Misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol need to be reported.)
 _____ Yes _____ No Offense _____ Month/Year _____

4. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication?
 _____ Yes _____ No

5. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional?
 _____ Yes _____ No

If I have answered YES to any of the above questions, I agree that I will make an appointment to meet with Dr. Don King or Mrs. Zeller as soon as possible and obtain a copy of the court record if applicable.

 Legal Signature

 Date

Subscribed and sworn before me on this _____ day of _____, _____

 Notary Public

SEAL

Appendix M: Statement of Commitment to Professional Dispositions

	Primary Professional Dispositions	Specific Professional Disposition Descriptors
1	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies. (11)
2	Professional Behavior	Behaves in a professional manner towards supervisors, peers, and clients (includes appropriate dress & attitudes). To include professional behavior in meeting all classroom expectations. Able to collaborate with others. (1, 5, 10, 12)
3	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
4	Knowledge & Adherence to Site Policies	Demonstrates an understanding and appreciation for all counseling site policies & procedures.
5	Record Keeping & Task Completion	Completes all weekly record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, time logs, supervision reports).
6	Professional Communication	Utilizes written, oral, and visual communication in a clear and effective manner in both formal and informal settings. (2, 6)
7	Multicultural Competencies	Demonstrates awareness, appreciation, and respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.) (6, 7)
8	Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood and Affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
9	Motivated to Learn & Grow/Initiative	Demonstrates engagement in learning & development of his or her counseling competencies. (4, 8, 9)
10	Openness to Feedback	Responds non-defensively and alters behavior in accordance with peer, supervisory, and faculty feedback. (3)
11	Flexibility & Adaptability	Demonstrates ability to be flexible in the face of changing circumstance, unexpected events, and new situations.
12	Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself".

Students are expected to disclose any unethical or unlawful activity from the time application was submitted to the program until graduation.

Should the Counseling Program faculty determine a student's behavior is substandard, unethical, illegal, and or violates the Professional Dispositions, the following actions may be taken:

- 1. Probation and Remediation.** The student will be placed on probation, and the student and advisor will jointly develop a remediation plan, or follow the professional disposition plan of action. This plan will be in writing and signed by all parties. A copy of the plan will be provided to the student and a copy will be retained for the student's file.
- 2. Voluntary Resignation.** The faculty may recommend that the student resign from the program.

3. **Dismissal from the Program.** If a student's unacceptable professional and personal behaviors are deemed severe, the faculty will recommend an immediate dismissal.

Nothing contained herein shall require Chadron State College or its program faculty to offer probation and remediation, or voluntary resignation as the first alternative to students. The decision of the program faculty and Professional Dispositions Appeal Process shall be final.

My signature below indicates that I have read and understand the contents of this agreement and the information presented in the Counseling Student Handbook.

I understand the contents of this agreement, the information presented in the Counseling Student Handbook, and professional dispositions above. I agree that developing and modeling dispositions is important to be an effective, professional counselor and am committed to both growth and excellence in demonstrating these professional dispositions. I understand that progress in my professional counseling program depends upon successful demonstration of these professional dispositions.

Name (Print):

Program area:

Signature:

Date: