



Student Handbook

Counseling Department

College of Education, Health, and Human Sciences

2025-2026



Welcome!

Congratulations on your admission to the Counseling Department at the University of Nebraska Omaha! We hope that our passion for the community and our field inspires you to achieve academic excellence and strong clinical skills. You are a part of what we believe is an outstanding group of graduate students who, like you, have shown through the admissions process that you have the potential for becoming a passionate, professional counselor, school counselor, or student affairs professional. The counselor education faculty is honored to join you on your career journey and look forward to your contributions to our programs as you work to enhance your ability to be useful to others.

You have a supportive faculty and study body eager to get acquainted with you and ready to embrace your involvement in the program. The opportunities are here. Now it is up to you.

Sincerely,
Counselor Education Program Faculty
Counseling Department
University of Nebraska Omaha

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University of Nebraska at Omaha Philosophy

Since its founding in 1908, UNO has sought to provide the city of Omaha, the State of Nebraska, and other states in which graduates may eventually seek residence and employment with individuals of sound intellectual training and preparation for life. Its goal for students has been: "to earn a living and live a cultured life not as two processes, but as one".

Mission Statement

The mission of the UNO Counseling Department is to provide high quality academic and clinical preparation leading to eligibility for licensure and certification as professional mental health and school counselors and student affairs professionals. Through a rigorous, evidence-based curriculum designed to train critical thinkers and reflective practitioners, candidates are prepared to work with diverse clients across multiple professional settings and engage and remain active as advocates and future leaders within and for the counseling profession and those we serve.

Vision Statement

The vision of the UNO Counseling Department is to prepare students at the master's degree level for professional service as school counselors, clinical mental health counselors, student affairs professionals, and advanced study in behavioral health fields. Graduates of the program are eligible for professional licensure and certification in the school and mental health areas in Nebraska and are well prepared to function professionally within their area(s) of concentration. As dedicated practitioners, reflective scholars, and responsible citizens, our graduates are prepared to fill the need for licensed/certified clinical mental health counselors, school counselors, and student affairs professionals.

Objectives

- Students in the Clinical Mental Health Counseling (CMHC) concentration will be prepared to work with the behavioral and mental health needs of individuals and families in a diverse society based on the strength-based, preventative, and wellness tenets of the counseling profession by demonstrating competency in the counseling curriculum and internship experiences.
- Students in the School Counseling (SC) will be prepared to work as school counselors and will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of P-12 students in a multicultural and pluralistic society by demonstrating competency in the counseling curriculum and internship experiences.
- Students in the Student Affairs in Higher Education (SAHE) concentration will be prepared to work within a multicultural and pluralistic society with a diverse range of college and university student affairs and administrative unit by demonstrating competency in the counseling curriculum and field experiences.
- Students will demonstrate ethical and cultural humility consistent with the documented expectations of the counseling discipline and professional area(s) of

specialization through displaying dispositions that are culturally aware, responsive, and self-aware in the counseling courses and internship experiences.

- Students will demonstrate competence in evaluating and applying evidence-based research in their work with clients and/or students through evaluation of skills in counseling courses and internship experiences.
- Students will demonstrate mastery of core and specialization counseling curriculums through successful completion of a concentration specific comprehensive exam (CMHC/Comprehensive Exam; SC/Praxis II; SAHE/Comprehensive Case Study).

Counseling Department Faculty

The UNO Counseling Department (COUN) consists of 8 faculty members, 1 administrative office associate, 2 graduate assistants, and 1 clinic office associate for the UNO Community Counseling Clinic (CCC). Additionally, experienced instructors with expertise in clinical mental health counseling, school counseling, and student affairs/higher education are utilized as part-time (“adjunct”) instructors.

Core Faculty

- | | |
|--|----------------------------|
| • Tina Christine Chasek, Ph.D., LIMHP, LADC, LPC | Department Chair/Professor |
| • Abby Bjornsen-Ramig, Ph.D., LP | Professor |
| • Ashley Blount, Ph.D., LPCC, NCC | Associate Professor |
| • Thang Tran, Ph.D. | Assistant Professor |
| • Praveen Rudra, Ph.D., LIMHP, LPC, ACS, NCC | Assistant Professor |
| • Rebecca Moore, LIMHP, LADC, NCC, CCMHC | Instructor |
| • Kara Schneider, Ph.D., PLMHP | Assistant Professor |
| • Thomas Maxson, LIMHP, LADC, SAP, MAC | Instructor |
| • Open Faculty Position | Assistant Professor |

Faculty & Staff Roles

- | | |
|---|------------------------|
| • Department Chair | Dr. Christine Chasek |
| • Graduate Program Committee-Chair | Dr. Christine Chasek |
| • Graduate Program Committee | Dr. Thang Tran |
| • NBCC/ Liaison | Dr. Praveen Rudra |
| • CACREP Liaison | Dr. Christine Chasek |
| • Advanced Standards Liaison | Dr. Thang Tran |
| • Graduate Program Chair, Assessment Coordinator, CMHC | Dr. Praveen Rudra |
| • Graduate Program Chair, School Counseling | Dr. Thang Tran |
| • Graduate Program Chair, Student Affairs in Higher Education | Dr. Christine Chasek |
| • Internship Director-CMHC | Dr. Bjornsen-Ramig |
| • Practicum Director-CMHC | Instructor Becca Moore |
| • Department Office Associate | Paola Perez Flores |

- Clinic Office Associate
- Chi Sigma Iota Faculty Advisors
- Community Counseling Clinic Supervisor
- Graduate Assistants

Jules Flores
 Dr. Kara Schneider
 Instr. Becca Moore
 Allie Glantz, Allison Sutton

Graduate Review Committee

- Dr. Ashley Blount-Chair
- Dr. Abby B. Ramig
- Dr. Praveen K Rudra
- Dr. Thang Tran
- Instructor Becca Moore
- Dr. Kara Schneider

Contact Information

University of NE Omaha
 6001 Dodge Street
 Roskens Hall 101
 (402) 554-2727

<http://www.unomaha.edu/college-of-education/counseling/index.php>

UNO Community Counseling Clinic (CCC)

The UNO Community Clinic (CCC) is the UNO Counseling Department's in-house training and research clinic. The clinic serves UNO and the citizens of the Omaha metro region by providing low-cost counseling services. Clients are served by clinical mental health counseling students completing their practicum and/or internship under the supervision of fully licensed department faculty. Services include individual, group, couples, and family counseling under the clinical and administrative supervision of counseling faculty and staff licensed as mental health professionals. Additional information can be found on the [CCC webpage](#).

Webpage

The UNO Counseling Department's [webpage](#) provides critical information on department programs, policies, activities, student documents, the Community Counseling Clinic (CCC), and professional opportunities for students. Students are expected to utilize the website for reviewing UNO, College of Education, and department policies as well as accessing critical documentation related to advising/degree planning and practicum/internship.

Department Listserv

The UNO Counseling Department maintains a listserv for distributing important department information. Listserv information may include-but is not limited to- comprehensive and national licensure exam testing dates (i.e., NCE, Praxis II), student registration information, program information and announcements, and employment & professional development opportunities. Students fully admitted to the department will be automatically placed on the listserv. Students who are not receiving listserv messages should immediately contact the department's office associate.

Accreditation

The department's Clinical Mental Health Counseling (CMHC) program is accredited through March 2033 under the 2016 Council for the Accreditation of Counseling and Other Related Educational Programs (CACREP) standards. A hallmark of the UNO Counseling Department for over three decades, CACREP accreditation illustrates the department's dedication to setting and maintaining the highest recognized academic and training standards in the counseling discipline.

The department's School Counseling (SC) program is NDE-Approved ensuring that students are eligible for school counseling endorsement. Where appropriate, the CMHC and SC programs also align with the North Central Association (NCA), the Council for the Accreditation of Educator Preparation (CAEP), the Higher Learning Commission (HLC) and the Nebraska Department of Education (NDE).

Benefits of graduating from a CACREP program:

- CACREP-accreditation illustrates that the program/degree meets the highest standards of the Counseling profession.
- Streamlined application process for provisional licensure (PLMHP) for CMHC in Nebraska and other state licensure boards.
- Option to take the National Counselor Examination (NCE/NCMHCE) prior to graduation.
- Option to become a Nationally Certified Counselor (NCC) upon graduation.

Goals of Student Handbook

The UNO Counseling Department ("the department") student handbook outlines key departmental programs, policies, and procedures. Students should refer to the [UNO Graduate Catalog](#) corresponding to the academic year they were admitted to the Counseling Department as a degree seeking student questions regarding curriculum requirements. The goals of the student handbook are to:

1. Inform students about relevant departmental programs, policies, and procedures.
2. Serve as a resource in conjunction with guidelines contained in the UNO Graduate Catalog and with regular consultation with the student's faculty advisor.

While the department's student handbook is revised intermittently, students are reminded that their degree/graduation requirements remain the requirements published in the UNO Graduate Catalog for the academic semester in which they were admitted as a degree seeking student. Students wishing to adapt or revise their degree to address revised curriculums must have the approval of their faculty advisor and department chair.

ADMISSION, SELECTION, AND ADVISEMENT

Matriculation Requirements

The UNO Counseling Department admits degree-seeking (i.e., “full admission”) students in the clinical mental health counseling (CMHC), school counseling (SC), and student affairs in higher education (SAHE) programs in the Fall and Spring semesters. Students may be admitted with a “full” or “provisional” status. Students admitted as “provisional” will be notified of this status in their initial admission letter from the graduate college. This letter will outline the terms of provisional admittance and outline the process and timeline for fulfilling the provisional requirements. The letter also serves as a contract for full admission and the student’s continued candidacy in the department. Failure to satisfy the provisional requirements may result in dismissal from the program.

Common reasons for “provisional” admission to the department include, but are not limited to:

- Student’s undergraduate GPA has not met minimum UNO Graduate Studies and Departmental requirement of 3.0;
 - Students can be provisionally admitted with a GPA between 2.7-3.0;
 - Students with a GPA below 2.7 do not meet minimum requirements and can only be admitted under special approval status from the Graduate Studies office.
- Deficiency of behavioral health related professional experiences or courses.
- Deficient writing as assessed by Counseling Department admissions team through reviewing the application materials;
- Deficiency in the required dispositions as assessed in the admission interview process.

Advising

Students are assigned an advisor from their stated concentration upon provisional/full admission to the department. This advisor will be noted in their formal acceptance letter from the graduate college and in the student information system. The new student orientation meeting will be the students' initial contact with their advisor, where they will address their plan of study and specific courses for their first semester of enrollment. An advising hold is placed on the student's account when admitted ensuring the student meets with the advisor and attends new student orientation. Following this initial advising session, students are encouraged to work closely with their advisor each semester prior to their registration period to ensure they can complete their plan of study in the most efficient and effective manner. Students are responsible for scheduling advising meetings with their advisors. Advisors are **not responsible** for managing the student’s schedule but are a good resource for ensuring the students have the resources needed to complete the program.

Background Checks

When a student is admitted into the CMHC and School Counseling degree seeking program, background checks are required by the department. Background checks are not required for the SAHE program or other non-degree seeking programs in the counseling department. The background check must be completed prior to registering for the required practicum course.

The completed background check report is made available to department faculty for review to determine if the student is able to work with clients in the practicum and internship portion of the program and to complete the degree requirements. Students bear the financial responsibility for these background checks and any other information/report that may be required in order for the student to work with vulnerable populations. Failure to complete the background check, a background report that indicates a student is on the abuse and neglect registry, or has felony or other serious criminal charges is grounds for dismissal from the program. Additional background and or other requirements may be mandated by internship sites and are the responsibility of the student to complete. Instructions for the departmental background checks can be found in Appendix F.

Enrollment & Degree Completion

1. Time limit: as a requirement of the Graduate College, all degree programs must be completed within 10 consecutive calendar years. **Coursework that is over ten years old (30 consecutive terms) at the completion of the degree program (as defined by the plan of study and including any exit requirements) cannot be used toward the degree.**
2. Full-time enrollment in graduate college is 9 credits, while part-time enrollment is 3-6 credits. The Counseling department expects fully admitted students to maintain minimum progress toward their degree in the form of 6 credits hours per semester. Because clinical programs are intense and require depth of knowledge and demonstration of skills over time for clinical competency, **students are only allowed to take up to 9 graduate level credit hours per semester.** Students who want to enroll in more than 9 graduate-level credits in a semester are required to notify their advisor of the reason for the overload and obtain special permission from the full department faculty before registering for more than 9 credit hours. The average timeline for degree completion in the CMHC and SC concentrations is between 3-4 years and for the SAHE concentration between 2-3 years.

Course Substitutions (Transfer Credit)

The department will consider transferring up to 9 credits of completed graduate level coursework from institutions outside of the University of Nebraska system. Credits from courses taken at any other **University of Nebraska** institution are not subject to the 9-credit hour limit but must be preapproved by the faculty. Students are expected to complete the remainder of their coursework and the clinical course sequence within the UNO Counseling Department. The parameters and process set by the Graduate College and the Department for having a course considered for substitution is outlined below:

Parameters

1. There are no substitution(s) or transfer credit allowed for the clinical course sequence of classes; this includes the Practices, Practicum and Internship course(s) in any concentration, even from other University of Nebraska programs.
2. Undergraduate courses are not accepted for transfer of credit.
3. The grade earned in the course requested for transfer must be a B or better.
4. Any transferred credit must be within 10 years of the student's anticipated graduation date from the Counseling program.

5. The UNO Counseling Department reserves the right to grant or deny any transfer substitution credit request.

Transfer Substitution Credit Request Procedure

- a. Student sends the syllabus/i of course(s) requested for transfer credit to the student's advisor for initial review.
- b. The Advisor and Department Chair will review and, if appropriate, send the syllabus for full review to the instructor with primary teaching responsibility for the course.
- c. The primary course instructor will review syllabus based on following metrics:
 1. Requested courses must be equivalent of 45 hours/15 weeks of graduate level course instruction.
 2. The requested course must have equivalent credit hours (3).
 3. Course must have been passed with a grade of B or better
 4. CMHC/SC course requests must align with UNO's CACREP-accredited and State Accredited course design.
- d. The primary course instructor will notify the department chair with an email message to "accept/deny (Course XXXX) as substitution for [COUN XXXX]". Department chair will provide final review and forward the recommendation to the Graduate College, the student, and the advisor.
- e. If there is a question by the primary instructor and/or department chair concerning a course's suitability for transfer credit, the request will be placed on the agenda for the next scheduled department meeting. Upon full faculty decision, department chair or advisor will notify student of the recommendation decision to the Graduate college.
- f. If the transfer substitution credit is accepted and recommended for approval, the Department Chair will notify the student that an official transcript that includes the course to be transferred in must be sent to the Graduate College. The Department Chair, Graduate Program Chair, or the office associate will petition for the course transfer in the student information system. The Graduate Office makes the final decision after reviewing the request and official transcripts. The Graduate Office accepts transcripts from Parchment and National Student Clearinghouse via email at gradschool@unomaha.edu

If transcripts need to be mailed, they can be mailed to:

UNO Office of Graduate Studies
6001 Dodge Street
Eppley Administration Building, Room 203
Omaha, NE 68182-0209

Registration

Registration is completed online through **MavLink** prior to or during each semester. For access to *MavLink*, students must obtain their NU ID from the **UNO Office of Records and Registration**. If you have a registration hold due to a transcript or immunization, contact the UNO Office of Records and Registration. If there is an advising hold, the student must contact the advisor to resolve the issue and have the hold removed. Holds from other offices on campus must be resolved with the office that issued the hold.

Course numbers, instructors, and dates/times of classes will be posted by the registrars office in *MavLink* a few weeks prior to registration each semester. Students are strongly encouraged to enroll at the earliest opportunity for their registration window (see *Mavlink* for times) in order to secure a preferred schedule rather than waiting for the general registration period. Please refer to the **UNO Academic Calendar** for more detailed registration timelines. If a course fills prior to your enrollment, contact your advisor to discuss options and/or request a permit. However, instructors and/or the department chair are not obligated to provide permits based on program needs and resources.

Student Records

The UNO Department of Counseling maintains student records for a period of 10 years as required by law. The department cannot guarantee student records will be held after this period; therefore, students are strongly encouraged to maintain a copy of all documentation related to their future courses and internship for employment/licensure/certification. Failure to maintain personal records of completed practicum/internship hours could pose a barrier for future employment, licensure, or certification. Additionally, students are required to notify the Counseling Department and UNO Office of Records and Registration of any change of name, address, phone number, or other important information.

Surveys and Faculty Evaluations by Students

To ensure that the department's curriculum and program maintain standards of excellence, faculty evaluations are completed for every class, and a series of annual reports and surveys are sent, collected, and reviewed. Faculty evaluations by students are completed at the end of every course a student is enrolled in through the Automated Course Evaluation system. Two weeks prior to the end of the course, the course evaluations are made available in CANVAS. An email will notify the student that the link for the course evaluation has been added to the CANVAS course and reminder e-mails will be sent until the evaluation is complete. After final grades have been submitted for the term, faculty can gain access to the cumulative course evaluation results through CANVAS.

Employer, site survey and graduate surveys provide valuable/required data about the program that is used for program improvement and development. Students and their future employers will therefore be asked to complete these surveys. As such, the department will ask students to provide a post-graduate contact email to keep on file for future communications.

Counseling Graduate Programs (Concentration Areas)

The UNO Counseling Department offers the Master of Science (M.S.) degree in Counseling in three specialization areas: Clinical Mental Health Counseling (**CMHC**), School Counseling (**SC**), and Student Affairs in Higher Education (**SAHE**). Students may apply to complete an M.S. with a thesis, which adds six (6) additional thesis hours to the M.S. degree and must be approved by the Counseling Department. The CMHC program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (**CACREP, 2016**). The SC

program aligns with the North Central Association (NCA), and the Higher Learning Commission (HLC) and Advanced State Standards. The SAHE program aligns with professional standards in student affairs.

M.S. in Counseling, Clinical Mental Health Counseling (CMHC)

1. 60 credit curriculum (non-thesis option; CACREP-accredited)
2. 66 credit curriculum (thesis option; CACREP-accredited)
3. Electives: COUN 8686 & COUN 8696 and graduate level courses in Criminal Justice, Gerontology, Social Work, Psychology, Special Education, Public Health and Behavior, and Public Administration
4. Clinical Mental Health Counseling Curriculum & Plan of Study: Appendix B

M.S. in Counseling, School Counseling (SC)

1. 48 credit non-thesis option curriculum
2. 54 credit thesis curriculum
3. 60 credit Alternative Path Endorsement curriculum
 - a. 48 credit curriculum
 - b. 12 credit curriculum w/required & elective courses
4. School Counseling Curriculum & Plan of Study: Appendix C
5. School Counseling Alternative Endorsement: Appendix D

M.S. in Student Affairs in Higher Education (SAHE)

1. Fully online, 30 credit
2. 36 credit thesis option
3. Student Affairs in Higher Education Curriculum & Plan of Study: Appendix E

Bridge Program to Licensure – Non-degree

The UNO Counseling Bridge Program is designed for school counseling professionals and other mental health practitioners who hold a master's degree in a mental health-related field. This program allows them to complete the necessary clinical coursework to qualify for licensure as a Provisional Licensed Mental Health Practitioner (PLMHP) in the State of Nebraska. The program offers flexibility with 18+ credit hours to meet the individual needs of students, combining both online and in-person classes.

***State Licensure Requirements**

To be eligible for provisional licensure, students must meet the following criteria:

- Graduate degree in a behavioral health field
- Completion of 60 graduate credit hours
- Completion of courses in the required areas
- 700-hour internship under supervision of an LMHP/LIMHP (300 Direct hours)
- Fulfillment of clinical work requirements by the end of COUN 8260

Provisional licensure is determined by the State of Nebraska, not by the department, and meeting the above requirements does not guarantee licensure. It is the responsibility of the student to ensure they meet all state requirements.

Verified Non-Degree Admission Status

Verified non-degree admission status may be available for an individual with an undergraduate or graduate degree from a regionally accredited institution who is not seeking a graduate degree from UNO. Applicants applying for the verified non-degree admission status need only submit an application for admission, the required application fee, and official degree transcript. A cumulative GPA of at least a 2.7 is also required.

- ***Non-degree students are not eligible for financial aid.*** Advisors are not assigned to non-degree students.
- **Non-Degree students** are advised to consult with the department chair or other designee regarding class availability and prerequisites before attempting to register. Because of limited class size and resources, **enrollment in classes as a non-degree seeking student is limited to a total of 9 credit hours.** To determine whether a non-degree student is allowed to enroll in a graduate course, please check the course descriptions listed on the [Class Search](#).
- **Admission to a degree program**, or to unclassified admission from non-degree status is not guaranteed. Graduate-level hours taken as a non-degree graduate student prior to admission into a master's degree program may be included in the program of study at the discretion of the department chair, counseling faculty, and the graduate dean. Students changing from non-degree status may also be required to take certain prerequisite courses by the department chair, counseling faculty, and the dean for Graduate Studies.

Electives for Dual Licensure (Mental Health and Addiction Counseling)

Students interested in meeting the *academic* requirements for provisional licensure as a substance abuse counselor in Nebraska (PLADC) should take COUN 8686 & COUN 8696. These courses, in addition to the CMCH curriculum, fulfill the academic requirements for the PLADC in NE. Students must also complete the 300-hour practical training requirement to apply for licensure. This can be completed in an internship course; however, the appropriate supervision and documentation must occur. If this is an interest students should notify their advisor.

Distance Learning

The Student Affairs in Higher Education concentration is a fully online program (See Appendix E for curriculum and Plan of Study). The method of instruction for all other courses is included in the Clinical Mental Health Counseling Curriculum & Plan of Study: Appendix B and the School Counseling Curriculum & Plan of Study: Appendix C (This is subject to change based on department, faculty, and University needs.)

Canvas (Teaching/Learning Platform)

- Canvas is UNO's learning management system (LMS). Canvas is used in all COUN courses. Students should seek clarification from course instructors concerning how they use Canvas during the first class of each semester. There is no cost for Canvas.

Counseling Concentrations

Students who are considering completing more than one concentration area must notify their advisor immediately after completing one full semester as a fully admitted student. If a second concentration area is added, the student will formally file their intention to complete a second

concentration area by notifying their advisor via email. Students interested in adding a second concentration area should also carefully review the following:

- Students can only graduate with one degree from the UNO Counseling Department. While it is possible to receive master's degrees in various disciplines, individuals cannot apply or be admitted into a program for which a degree has already been awarded (even if pursuing a different concentration). UNO is unable to confer a degree for the same program multiple times.
- If a student wants to complete a second concentration after the MS degree has been granted, the student cannot apply or be admitted back into the MS in Counseling for a second degree. If a student wants to complete the *coursework to fulfill the requirements of an additional concentration after graduation, this can only be done through a graduate non-degree status*. Students can apply as a graduate-non degree seeking student in order to enroll for classes but will not be eligible for financial aid.
- **Federal financial aid regulations prohibit a student from receiving aid if they are in a program that does not lead to a degree.**
 - In other words, if you graduate with a counseling degree and later return to complete a second concentration area, you are not able to apply back into the master's degree in counseling and receive financial aid because you have already received a master's degree in counseling.
- If a student wishes to complete additional courses for a second concentration while seeking a degree in another concentration in the counseling program they must notify their advisor with the rationale for their request. The request will be taken to the full faculty for review.
- Students current standing in one concentration area does not guarantee acceptance into additional concentration.
- The addition of a second concentration area can extend an expected graduation date by a minimum of 1.5 to 2 years. Adding a second concentration area following graduation would have a similar completion timeline.

Process for requesting permission for a second concentration:

1. Fully admitted students seeking to add a second concentration will not be required to re-apply to UNO Graduate Studies or UNO Counseling Department but must be in good standing with the UNO Graduate School and Counseling Department.
2. Fully admitted students have a formal (face to face/Zoom) meeting with their faculty advisor to process their reasoning for adding a second concentration and review course/graduation requirements for the second concentration.
3. Students receive approval from their faculty advisor to be considered for coursework in a second concentration.
4. The student's faculty advisor emails department chair confirming student has met with the advisor and received permission to apply for second concentration area.

5. The Department Chair and advisor will review with faculty the request and a decision will be made regarding the second concentration.

Changing Concentrations after Admission

After admission, a student may wish to change concentrations, i.e. if admitted to the CMHC concentration they may wish to complete the School Counseling concentration instead. If a student would like to change concentrations after being admitted and after completing one full semester of courses, they must formally file a request to change their concentration by notifying their advisor in writing. The advisor will bring this request to the department faculty during a faculty meeting. The department faculty will review the request to determine if the request is a good fit for the student and the department. The department faculty can: 1) require that the student be reinterviewed for the new concentration, 2) can approve the request without an interview requirement, or 3) can deny the request. Faculty must take into consideration the admission requirements for the concentration, the capacity of the concentration to accept more students, and the academic and dispositional characteristics of the student for the new concentration. The advisor will notify the student of the decision. If the student is accepted into the new concentration, an advisor will be assigned and a formal petition made to the graduate college to move the student into the new concentration.

Course Delivery and Methods of Instruction

Courses at UNO are delivered in five different formats as outlined below. The course delivery and method of instruction will vary by course and by instructor to assure the content is delivered in the best way possible. The method of instruction is outlined on the curriculum plan for each concentration as found in the appendix section, however, course delivery and method of instruction is subject to change so students are encouraged to review the courses details at the time of registration.

Course Delivery Methods:

- **In-Person Instruction (001 sections):** This is when instructors and students attend class together on UNO's campus, or sometimes in field work, internships, service learning, or in the community; typically, weekly.
- **Remote Instruction (820 sections):** This is when instructors and students meet weekly via digital technology – like Zoom – at scheduled times.
- **Online Instruction (850 sections):** This form of course delivery relies almost entirely on digital student-instructor interactions, with students able to interact with each other and the instructor at flexible hours.
- **Hybrid Instruction (860 sections):** When a course is taught through a mix of in-person instruction and on-campus instruction, it is referred to as "hybrid instruction."
- **Hybrid Remote (870 sections):** A combination of online and virtual instruction, where most of the learning is asynchronous online, but reduced synchronous virtual class meetings are also scheduled.

Grading Scale

The Counseling Department utilizes the University of Omaha grading scale (A+ through F) found below and at this [link](#).

2001-Present Grading Scale

Grade	Description	Quality Points
A+	Superior	4.00
A	Superior	4.00
A-	Superior	3.67
B+	Above Average	3.33
B	Above Average	3.00
B-	Above Average	2.67
C+	Average	2.33
C	Average	2.00
C-	Average	1.67
D+	Below Average, Passing	1.33
D	Below Average, Passing	1.00
D-	Below Average, Passing	0.67
F	Failing	0.00
CR	Credit	*
NC	No Credit	*
NR	No Grade Reported	*
S	Satisfactory (<i>satisfactory: Grade of "C" or better for graduate; "D" or better for undergraduate</i>)	*
U	Unsatisfactory (<i>unsatisfactory, failing</i>)	*
AU	Audit	*
I	Incomplete	*
IP	Course In Progress	*
W	Withdrew, Good Standing	*

At the discretion of the instructor, a 5-letter grading scale can also be used based on the following guidelines.

Grade	% Range
A	90-100
B	80-89
C	70-79
D	60-69
F	<60%

Incomplete Grade Policy

It is at the discretion of the instructor whether a student who does not complete course requirements within the grading period will be awarded an “Incomplete” as a course grade. An Incomplete should only be given if the student has already substantially completed the majority of the requirements of the course and only if circumstances beyond the student’s control resulted in an inability to complete course requirements such as illness, military service, hardship, or death in the immediate family. It is the student’s responsibility to meet with the instructor of record to determine the requirements necessary to complete the course. The incomplete must be resolved prior to the semester the student wishes to graduate; however, it is up to the instructor to determine the time frame for completing the incomplete and the requirements to remove the incomplete and issue a grade for the course. These requirements should be in writing to ensure there is no miscommunication between the instructor and the student.

Clinical Experiences: Practicum and Internship

The CACREP-accredited Clinical Mental Health Counseling (CMHC) and the School Counseling (SC) concentrations require one (1) semester/100-hour practicum and two (2) consecutive semesters/300-hour internships. The SAHE concentration requires 150 hours of field experience.

Key Elements:

Mandated Orientations: **Mandatory** practicum and internship orientation meetings are held each semester for students entering COUN 8220 (CMHC Practicum) and COUN 8250 (CMHC Internship). SC and SAHE students should contact the SC and SAHE Graduate Program Chairs, respectively, for information regarding practicum and internship meetings. Meeting notifications will be sent via the department listserv. Failure to attend may result in students forfeiting a seat in the course for their expected enrollment semester.

Timeline:

Given the numerous graduate-level CMHC and SC programs across the Omaha and Lincoln metro regions, students are strongly encouraged to secure a site well in advance of their practicum or internship semester. **Please check with your advisor if you have any questions.**

Securing a Site:

While faculty will assist students in locating practicum and internship sites, students shall secure their own internship sites. This includes, but is not limited to, contacting potential sites, setting up interviews, initiating an affiliation agreement with the Internship Coordinator, and completing any/all site and/or departmental mandated background checks/drug screens. All CMHC students will complete the 8220-practicum course in the

UNO Community Counseling Clinic. Students will be asked for preference of semester with the final determination of placement being made by the Practicum Coordinator based on program of study progress and meeting pre- and co-reqs. Clinic capacity and department resources will also be a consideration.

Site Locations (general): The department updates their internship resource | Experiential Learning Cloud (ELC) guide each summer. Still, programmatic and personnel changes are inevitable, so the contact information may not always be current.

Internship Site Locations (CMHC): ALL internship sites must be approved by the Internship Coordinator. If a site is not on the current internship site list, the student shall provide the Internship Coordinator with the contact information for the potential new site. The Coordinator will contact the site manager/program manager and accept or decline the site. The CMHC internship site list is found on the department website.

Site Locations (SC/SAHE): SC and SAHE students should contact the respective SC Graduate Program Chair and the SAHE Graduate Program Chair for site information and enrollment procedures.

Documentation: All required documentation and documentation timelines are included in the Practicum and Internship manuals for each concentration area. See CMHC Practicum and Internship Manuals on the department website.

Affiliation Agreements: An “Affiliation Agreement” (AA) between the department and internship site is required for a student to be on site. CMHC students must contact the CMHC Internship Director to ensure a valid AA is on record. SC students must contact the SC GPC to ensure a valid AA is on record at all SC sites.

Liability Insurance: Valid professional liability insurance is required for the entirety of the practicum/internship courses. Low cost liability insurance is available through HPSO, or free with student membership to the American Counseling Association (ACA) or American School Counseling Association (ASCA).

Background check: A background check is required for all CMHC and SC students upon prior to registering for the Practicum course. In addition, some internship sites may also require a second background check or a drug screen as a placement condition.

COUN 8220: CMHC Practicum

- A. While every effort will be made to place all eligible students, CACREP ratios and site availability may limit enrollment. Thus, enrollment in COUN 8220 during any semester cannot be guaranteed. If CACREP-mandated enrollment requirements or Clinic spots are unavailable, those students will be prioritized for enrollment the following semesters. The student must reach out to the Practicum Coordinator to be placed on the practicum wait list.
- B. Any student with more than 2 semester gap between completion of their pre-requisite coursework and their anticipated enrollment in COUN 8220 and COUN 8250 shall request written permission from the Practicum Coordinator and /or the Internship Coordinator to be considered for enrollment in COUN 8220 and/or 8250. The respective coordinator will consider the request in consultation with the CMHC graduate Program Chair, department faculty and the Department Chair and will make a decision based on a) the student's reasoning for the gap, and b) the timeline involved (i.e., 10-year limit for degree completion). The department chair, in consultation with the department's Graduate Review Committee, may require students in this situation to retake coursework prior to enrollment in COUN 8220 and/or 8250.

Enrollment Procedure: COUN 8220: CMHC Practicum

- 1. Notify the practicum coordinator in writing of the anticipated and preferred semester of practicum enrollment at least 3 semesters prior to the preferred semester of enrollment.
- 2. Attend mandatory practicum orientation one semester prior to expected enrollment.
- 3. Students must bring completed documents verifying completion of all COUN 8220 pre-requisite & co-requisite coursework.
- 4. The CMCH Practicum Coordinator will review the student's required course completion document and outline the process for site assignments, key practicum policies and procedures, and the final enrollment.
- 5. Following the mandatory meeting, the department's office associate will verify that each student is eligible for enrollment in COUN 8220 (per cross-checking submitted pre-req/co-req document, completed background check, and professional liability insurance).
- 6. Upon verification, the office associate will notify the Practicum Coordinator of the number/name of students eligible for COUN 8220.
- 7. In coordination with the Practicum Coordinator, the department's office associate will provide a registration permit for the student's assigned COUN 8220 sections. Three sections of clinic practicum with 6 students each will be offered each semester in the Community Counseling Clinic, for a total of 18. If more sections of practicum are needed in order to avoid delaying graduation for students who are fully eligible, the coordinator, CMHC graduate program chair, and Department Chair will coordinate a plan of action.

COUN 8250/COUN 8260: CMHC Internship/Advanced Internship

- A. Students completing COUN 8220 who are on track to complete the practicum course with a grade of B or higher can register for COUN 8250 after completing COUN 8220. A grade of B or higher in COUN 8220 at the completion of the course is required for a permit to enroll in COUN 8250.
- B. While every effort will be made to help students secure an approved clinical internship site, CACREP ratios and site approval may limit availability. Thus, placement/enrollment in COUN 8250 cannot be guaranteed. While most students complete COUN 8250/8260 at the same site, placement/enrollment cannot be guaranteed for COUN 8250 students seeking to switch their site placement for COUN 8260. Students seeking to change their placement site for COUN 8260 should notify the Internship Coordinator at the earliest possible time.

Enrollment Procedure: COUN 8250: CMHC Internship

- 1. Attend any mandatory internship orientation one semester prior to expected enrollment.
- 2. Students must be currently enrolled in COUN 8220 and on track to complete the course with a grade of B or higher; or have approval from the department faculty if the gap between COUN 8220 and enrolling in 8250 is more than two semesters.
- 3. The Internship Coordinator will review key policy/procedure/expectations for COUN 8250/8260, including process for identifying and securing a site.
- 4. The Internship Coordinator will confirm student eligibility for COUN 8250/8260 and direct the department's office associate to send a registration permit for the student's requested 8250/8260 section.
 - a. While every effort will be made to place students in their preferred site location and/or 8250/8260 class section, site location and course section placement cannot be guaranteed.
 - b. Internship students are not permitted to commit to two sites but can submit a proposal for faculty review if they have a particularly compelling rationale for doing so (e.g., a time-limited opportunity in a given setting).
 - c. The site list on the website will be updated regularly to reflect sites with active agreements as vetted by the Internship Coordinator. Students wishing to train with a site not on the list should provide the site name, director, and contact information to Internship Coordinator to initiate vetting process.
 - d. Students can accept living stipends and other compensation for internship; **however**, these arrangements must be pre-approved with the Internship Coordinator to ensure that hours at the site will meet the requirements for direct and indirect clinical training purposes.

COUN 8330/8430/8460: School Counseling Practicum & Internship: Enrollment Procedure

1. Meet with advisor and complete the practicum application form at least two semesters prior to the anticipated summer practicum.
2. During the early spring of the summer practicum year noted on your application students verify intent to complete summer practicum that calendar year.
3. Candidates complete and submit the COE supervised internship document from Student Services with preferred K-12 level and district noted.
4. Candidates are issued a permit to register for summer practicum.
5. Student Services working with school districts completes and notifies candidate of summer school placement for practicum.
6. Candidates are issued permits to register for Internship section for the fall following the successful completion of summer practicum at the K-12 level not completed in practicum.
7. Candidates are issued permits to register for advanced internship sections for spring following the successful completion of Fall internship.

COUN 8450: Student Affairs in Higher Education Internship: Enrollment Procedure

1. Students in the SAHE concentration are required to complete 3 credit hour/ 150 hour field experience in an appropriate site within a higher education setting. This experience will require 150 clock hours of internship activities under supervision of the appropriate personnel in the internship site.
2. Students complete the SAHE Field Experience Application one semester prior to their intention of beginning the experience and submit the form to SAHE program coordinator.
3. Agreement form. The student shall collect this form from the site supervisor and submit directly to the SAHE program coordinator.
4. It should be noted that the following requirements must be met for a site to be deemed appropriate for Field Experience:
 - a. One hour per week of face-to-face supervision with a supervisor holding a master's degree in SAHE or a closely related field
 - b. Permission by site to video/audio record meetings with students for use in individual supervision and group supervision (COUN 8450).
 - c. Formal evaluation by site supervisor at mid-semester and end of each semester of the Field Experience.

Comprehensive Exit Exams

All students seeking graduate degrees in the Counseling Department's concentration programs are required to complete a comprehensive exam. The comprehensive exam needs to be taken the semester of graduation. The CMHC students take a multiple-choice exam similarly to the NCE, School Counseling Students and SAHE students take a written comprehensive exam. Each exam is described below. *Bridge Students are not required to take a comprehensive exam and are not eligible to take the licensure exam while in the program.

Failure to pass the comprehensive exam may result in dismissal from the program. Students may sit for the exam not more than three times. If a student fails on the first administration of the comprehensive exam, they will be notified by the exam coordinator. The exam coordinator will share with the student the score and suggest areas to focus on for the next administration of the exam. If the student fails the exam on the second administration, they will be referred to the Graduate Review Committee (GRC). The GRC will determine if a student is allowed to take the exam a third time and develop a Student Success Plan/remediation that outlines resources and a plan for the third administration of the exam. The remediation plan must also address the next steps if a student fails the exam a third time. This may include but is not limited to recommendations for dismissal from the program, taking additional courses, engaging in structured study sessions with faculty, completing other learning experiences that may be assigned, or alternative ways to demonstrate mastery of the material.

Clinical Mental Health Counseling (CMHC)

The CMHC Comprehensive is a required comprehensive/exit exam and is taken during the same semester as the COUN 8260 course (summer graduates take the Comprehensive exam in the spring semester during 8250). Instructions for registering for the comprehensive exam will be provided by the department's NBCC Liaison via an email on the department's dedicated listserv.

The department allows CMHC students to take the NCE or NCMHCE during the semester that are enrolled in 8260. For clarity, while a passing score on the comprehensive exam is required for graduation, taking the NCE or NCMHCE during the COUN 8260 semester is optional as students can take the licensure exam post-graduation.

The CMHC comprehensive exam (and the national counselor exam) covers the following areas as designated by CACREP:

1. **Human Growth & Development (COUN 8110)**-studies that provide an understanding of the nature and needs of individuals at all levels.

2. **Social & Cultural Foundations (COUN 8520)**-studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Helping Relationships (COUN 8010; COUN 8030;)**-studies that provide an understanding of counseling and consulting processes.
4. **Group Work (COUN 8360)**-studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. **Counseling for Work and Wellness (COUN 8020)**-studies that provide an understanding of career development and related life factors.
6. **Assessment (COUN 8230)**-studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Program Evaluation (TED 8010/EDL 8010)**-studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. **Professional Orientation & Ethics (COUN 8010/8040)**-studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

School Counseling (SC)

School Counseling students will complete a written comprehensive exam during the COUN 8330 Fall semester. The exam will require two essay questions covering the ASCA Model components and strategies for implementing a school counseling program, along with personal and professional philosophy of SC. The essay exam requires candidates to demonstrate mastery standards throughout the ASCA National Model components. Questions will be scored by a team of core faculty and part-time instructors with specialties in school counseling. When graded, the department chair or program faculty will notify the student via electronic mail stating the student's pass/failure/rewrite status. If students do not pass the exam on the second attempt they will be referred to the GRC as outline above.

- Students who fail one question on their written comps will be required to re-write this question during the same semester.
- Students who fail more than one question on their written comps will be required to do a complete re-write in order to graduate.
- Students who fail a portion of the exam are required to rewrite failed question(s) during the same semester.

School Counseling students will also complete an electronic portfolio capstone project during the COUN 8460: Advanced Internship Spring semester. This is an ongoing project with final submission for approval by March 15 during the semester you are enrolled in COUN 8460.

The **Praxis II Professional School Counselor Content Area** is a State of Nebraska requirement for adding the school counseling endorsement to teaching certificate. The Praxis II is not a requirement or completion of the UNO Counseling Degree. You should check with the states outside of Nebraska if you are considering relocating out-of-state for employment.

Student Affairs in Higher Education (SAHE)

The comprehensive exam for student affairs occurs in the last semester of the program. The comprehensive exam is administered on-line and will be opened by the SAHE coordinator one month prior to the graduation date the student has applied for. The completion date will be determined by the SAHE coordinator. The comprehensive exam is a case study response that is the culmination of all the material learned in the program. The comprehensive exam is pass or fail with the option to rewrite if not passed on the first try. The SAHE Coordinator grades the exam and will notify the student of the grade.

Licensure/Certification & Endorsement

Clinical Mental Health Counseling (CMHC).

*Bridge Students are not eligible for this exam while in the program

- The CMHC concentration's CACREP-status allows CMHC students to sit for the National Counselor Exam (NCE) and/or the National Mental Health Counselor Exam (NCMHCE) prior to graduation. **This is not a graduation requirement but an option for students who want to take the exam prior to graduating. ****
- Graduates of the CMHC concentration are eligible to apply for licensure as a Provisional Mental Health Professional (PLMHP) in Nebraska 60 days prior to the conferring of their degree without passing the NCE or NCMHCE. A passing score on the NCE or NCMHCE must be attained prior to applying for full licensure. If a student desires to be licensed in a State other than Nebraska, it is the student's responsibility to consult with the clinical faculty to determine the requirements for that State's licensure.
- Students who also complete COUN 8686 and COUN 8696 and complete 300 practical training hours in the 12 core functions of an addiction counselor under the appropriate supervision are eligible for provisional licensure as a drug and alcohol counselor (PLADC) in Nebraska.
- Students in CMHC should consistently review the State of Nebraska's Department of Health and Human Services website for information on the licensing parameters in NE and across each state.
- The Nationally Certified Counselor (NCC) is another common credential for licensed mental health professionals. Given the CMHC concentration's CACREP-accreditation, the NCC is available to program graduates soon after graduation. Detailed information on the NCC, state licensure requirements, as well as contemporary professional issues can also be found on the NBCC website.

***National Counselor Exam (NCE)/National Clinical Mental Health Counselor Exam (NCMHCE)*. The policy of the UNO Counseling Department is to grant permission for students to sit for the NCE or NCMHCE under the following conditions:

1. The NCE or NCMHCE is permitted to be taken during the same semester as the CECE and COUN 8260 with department permission.
2. The department's NBCC liaison will notify students about registration procedures and timelines via the department listserv. Registration for the NCE or NCMHCE is done 1 semester prior to the semester you sit for the exam. Summer graduates should plan to take the NCE or NCMHCE in the Spring semester prior to their graduation. **Note: Registration for the spring exam will be in the Fall semester!**
3. Students have been granted permission by the department's NBCC Liaison to register for the NCE or NCMHCE through NBCC. Once granted permission from the department's NBCC Liaison, NBCC takes over the process from the department and will notify students of all test dates and timelines via the student's UNO email.

School Counseling

School Counseling (SC) concentration graduates with undergrad teaching degrees who complete the 48-credit degree plan--and SC students without teaching degrees who complete the 60 credit "alternative endorsement" degree plan-- are eligible to become Licensed School Counselors in Nebraska. Information regarding licensure in NE is available at the **NE Department of Education** generally and at the links below:

<http://www.education.ne.gov/cared/>

<http://www.education.ne.gov/tcert/Gtchcert.html>

http://www.education.ne.gov/legal/webrulespdf/Rule24_Guidelines_2014.pdf

Student Endorsement Policy

Students interested in obtaining a faculty member's recommendation or support letter for future employment or studies should consult directly (i.e., face-to-face) with the faculty member. While faculty members regularly seek to support students in securing employment or matriculating into post-graduate academic programs, faculty members are under no obligation to provide a recommendation or support letter to a student. Upon successful completion of the requirements for graduation, the student will be provided with the necessary paperwork for licensing, endorsement, or credentialing as required by the State of Nebraska. Students can work with the faculty and department chair to determine what information can be supplied to other States. It is not guaranteed that requirements for licensure outside of Nebraska will be met.

Student Performance and Conduct Policies

Professional Comportment

Graduate programs that prepare professional counselors have an obligation to protect the public and the profession. The UNO Counseling Department is charged with the task of preparing individuals to become professional counselors and student affairs professionals who work in a variety of settings, assume leadership positions, and advocate for the profession. This

obligation requires the Counselor Education program to assess dispositional competence in addition to a student-trainee's knowledge and skills. Dispositions that may be assessed include, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice. To fulfill these responsibilities, counseling department faculty continuously evaluate students based on their academic abilities, clinical skills, interpersonal behavior, and professional conduct. Successful completion of one of the department's graduate programs, as well as faculty endorsement for licensure and other professional pursuits, depend on these factors. The department utilizes the Counselor Competencies Scale-Revised (Lambie, Mullen, Swank, & Blount, 2024) to assess counselor's skills development and professional competencies at various points in the curriculum (Appendix G).

Success in academic course work is only one component of becoming a successful counseling graduate. According to the 2014 ACA Code of Ethics F.8.c. Self-Growth Experiences, self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class. In order to ensure proper training and client care, a counselor-in-training must be able to demonstrate professional character, the ability to communicate well, convey warmth, genuineness, respect, and empathy in interactions with others, including clients, classmates, staff, and faculty. Counseling students are expected to be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility for their actions, express emotions appropriately, resolve conflicts, and demonstrate professional judgement in decision-making.

It is the aim of the UNO Counseling Department to foster ethical and professional behavior in our students in preparation for a career as clinical mental health counselors, professional school counselors, and student affairs/higher education professionals through an environment conducive to positive learning and teaching. Students are expected to be familiar and comply with the **UNO Student Code of Conduct**, expectations surrounding **Academic Integrity**, the **Counselor Competencies Scale for CMHC**, **School Counseling**, and **Bridge students**, and the policies and standards published in the most recent edition of the **UNO Graduate Catalog**, the UNO Counseling Department's **Student Handbook** the **Code of Ethics** of the American Counseling Association, the American School Counseling Association, or the National Association of Student Personnel Administrators as applicable to the area of concentration. Student progress in the program may be interrupted for failure to comply with professional ethical standards, or when intrapersonal, interpersonal or professional behavior interferes with education and training requirements for self or others. Therefore, it is critical to become familiar with the policies and procedures of UNO, UNO Graduate Studies, the UNO Counseling Department, the counseling profession, and your chosen concentration area in order to create and maintain an environment that facilitates student learning and growth.

Deficient Professional Performance

The 2014 ACA Code of Ethics states that counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program (F.9.a Evaluation of Students). Counselor educators may require students to address any personal concerns that have the potential to affect professional competency (F.8.d. Addressing Personal Concerns). If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services (F.9.c. Counseling for Students).

As stated in F.9.b. Limitations, counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators assist students in securing remedial assistance when needed, seek professional consultation and document their decision to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. Students will be formally evaluated on their professional behaviors in COUN 8030, COUN 8220, and COUN 8250. They also will be evaluated on their dispositions in COUN 8040, and 8520 through assignments in these courses. If the need arises students also will be evaluated using the professionals' behaviors form that is used in the course work (see Appendix G and H).

As per the 2014 ACA Code of Ethics (F.5.b. Impairment), students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. It is a professional judgment as to when a graduate student's behavior becomes severe enough to be considered deficient rather than just problematic. A deficiency refers to a trainee's behavior that is perceived not to be unexpected nor excessive for professionals in training. Deficiencies become identified when the student demonstrates one or more of the following characteristics:

- a problem that is not merely a reflection of a skill-deficit which can be remediated by academic or didactic training;
- personalization, psychopathology, interpersonal relationship issues or personal attitudes or value systems that conflict with effective counseling or competency;
- lack of professional comportment;
- unethical behavioral;
- lack of acknowledgement, understanding, or willingness to address the deficiency when it is identified,
- therapeutic services are sufficiently negatively affected;
- a disproportionate amount of attention by training personnel is required, and/or,

- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

Failure to perform in a reliable, competent, and ethical manner, or exhibiting conduct that results in being terminated by a field site for practicums or internship will necessitate an immediate review by the faculty and possible remediation, suspension or dismissal of the student from the UNO Department of Counseling.

Code of Community Standards

UNO is an educational environment dedicated to fostering intellectual achievement, personal development, inclusivity, and social responsibility. For students to learn to live and work successfully with others, they must respect for and be responsible to other members of the community, including other students, members of the faculty and staff, and residents of the Omaha community. By establishing a code of standards, the counseling department seeks to ensure a fair, just and inclusive learning community by promoting student responsibility, accountability, and ethical decision making to facilitate individual awareness and assist students in actively engaging as responsible members of their various communities. Further the counseling department adheres to the *ACA Code of Ethics* to ensure an inclusive, non-discriminatory learning environment and community.

Student Conduct

Students are expected to abide by the UNO Student Code of Conduct, found on the [UNO website](#) . Further, students are expected to exhibit the personal and professional character expected of a professional counselor. This includes, but is not limited to, adherence to the current ethical standards of the counseling discipline broadly and the student's specialization area (e.g., ACA; ASCA; NASPA).

Discrimination and Sexual Harassment

The University of Nebraska does not discriminate based on race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation in its education programs or activities, including admissions and employment. The University prohibits any form of retaliation taken against anyone for reporting discrimination, harassment, or retaliation for otherwise engaging in protected activity.

UNO's Office of Civil Rights Compliance is responsible for ensuring compliance with applicable laws, regulations, and policies governing discrimination and harassment. Inquiries surrounding accessibility, discrimination/harassment, and or Title IX should be directed to UNO's Office of Civil Rights Compliance <https://www.unomaha.edu/university-compliance/civil-rights/index.php>

Attendance/Participation

Individual instructors have discretion to implement policies regarding class attendance and/or participation for their courses. All such policies will be communicated to students in writing

through the course syllabus. With valid documentation from the UNO Accessibility Services Center, Instructors will work with Accessibility Services to ensure attendance/participation issues are appropriately accommodated.

The UNO Counseling faculty expects students to attend, be punctual, be actively engaged, and behave respectfully, professionally/ethically in all classes with faculty and other students regardless of format (classroom/remote/fully online). Students are expected to engage in a manner that facilitates a positive learning environment for everyone. Disruptive behavior such as arriving late, leaving early, arriving under the influences of substances, side-discussions in class, talking over or interrupting other students, and actions that inhibit or disparage the contributions of others are not acceptable, nor are aggressive/volatile behaviors that lead to a negative learning or working environment. Students also must be amenable to feedback and treat the faculty and instructor with the respect due them based on their position and authority. If such behaviors occur, faculty are supported in asking students to leave the class and/or withdraw from the course. Faculty has the right to address inappropriate, unprofessional, and uncivil behaviors directly with the student and/or other students in a timely manner and to report any concerns to, the Department Chair, the full department faculty, and the Graduate Review Committee.

Academic Integrity

Academic integrity is central to our mission to educate students in a multicultural and pluralistic society for responsible citizenship and ethical leadership. UNO and the Counseling Department expect all students to adhere to the **UNO Academic Integrity** code as an essential component for building an academic community committed to excellence and scholarship. Students are expected to be familiar with-and abide by-the UNO Academic Integrity Policy. Any student found responsible for violating the policy on academic integrity may be subject to both academic and disciplinary actions. Violations of the policy on Academic Integrity include, but are not limited to, the following:

1. Cheating
2. Plagiarism
3. Abuse of Academic Materials and/or Equipment
4. Complicity in Academic Dishonesty
5. Falsifying Grade Reports
6. Misrepresentation to Avoid Academic Work
7. Originality
8. Other Academic Issues

Detailed explanations of the 8 areas comprising Academic Integrity located at UNO: <https://www.unomaha.edu/campus-policies/academic-integrity.php>

Quality of Work

Students in the UNO Counseling Department must be aware of the “Quality of Work Standards” of the UNO Office of Graduate Studies and satisfactory performance details outlined in the UNO Counseling Department, including all syllabi. The UNO Quality of Work

address reasons for automatic dismissal, probation, student responsibilities, academic appeal processes, and policies for reinstatement into a graduate program. Detailed explanations are available at <https://www.unomaha.edu/graduate-studies/current-students/quality-standards.php>.

Grades

Graduate Students enrolled at UNO must maintain an overall GPA of "B" (3.0) in all graduate coursework taken as part of their degree. If a student re-registers for a course to improve their grade, they must work with the Office of the University Registrar to note this on their transcript. Grades of "C-" or below will result in automatic dismissal from the Graduate Studies program and may not be applied towards a graduate plan of study. If a student is dismissed from the University for not meeting academic or dispositional expectations, they must formally request readmission which is described below.

Administrative Policies and Procedures Regarding Student Conduct

Graduate Review Committee (GRC)

The Graduate Review Committee (GRC) is an UNO Department of Counseling committee consisting of a minimum of three core Counseling Department faculty members and the committee chair. The GRC may address and render decisions related to departmental policy and procedure, student conduct, student academic performance, student dispositional conduct related to professional ethical standards, as well as student grievances (i.e., departmental/course policy, student conduct, grade appeal). The GRC also advises the Department Chair and the Graduate Studies program on student dismissals and reinstatements.

Student Remediation & Dismissal

The department follows the UNO Graduate Studies policy regarding placing a student on probation or dismissal from the department. Students who are attending classes also remain subject to remediation or dismissal if the department's Graduate Review Committee (GRC) recommends such action based on review of the student's documented previous performance and conduct.

Student Remediation Process (CACREP Section 4 Standard H)

The faculty reviews student progress on a regular basis through the Key Student Performance Indicators for Student Learning Outcomes (outlined in course syllabi and in the Program Evaluation Plan found on the counseling website) and attends carefully to assist students in need. In alignment with the ACA Code of Ethics and CACREP accreditation standards, the faculty developed the following student evaluation and remediation procedures. These guidelines are designed to help faculty consider academic abilities, clinical skills, and professional dispositions when evaluating student progress.

Professional dispositions are used to identify strengths and concerns. These dispositions include behaviors such as your openness to feedback from faculty and peers; your self-awareness of your

values and beliefs; your commitment to professional identity, advocacy, and collaboration; your personal wellness; and your professionalism in all aspects of the program (see Appendix H). Especially critical is adherence to the ACA Code of Ethics. We expect students to strive for excellence in each of these areas as an indicator of their ability to embody these as professional counselors when they graduate from our program.

We believe that early, consistent, and strength-based attention to student development is essential for your success as a counselor. In addition, CACREP requires that we regularly review and document student academic performance, clinical skills, and professional dispositions which is assessed through the Key Student Performance Indicators for Student Learning Outcomes described in Appendix G. At times, the faculty may identify concerns related to academic performance, clinical skills, and/or dispositions that require additional attention to ensure success in the program and as a professional counselor. This identification may take place as part of regularly scheduled faculty meetings or may begin with an individual instructor or advisor's observation. When the faculty is aware of concerns that may impact student success, faculty documents the concern, and if the concern is dispositional will complete the Professional Behaviors Form to bring to the faculty meeting. The following steps will take place to support student progress in the program.

- 1. Meeting with Instructor and/or Advisor:** As a first step to supporting student progress, an instructor and/or advisor may request a meeting with a student. During this meeting, faculty member(s) will share observations or specific examples of difficulties noted in class, during field experience, or during student review meetings. The faculty member(s) will work with you to explore this area of difficulty and will discuss expectations and procedures for change. Following the meeting, the faculty member(s) will send you a documentation summarizing your conversation, salient points made during the meeting, and action steps to which you've agreed. The faculty member(s) will ask you to reply to the documentation within a reasonable and agreed upon timeframe with your feedback and confirmation of understanding. Following this process, the faculty member(s) will provide a brief report and plan for moving forward during a regularly scheduled faculty meeting. If a resolution is not met during this meeting, the concern will be escalated to step 2. All documentation generated in this process will be kept in the student's file. Any dispositional concerns will be reviewed on and documented on the Professional Behaviors Form or KPI form.
- 2. Meeting with the Graduate Review Committee (GRC):** If a resolution is not reached in this meeting, the faculty member will inform the faculty during faculty meetings and the department chair. The GRC Committee or department chair may ask that the student and faculty member/advisor submit the Professional Behaviors form, any pertinent documentation including academic performance, and observations made, prior to this meeting. If possible, the student's advisor may be present at this meeting. Following the meeting, the GRC Chair will send to the student documentation summarizing the

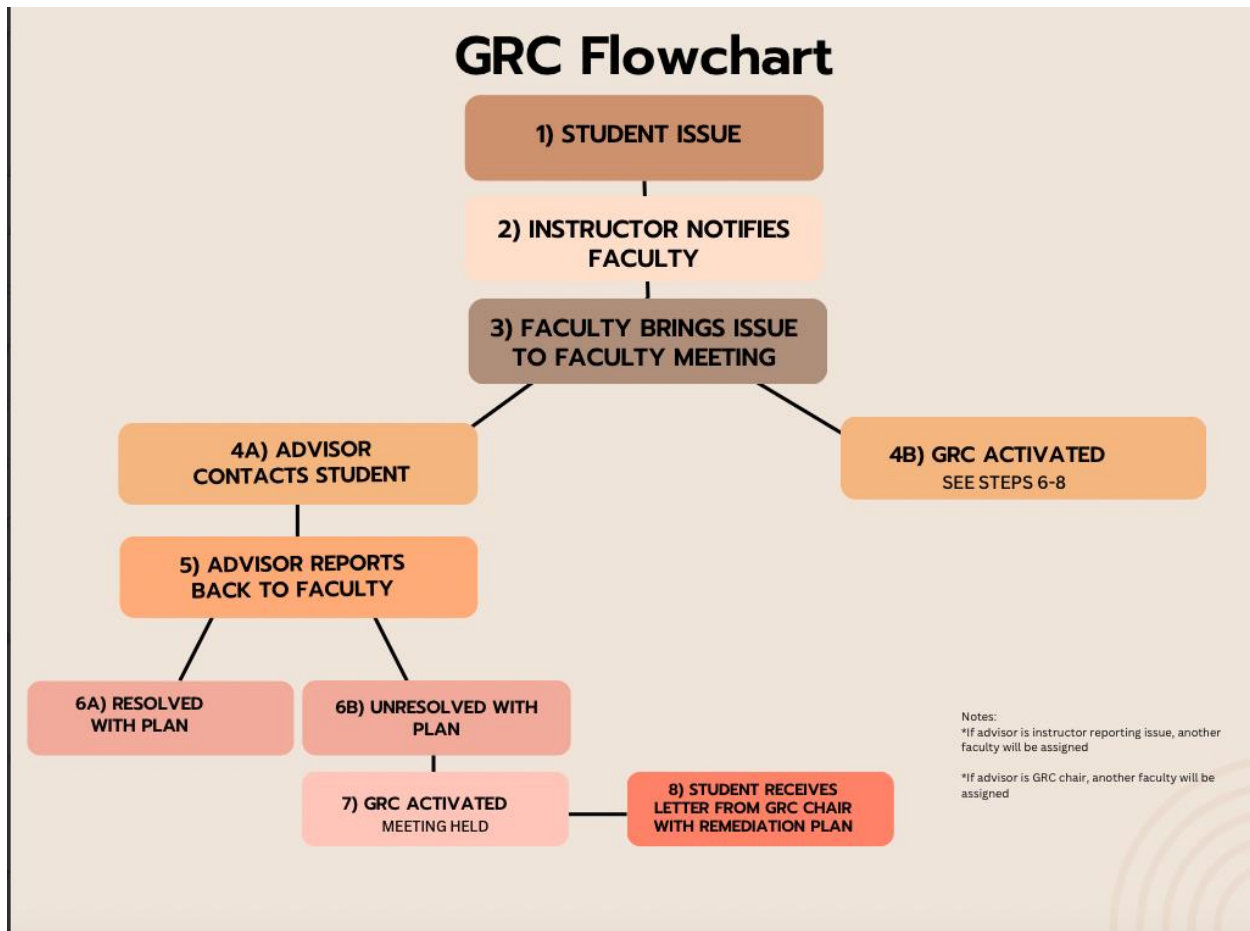
conversation, salient points made during the meeting, and action steps which need to be addressed. The GRC chair will ask you to reply to the documentation within a week with your feedback and confirmation of understanding. Following this process, the GRC chair will provide a brief report and plan for moving forward during a regularly scheduled faculty meeting. All documentation regarding this process will be kept in the student's file. The GRC or department chair can request that a formal Student Remediation Plan be initiated at this step.

3. **Student Remediation Plan (SRP):** If the concern is on-going or is critical (e.g., was already addressed via advisor or instructor meeting, may impact ability to move forward in field experience, constitutes an ethical violation, includes client safety), the department chair and/or advisor may recommend that the issue go to the Graduate Review Committee (GRC).
 - a. If a concern is brought to the GRC the student will be contacted via email by the chair of the GRC and provided with a brief overview of the concern. The students will be asked if they had any additional information they would like to be considered.
 - b. Prior to this meeting, the GRC and committee members review the student concerns and reach out to the student to provide an opportunity for a student to respond to the concerns. The GRC chair will collaborate with the student to explore the concerns identified and the student's opinion of the steps for resolution.
 - c. The GRC will meet within 14 days of the concern being brought to the GRC chair. During the meeting the faculty will review the concerns, any additional information provided by the student, and all information collected from the GRC chair in their correspondence with the student. The purpose of this committee meeting will be to explore the concern and develop a formal Student Remediation Plan (SRP).
 - d. Following the meeting, the GRC chair will draft a SRP which will serve as a contract clearly stating areas that need to be improved upon, methods and time frame needed for improvement, who the faculty member will be that collaborates with the student to ensure the areas of concern have been addressed, and next steps should the student be unable or unwilling to adhere to the SRP.
 - e. Within seven (7) days after receiving the GRC's written decision, the student will notify the GRC chair via UNO email with their decision to accept or decline the GRC's decision/recommendations for the SRP.

The SRP will include specific details regarding follow-up tasks or responsibilities. Students and faculty members can continue to work together to update, amend, or discontinue plans as needed; students will also receive and have opportunity to sign SRP

updates, and SRP updates will also be kept in the student's file. Throughout the process, the faculty will work to ensure SRPs are developed in a positive, proactive manner and using strategies consistent with ACA Code of Ethics and best practices related to student review and remediation. The student may utilize the student grievance process as outlined below to appeal any decisions to the chair.

GRC Process



Written GRC Flowchart

1) Student Issue

There is a student issue (e.g., professional disposition concern in class, clinical experiences, poor evaluation of student grades, or knowledge, skills, and dispositions as measured by the KPIs.)

2) Instructor/Supervisor/Individual Notifies Faculty

An individual who notices the student issue notifies the core faculty and the student. The Professional Behaviors Form will be completed along with any other documentation to bring to the faculty meeting.

3) Faculty Brings Issue to Faculty Meeting

Faculty brings up student issues in faculty meeting during student issue discussion time and reviews the concern and supporting data from the KPI's, low grade reports, information from the "reporter", and any other data available. Depending upon the severity of the student issue, faculty decides whether; a) student's advisor will contact the student or whether b) GRC needs to be activated to move directly (4b; see steps 6-8).

4) a) Advisor Contacts Student

Advisor contacts student to discuss student issue and develop a plan to support the student to correct the issue

b) GRC Reviews the Issue

GRC convenes to review the student concern, the supporting documents, and renders a decision.

5) Advisor or GRC Chair Reports Back to Faculty at Faculty Meeting

Faculty determines if the issue is a) resolved with a support plan or b) unresolved and formal remediation is necessary.

6) a) Resolved With Plan

Issue has been resolved and a plan is in place to support the student moving forward, continue follow up with advisor and faculty

b) Unresolved with Plan

Issue is unresolved and GRC is formally activated

7) GRC Formally activated for remediation

GRC Chair sets up a meeting with GRC Committee

Student Issue is discussed

Student data is presented from all pertinent sources including the KPI's, evaluation of dispositions using the Dispositions and professional behaviors evaluation form (Appendix H), low grade reports, faculty reports, and any other source of data that is available relating to the student concern.

8) Student Receives Letter from GRC Chair With Remediation Plan

Student has 1 week to respond to Letter

Student can accept or appeal to the Department Chair

Insufficient Progress, Withdrawal, Advising

In most cases, the steps identified in the SRP are sufficient for supporting growth in the academic, clinical, and/or disposition areas of concern. However, if the student does not make progress as specified in the SRP or new concerns emerge, the faculty will explore the degree to which the student will be able to meet academic, clinical skills, and professional dispositions required by the program. If the faculty believes the student will be able to meet program expectations, the faculty may continue or enhance the SRP. If the faculty believes the student to be unable or unwilling to meet program requirements, the faculty may vote to recommend withdrawal or dismissal from the

program. Recommendations for withdrawal or dismissal are forwarded to the Department Chair who will review and make recommendations to the Graduate Studies office for a final decision. Recommendations will also be made to the student and the GRC. Consistent with ethical standards, program faculty will support the student by providing referrals for academic and career advising. All documentation regarding this process will be kept in the student's file.

Grade Appeal Policy

1. Students who wish to appeal a grade they believe was capriciously or arbitrarily given shall first discuss the matter with the instructor within 15 days of the final course grade posting.
2. If a resolution is not reached between the student and the instructor, the student may submit a written appeal to have their grade appeal heard by the department's Graduate Review Committee (GRC). To do so, a written request must be submitted to the chair of the GRC via UNO email no later than 4 weeks after the final grade posting and shall contain the following information:
 - a. Name, address, phone number(s), and student identification number of student submitting the appeal;
 - b. Name of course and instructor associated with the grade appeal;
 - c. Concise reasoning for the grade appeal;
 - d. The nature of the relief being sought (i.e., grade change)
 - e. A statement indicating that steps 1 & 2 were followed, resulting in no resolution.
 - f. Written documentation of action(s) taken in steps 1 and 2 to resolve the grade disagreement, including but not limited to all written correspondence between student, instructor, and/or department chair.
 - g. Documentation supporting the grade appeal (specific assignments, course syllabus, instructor/student communications, ASC documentation).
3. Upon receipt of the student's written grade appeal request to the chair of the GRC, the GRC chair will notify the Department Chair and full GRC committee of the student's request. The GRC chair will also provide GRC committee members with the student's written documentation per step 2.
4. The GRC will meet to discuss the student's appeal within fifteen (15) working days of their formal notification from the GRC chair. The GRC committee will review all documents related to the grade appeal. The committee may also seek additional written documentation or verbal, in- person testimony from the student, instructor, or department chair. Following review of all documentation and/or verbal testimony, the GRC chair will render a written decision on the grade appeal to the Department Chair and the student providing the committee's final decision.

5. Within seven (7) days after receiving the GRC's written decision, the student will notify the GRC chair via UNO email with their decision to accept or decline the GRC's decision/recommendations.
6. If the student declines the GRC's decision/recommendations. The student may submit a written request to meet with the Counseling Department Chair in order to identify other options for resolving the appeal. The appeal must be submitted via UNO email to the Department Chair no later than 7 days following notifying the GRC of the student's decision and shall include the following information:
 - a. Name, address, phone number(s), and student identification number of student submitting the appeal;
 - b. Name of course and instructor associated with the grade appeal;
 - c. Concise reasoning for the grade appeal;
 - d. The nature of the relief being sought (i.e., grade change)
 - e. A statement indicating that steps 1-5 were followed, resulting in no resolution.
 - f. Documentation supporting the grade appeal (specific assignments, course syllabus, instructor/student communications, ASC documentation).
7. The Department Chair will render a final decision on the grade appeal within 7 days of receiving the appeal request from the student.

Policies and Procedures for Reinstatement

Failure to perform in a reliable, competent, and ethical manner, or exhibiting conduct that results in being terminated by a field site for practicums or internship will necessitate a review by the faculty and possible remediation, suspension or dismissal of the student from the UNO Department of Counseling. Students may also be dismissed from the program by the Graduate Studies Office as a result of not meeting the Quality of Work Standards. If students have not complied with the policies and procedures outlined by the department and University and have been dismissed from the Graduate College, they will receive notification from the Graduate College. Students have the option to appeal against the dismissal which will be included in the notification from the Graduate College. To be considered for reinstatement into the program, the student must contact the Counseling Department Chair and request reinstatement including the reasons for the request. The Department Chair will then notify the Graduate Review Committee (GRC) that the student is requesting reinstatement and supply any written documentation regarding the student's dismissal and reasons for requesting reinstatement. The GRC committee will meet and review the request within 30 days of receipt of the request. Recommendations regarding the reinstatement request will be made to the Department Chair who will review and approve the final recommendations to be made by the Graduate College. The Department Chair will then notify the Graduate College and the student regarding the reinstatement decisions along with any recommendations or stipulations. The final decision for

reinstatement will be made by the Graduate Studies office after receiving the recommendations from the department.

Student Grievance Policy

1. Degree seeking admitted students who wish to submit a grievance specific to an issue within the UNO Department of Counseling shall first discuss and document the matter with the specific instructor or individual(s)/clinical site with whom the problem is occurring.
2. If a resolution is not reached between the student and the individual(s), the student shall meet in- person with their assigned departmental faculty advisor to discuss other options for resolution. Prior to this meeting, the student must submit written documentation to the advisor, via UNO email, with the following information:
 - a. Name, address, phone number(s), and student identification number of the student with the grievance;
 - b. Name of individual(s)/site with whom the student is having a problem;
 - c. Concise description of the specific grievance(s);
 - d. Description & timeline of previous attempts to seek a resolution to the problem;
 - e. Statement verifying the student has followed step (a) of this process without a resolution.
3. If a resolution is not reached between the student and the individual/advisor, the student may submit a written appeal to have their grievance heard by the department's Graduate Review Committee (GRC). To do so, a written request must be submitted to the chair of the GRC via UNO email with the following information.
 - a. Name, address, phone number(s), and student identification number of the student with the grievance;
 - b. Name of individual(s)/site with whom the student is having a problem;
 - c. Concise description of the specific grievance(s);
 - d. Description & timeline of previous attempts to seek a resolution to the problem;
 - e. Statement verifying the student has followed step 1 and 2 of this process without a resolution.
4. Upon receipt of the student's grievance, the GRC chair will notify the department chair and full GRC committee of the student's grievance. The GRC chair will also provide GRC committee members with the student's written documentation per step 3.
5. The GRC will meet to discuss the student's grievance within fifteen (15) working days of their formal notification from the GRC chair. The GRC committee will review all documents related to the grievance. The committee may also seek additional written documentation or verbal, in- person testimony from the student, instructor, or department chair.

6. Following review of all documentation and/or verbal testimony, the GRC chair will render a written decision on the grievance to the Department Chair.
7. Within seven (7) days after receiving the written decision, the GRC and the Department Chair, will provide the departments final decision and possible additional steps in the grievance process- to the following individuals:
 - a. Student
 - b. Instructor
 - c. Dean of Graduate Studies and Research

**** If the student is a non-degree seeking student, the Department Chair will meet with the student to discuss the concern. The chair will consult with the faculty regarding the student grievance. The chair will respond to the student in writing regarding the resolution of the grievance. The Department Chair may also consult with faculty, the person or person's involved in the grievance, the department's Graduate Review Committee, or any other University personnel as needed.**

Academic, Profession, and Personal Resources

Financial Aid

Graduate students at UNO are eligible to apply for assistance through federal work-study, loans, grants, scholarships, fellowships, and graduate assistantships. Requirements regarding qualification for assistance and a description of application procedure can be found on the UNO [Financial Aid Webpage](#). Student who want to know more are encouraged to make an appointment with the financial aid office through [MAVTRACK](#).

Graduate Assistantships

The Counseling Department offers two Graduate Assistantships in the department. Graduate Assistants work closely with the faculty and department chair regarding duties required. Graduate assistants are provided with a monthly stipend, tuition remission, and eligibility for subsidized health insurance. Office space and access to computerized word processing equipment is provided to all graduate assistants. Graduate assistants are expected to work twenty (20) hours per week and enroll as full time. Graduate students in counseling are also encouraged to apply for assistantships in other departments as well as in the Counseling Department.

Personal Counseling

The Counseling Department strongly encourages students to seek personal counseling as a means for personal and professional growth and development. Ethical standards preclude department faculty from providing personal counseling to degree seeking students (ACA, 2014; F.10.e), but faculty will readily provide students with a safe and confidential environment for processing personal and professional issues. When appropriate, faculty will assist students in connecting with appropriate counseling or other services. Free counseling services are available to student through the [UNO Counseling and Psychology Services](#) program. Information on these services can be found on their

website linked above. Counseling students are **not** allowed to receive services in the department's Community Counseling Clinic.

Professional Organizations

Students are encouraged to join counseling-related organizations as a means of enhancing their professional growth. The following organizations are suggestions:

Chi Sigma Iota (CSI: <https://www.csi-net.org/>)

CSI is an international honor society that values academic and professional excellence in counseling, including promotion of a strong professional identity as professional counselors, counselor educators, and counseling students who contribute to the realization of a healthy society by fostering wellness and human dignity. UNO's chapter is Upsilon Nu Omicron and Dr. Elizabeth Tolliver and Dr. Charmayne Adams serves as faculty advisors.

CSI's mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Students are eligible to apply for membership in CSI/UNO upon satisfactory completion (3.5 or higher GPA) of nine or more credit hours in their coursework in the Department of Counseling.

American Counseling Association (ACA: <https://www.counseling.org/>)

The mission of the American Counseling Association (ACA) is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

ACA is the world's largest association exclusively representing the community of counselors in various practice settings. ACA provides you with professional development, continuing education opportunities, advocacy services, credibility, and networking opportunities. ACA helps counseling professionals develop your skills and expand your knowledge base.

As the world's largest association representing professional counselors in various practice settings, the American Counseling Association stands ready to serve nearly 55,000 members with the resources they need to make a difference. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support. Whether you are a seasoned professional or starting your career, the resources and services provided through your membership will:

- 1)Expand your knowledge and enhance your skills
- 2)Grow your network
- 3)Demonstrate your commitment to the counseling profession and those you serve
- 4)Help you save on products and services with exclusive discounts
- 5)Students, retirees, and recent graduates can receive discounted memberships

Nebraska Counseling Association (NCA: <https://www.necounseling.org/>)

The Nebraska Counseling Association is an organization of counseling and human development professionals who work in educational, health care, residential, private practice, community agency, government, and business and industry settings. The mission of the Nebraska Counseling Association is to enhance human development throughout the life span and to promote the counseling and human development profession.

American Mental Health Counselors Association (AMHCA: <http://www.amhca.org/home>)

The American Mental Health Counselors Association (AMHCA) is a growing community of more than 7,000 clinical mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state.

American School Counselor Association (ASCA: <https://www.schoolcounselor.org/>)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social/career development so that they may achieve success in school, and so that they are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, and other resources, research, and advocacy efforts to more than 33,000 professional school counselors around the globe.

Nebraska School Counselor Association (NSCA: <https://www.schoolcounselor.org/>)

The Nebraska School Counselors Association is affiliated with the American School Counselors Association (ASCA), the national division. ASCA is a division of the ACA. The mission of the NSCA shall be to provide professional development and educational opportunities for professional school counselors. The organization shall be to represent professional school counselors, and to promote professional and ethical practices. The NSCA is the foundation to foster and influence a professional relationship and image among school counselors. The NSCA empowers professional school counselors to maximize the knowledge, skills, and resources to promote and advocate for student success in the school, home, community, and world.

National Association of Student Personnel Administrators (NASPA: <https://www.naspa.org/>)

NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession. NASPA serves a full range of professionals who provide programs, experiences, and services that cultivate student learning and success in concert with the mission of colleges and universities.

Established in 1918 and founded in 1919, NASPA is comprised of 13,000 members in all 50 states, 25 countries, and 8 U.S. Territories. Through high-quality professional development, strong policy advocacy, and substantive research to inform practice, NASPA meets the diverse needs and invests in realizing the potential of all its members under the guiding principles of integrity, innovation, inclusion, and inquiry.

NASPA members serve a variety of functions and roles, including the vice president and dean for student life, as well as professionals working within housing and residence life, student unions,

student activities, counseling, career development, orientation, enrollment management, racial and ethnic minority support services, and retention and assessment.

Appendix A

UNO Counseling Department General Program of Study

1. Clinical Mental Health Counseling (CMHC) _____ School Counseling _____ Student Affairs in Higher Ed. _____ 2. Semester Admitted as Degree Seeking Student: _____ 3. Degree: M.S. _____ M.S. w/Thesis _____ 4. Faculty Advisor: _____							
YEAR 1	Fall: _____	C R	Spring: _____	C R	Summer: _____	C R	Total
	Total Credits		Total Credits		Total Credits		
YEAR 2	Fall: _____	C R	Spring: _____	C R	Summer: _____	C R	
	Total Credits		Total Credits		Total Credits		
YEAR 3	Fall: _____	C R	Spring: _____	C R	Summer: _____	CR	
	Total Credits		Total Credits		Total Credits		
	Fall: _____	CR	Spring: _____	C R	Summer: _____	C R	
YEAR 4							
	Total Credits		Total Credits		Total Credits		
	Total Credits						

Appendix B
UNO Department of Counseling: Clinical Mental Health Counseling Curriculum

COURSE No.	Course Title	Credit	Method of Instruction	COUN 8220 Practicum Pre Requisite or Co-Req
TED 8010 OR EDL 8010	Introduction to Research Introductory Research Methods	3	TED 8010-Hybrid In class EDL-8010- Remote	
COUN 8010	Introduction to Counseling	3	850- On-line Asynchronous	Pre- Req Required
COUN 8030	Counseling Practices	3	000- In person	Pre-Req Required
COUN 8040	Professional & Ethical Practices	3	850- On-line Asynchronous	Pre-Req Required
COUN 8110	Human Dev & Psychosocial Intervention	3	850- On-line Asynchronous	
COUN 8200	Counseling Theories	3	860- Hybrid In class and Asynchronous	Pre-Req Required
COUN 8020	Career for Work & Wellness	3	850- On-line Asynchronous	
COUN 8230	Appraisal Techniques	3	000-In person	Pre-req Required
COUN 8280	Crisis Counseling	3	000- In person	Pre-Req Required
COUN 8360	Group Theory & Techniques	3	000- In person	Pre-Req Required
COUN 8400	Advanced Theory & Techniques	3	000- In person	Pre-Req Required
COUN 8516	Treatment Issues in Addiction	3	820- Remote Hybrid with Asynchronous	Pre-or Co-Req
COUN 8520	Counseling w/Multicultural Populations	3	000- In person	Pre-Req Required
COUN 8610	Marriage & Family Counseling	3	820-Remote	Pre-or Co-Req
COUN 8700	Child & Adolescent Counseling	3	860- Hybrid In class and Asynchronous	Pre-or Co-Req
COUN 8920	DSM & Treatment Planning	3	850- On-line Asynchronous	Pre-Req Required
COUN 8220	Counseling Practicum (Counseling Clinic)	3	000- In person	NA
COUN 8250	Counseling Internship	3	820-Remote	NA
COUN 8260	Advanced Internship	3	820-Remote	NA
Graduate Elective	Select three hours with the following graduate course prefixes: COUN, CRCL, GERO, PA, PIHIB, PSYC, SOC, SOWK, or SPED	3		
	Total Credits	60 Credit Hours		66 Credit Hours if doing Thesis (Must be pre-approved by faculty)

Provisionally Licensed Alcohol & Drug Abuse Counselor (PLADAC) Electives

In addition to the 60 credit CMHC curriculum, the following electives will satisfy the PLADAC academic requirements

a. COUN 8686: Medical & Psychosocial Aspects (of Substance Abuse) (online)

b. COUN 8696: Assessment & Case Management in Substance Abuse (online)

(Students are encouraged to complete these courses *after completing* Practicum (COUN 8220) pre-reqs.

Appendix C

Clinical Mental Health Counseling COUN 8220 (Practicum) Pre-Requisites & Co-Requisites*

CLUSTER “A” (10 classes):

Pre-Requisites for Practicum (COUN 8220): MUST take before Practicum

A-1 (5 classes): Foundational Courses for Early Clinical Training

COUN 8010: INTRODUCTION TO COUNSELING

COUN 8040: PROFESSIONAL & ETHICAL ISSUES

COUN 8200: COUNSELING THEORIES

COUN 8520: MULTICULTURAL COUNSELING

COUN 8230: APPRAISAL TECHNIQUES

A-2 (5 classes): Advanced Clinical Skill-Building Courses

COUN 8030: COUNSELING PRACTICES (3rd-4th Semester)

COUN 8400: ADVANCED THEORY AND TECHNIQUES (4th-5th Semester)

COUN 8280: CRISIS INTERVENTION

COUN 8360: GROUP TECHNIQUES & PRACTICE

COUN 8920: DSM-5 & TREATMENT PLANNING

Note: While A-1 courses are not official prerequisites for A-2 courses, taking them earlier can help build a strong foundation and make later coursework feel more manageable and meaningful.

CLUSTER “B” (3 classes):

Co-Requisites for Practicum (Can take before or during practicum)

COUN 8610: MARRIAGE & FAMILY COUNSELING

COUN 8700: CHILD & ADOLESCENT COUNSELING

COUN 8516: CLINICAL TX ISSUES ADDICTION

CLUSTER “C” (4 classes):

Can take any time in the program (Can take AFTER Practicum)

EDL/TED 8010: INTRO TO RESEARCH

COUN 8020: CAREER FOR WORK AND WELLNESS

COUN 8110: HUMAN DEVELOPMENT

Graduate Elective: Select three hours with the following graduate course prefixes: COUN, CRCJ, GERO, PA, PHHB, PSYC, SOC, SOWK, or SPED

FIELD EXPERIENCES (3 Classes)

COUN 8220: COUNSELING PRACTICUM

COUN 8250: COUNSELING INTERNSHIP

COUN 8260: ADVANCED INTERNSHIP

Plan of Study Sample (Part-Time CMHC)

Faculty Advisor:

Degree: M.S. Thesis option:

YE A R 1	Fall:_____	CR	Spring:_____	CR	Summer:_____	C R	T o t a l
	COUN 8010: Intro to Counseling	3	COUN 8200: Theories	3	COUN 8516: Tx Issues in Addiction (Chem Dep)	3	
	COUN 8520: Multicultural Counseling	3	COUN 8610: Marriage & Family Counseling	3	COUN 8040: Ethics/Legal Issues	3	
	Total Credits	6	Total Credits	6	Total Credits	6	18
YE A R 2	Fall:_____	CR	Spring:_____	C R	Summer:_____	C R	
	COUN 8280: Crisis and Trauma	3	COUN 8030: Practices	3	COUN 8020: Career for Work & Wellness	3	
	COUN 8110: Human Development	3	COUN 8360: Group Theory/Techniques	3	COUN 8920: DSM	3	
	Total Credits	6	Total Credits	6	Total Credits	6	36
YE A R 3	Fall:_____	CR	Spring:_____	C R	Summer:_____	C R	
	COUN 8230: Appraisal	3	COUN 8700: Child & Adolescent Counseling	3	COUN 8800: Clinical Mental Health	3	
	COUN 8400: Adv. Theory/Technique	3	COUN 8220: Practicum	3	TED 8010: Intro to Research Methods or EDL 8010: Introductory Research Methods	3	
	Total Credits	6	Total Credits	6	Total Credits	6	54
	Fall:_____	C R	Spring:_____	CR	Summer:_____	C R	
YE A R 4	COUN 8250: Internship	3	COUN 8260: Adv. Internship	3			
			Comprehensive Exam & NCE/NCMHCE				
	Total Credits	3	Total Credits	3	Total Credits		60

Plan of Study Sample (Full-Time [9 hrs] CMHC)

Faculty Advisor:

Degree: M.S. _____ **Thesis option:** _

YE A R 1	Fall: _	CR	Spring: _____	CR	Summer: _	C R	T o t a l
	COUN 8010: Intro to Counseling	3	COUN 8200: Theories	3	COUN 8230: Appraisal	3	
	COUN 8610: Marriage & Family Counseling	3	COUN 8040: Ethics/Legal Issues	3	COUN 8360: Group Theory/Techniques	3	
	COUN 8520: Multicultural Counseling	3	COUN 8280: Crisis and Trauma	3	COUN 8110: Human Development		
	Total Credits	9	Total Credits	9	Total Credits	6	24
YE A R 2	Fall: _____	CR	Spring: _____	C R	Summer: _____	C R	
	COUN 8030: Practices	3	COUN 8516: Tx Issues in Substance Abuse	3	COUN 8020: Career for Work and Wellness	3	
	COUN 8400: Adv. Theory/Technique	3	COUN 8700: Child & Adolescent Counseling	3	EDL 8010: Introductory Research Methods	3	
	COUN 8920: DS	3	COUN 8220: Practicum	3			
	Total Credits	9	Total Credits	9	Total Credits	6	48
YE A R 3	Fall: _____	CR	Spring: _____	C R	Summer: _	C R	
	COUN 8250: Internship	3	COUN 8260: Adv. Internship	3			
	COUN 8800: Clinical Mental Health	3	Comprehensive Exam NCE/NCMHCE	3			
	Total Credits	6	Total Credits	6	Total Credits		60
	Fall: _	C R	Spring: _	CR	Summer: _	C R	
YE A R 4							
	Total Credits		Total Credits		Total Credits		

Appendix C

School Counseling Curriculum

COURSE No.	Course Title	Course Credit	Method of Instruction	Departmental Registration Hold	Practicum Pre-requisite
TED 8010 EDL 8010	Introduction to Research Introductory Research Methods	3	820-Remote		NO
COUN 8030	Counseling Practices	3	000-In person		YES
COUN 8040	Professional & Ethical Practices	3	820-Remote		YES
COUN 8110	Human Dev & Psychosocial Intervention	3	850-On-line		NO
COUN 8200	Counseling Theories	3	860-Hybrid In person/Asych		YES
COUN 8210	Organization & Admin of SC Programs	3	000-In person		YES
COUN 8280	Crisis Counseling	3	000-In person	8030,8200,8040	YES
COUN 8520	Counseling w/Multicultural Populations	3	000-In person		YES
COUN 8630	Foundations & Issues in Secondary SC	3	000-In person		YES
COUN 8650	Issues in Elem/Middle School Counseling	3	000-In Person		YES
COUN 8670	Careers & College Planning	3	000-In person		YES
COUN 8700	Child & Adolescent Counseling	3	000-In person	8030,8200,8040	YES
COUN 8740	School Counseling Groups	3	000-In person	YES, with Instructor consent & Group	YES
COUN 8330	Practicum for SC	3	000-In person	YES, with department/ advisor consent	
COUN 8430	Internship for SC	3	000-In person		
COUN 8460	Adv. Internship for SC	3	000-In person		
Total Credits		M.S. (with teaching certificate & no thesis): 48 credits (CACREP-accredited) M.S. (with teaching certificate & Thesis): 54 Credits (CACREP-accredited) M.S (via Alternative Endorsement & no thesis): 60 Credits (CACREP-accredited) M.S. (via Alternative Endorsement & thesis): 66 Credits (CACPREP-accredited)			
	<u>Alternative Endorsement Option</u> The Alternative Endorsement is required by the Nebraska Department of Education and requires those without a bachelor’s degree and/or teaching certificate in education to complete 12 credits hours in addition to the 48-credit curriculum. These courses include: 1. Required Courses a. TED 8390: Classroom Management in Practice (Summer) b. TED 8540: Intro to Technology Tools for Learning (Summer) 2. Electives (Select two of the following) a. TED 8180: Culturally Responsive Teaching (Fall & Spring) b. TED 8060: Current Issues and Trends in Education (Spring & Summer) c. TED 8130: Language, Culture, & Power (Summer) d. TED 9200: Critical Pedagogy: Teaching for Social Justice (Summer)				

COUN 8330 (Practicum) Pre-Requisites & Co-Requisites**COUN Course****Semester Completed**

1. COUN 8030:	Counseling Practices	<hr/>
2. COUN 8040:	Professional & Legal Issues	-
3. COUN 8200:	Counseling Theories	-
4. COUN 8210:	Org & Admin of SC Programs	-
5. COUN 8280:	Crisis Counseling	-
6. COUN 8520:	Multicultural Counseling	-
7. COUN 8630:	Found & Issues/Sec SC	-
8. COUN 8650:	Issues in Elem/Middle SC	-
9. COUN 8670:	Career Readiness/College Planning	-
10. COUN 8700:	Child & Adolescent Counseling	-
11. COUN 8740:	School Counseling Groups	-

Full time Program of Study School Counselin

J: _ x _ Advisor: _								
		Fall: _	C R	Spring: _	C R	Summer: _	C R	Total
		TED 8010: Intro to Research Or EDL Introductory Research Methods	3	COUN 8030: Coun Practices	3	COUN 8700: Child and Adol Coun	3	
		COUN 8110: Human Dev	3	COUN 8040: Prof & Ethical Issues	3	**TED 8390: Classroom Man	3	
		COUN 8200: Coun Theories	3	COUN 8210: Adm. & Org SC	3	**TED #2	3	
		Total Credits	9	Total Credits	9	Total Credits	9	
		Fall: _	C R	Spring: _	C R	Summer: _	C R	
		COUN 8670: Car & Coll	3	COUN 8630: Secondary Issues	3	COUN 8330: Practicum	3	
		COUN 8740: SC Groups	3	COUN 8650: Issues in Elem & Mid	3	**TED #3	3	
		COUN 8520: Multicultural	3	COUN 8280: Crisis Int Strat	3			
		Total Credits	9	Total Credits	9	Total Credits	6	
		Fall: _	C R	Spring: _	C R	Summer: _	C R	
		COUN 8430: SC Internship	3	COUN 8460: SC Adv Int	3			
		**TED #4	3					
		Total Credits	6	Total Credits	3	Total Credits		
		Fall: _	C R	Spring: _	C R	Summer: _	C R	
		Total Credits		Total Credits		Total Credits		
		Program Total Credits						

**Needed 12 credits for Alternative Teaching Endorsement added to plan of study.

Plan of Study Template School Counseling

Semester Admitted as Degree Seeking Student: Degree: M.S. _ M.S. w/Thesis _ Faculty Advisor: _							
YEAR 1	Fall: _	C R	Spring: _	C R	Summer: _	C R	Total
	Total Credits		Total Credits		Total Credits		
YEAR 2	Fall: _	C R	Spring: _	CR	Summer: _	C R	
	Total Credits		Total Credits		Total Credits		
YEAR 3	Fall: _	C R	Spring: _	C R	Summer: _	CR	
	Total Credits		Total Credits		Total Credits		
	Fall: _	CR	Spring: _	C R	Summer: _	C R	
YEAR 4							
	Total Credits		Total Credits		Total Credits		

Appendix D

School Counseling Requirements for Nebraska Department of Education Endorsement / Certification

Candidates with Teaching Degree Endorsement	Candidates with Alternate Degree Endorsement
<ul style="list-style-type: none"> • Complete the 48 hour UNO School Counseling / Core Courses Curriculum • Complete / pass program exit requirements / exams during internships. • Complete the Praxis II for Professional School Counselors (information on the NDE website) and meet / exceed the state cut score. • Provisional Certification – enables candidates to apply for school counseling positions prior to program completion <p>24 of 48 hour UNO program completed including multiple school counseling courses. The Provisional Certification is good for 3 years and is nonrenewable.</p>	<ul style="list-style-type: none"> • Complete the 48 hour UNO School Counseling /Core Courses Curriculum • Complete / pass program exit requirements / exams during internships. • Complete the Praxis II for Professional School Counselors (information on the NDE website) and meet / exceed the state cut score. • Complete the Praxis Basic Skills required for a teaching certificate. • Complete 12 graduate hours from UNO TED courses listed on the back of document. (Education courses from another institution need to be approved by the UNO Graduate Faculty on a case by case basis) • Alternative Teaching Permit – enables candidate to apply for school counseling positions prior to program completion <p>36 of 48 hour UNO program completed including multiple school counseling courses. 6 of 12 professional education hours completed from list below. The Alternative Teaching Permit is</p>

	good for 2 years and is nonrenewable.
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Counseling Courses to meet 005.02L Special Education Requirements NDE School Counseling Alternative Certificate**

Document ensuring SC students comply with SPED class requirement.

005.02L Requirements	UNO Counseling Course	CACREP 2009 Standards to Address 005.02L Standards
005.02L.1 Knowledge of the exceptional educational needs of each disability define by Section 79-1118.01 R.R.S.	<p>COUN 8650 Issues in Elementary and Middle School Counseling</p> <p>COUN 8330 Practicum in School Counseling</p> <p>COUN 8430 Internship in School Counseling</p>	<p>C.3 Knows strategies for helping students identify strengths and cope with environmental and developmental problems.</p> <p>A.6 Understands the effects of</p> <p>(a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>3.b Theories of learning and personality development, including current understandings about neurobiological behavior.</p> <p>G.1 Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.</p> <p>H.1 Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages,</p>

		<p>values, backgrounds, and abilities.</p> <p>L.3 Implements differential instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</p> <p>N.1 Works with parents, guardians and families to act on behalf of their children to address problems that affect student success in school.</p>
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005.02L2 Knowledge of the major characteristics of each disability defined in Section 79- 1118.01 R.R.S.	<p>COUN 8330 Practicum in School Counseling</p> <p>COUN 8430 Internship in School Counseling</p>	<p>A.6 Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>D.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>D.3 Designs and implements prevention and intervention plans related to the effects of atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p>
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<p>005.02L3 Knowledge of various alternatives for providing the least restrictive environment for children with disabilities.</p>	<p>COUN 8430 Internship in School Counseling.</p> <p>COUN 8630 Foundations and Issues in Secondary School Counseling.</p> <p>COUN 8650 Issues in Elementary and Middle School Counseling</p>	<p>D.1 Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>D.3 Designs and implements prevention and intervention plans related to the effects of atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>H.1 Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p>L.3 Implements differential instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement. and skills to promote student achievement.</p>
<p>005.02L4 Knowledge of methods of teaching children with disabilities in the regular classroom.</p>	<p>COUN 8630 Foundations and Issues in Secondary School Counseling.</p>	<p>G.1 Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.</p>

		<p>L.3 Implements differential instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</p> <p>D.3 Designs and implements prevention and intervention plans related to the effects of atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>H.1 Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p>
005.02L5 Knowledge of prereferral alternatives, referral systems, multidisciplinary team responsibilities, the individualized education plan process, and the placement process.	<p>COUN 8210 Organization and Administration of School Counseling Programs</p> <p>COUN 8650 Issues in Elementary and Middle School Counseling</p>	<p>M.3 Knows how to build effective working teams of school staff, parents and community members to promote the academic, career, and personal/social development of students.</p> <p>O.5 Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.</p> <p>H.1 Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages,</p>

	COUN 8630 Foundations and Issues in Secondary School Counseling.	values, backgrounds, and abilities. L.3 Implements differential instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.
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Appendix E

Student Affairs in Higher Education Masters of Science (30 credits) Department of Counseling University of Nebraska at Omaha		
YEAR ONE	Semester	Credit
COUN 8930: History of Higher Ed. & Student Development Theories	Fall Y1	3
COUN 8030: Counseling Practices	Fall Y1	3
COUN 8850: The College Student Experience & Personnel Work in Higher Ed	Spring Y1	3
COUN 8820: Crisis and Emergency Management in Higher Education	Spring Y1	3
COUN 8940: Diversity and Wellness Issues in Higher Education	Summer Y1	3
	Year One	15
YEAR TWO		
COUN 8950: Organization, Administration, & Leadership in Higher Education	Fall Y2	3
COUN 8810: Law and Ethics in Higher Education and Student Affairs	Fall Y2	3
COUN 8980: Digital Learning: Policy, Programming, & Systems	Spring Y2	3
COUN 8830: Current Issues in Higher Education & Student Affairs	Summer Y2	3
COUN 8450: Internship (Field Experience) in Student Affairs in Higher Education**	Fall Y2 Spring Y2 Summer Y2	3
	Year Two	15
PROGRAM TOTAL	Total	30
INTERNSHIP/FIELD EXPERIENCE		
**COUN 8450: Internship/Field Experience in Student Affairs in Higher Education Completion M.S. in SAHE requires 3 credit hours of COUN 8450 totaling 150 hours of "field experience" Comprehensive Exam to be completed in Year 2 the semester of intended graduation		

Appendix F

Background Check Procedures*

***To be completed prior to first semester as degree seeking student.**

UNO Counseling Department | Background Check Procedures

Background checks are required for all students prior to entering the department and/or prior to enrollment in either the school or clinical mental health specialization practicum. Background checks are completed through OneSource. Please follow the appropriate procedures below. **Receiving results can take up to a few weeks depending on DHHS response time.**

Instructions:

1. Go to OneSource to begin: <https://onesourcebackground.com/students-2>
2. Click on **University of Nebraska - Omaha**
3. Click on **Department of Counseling | Background Check**
4. Click on **SIGN General Release**
5. Follow the instructions to sign the document through Adobe Document Cloud
6. Pay the fee required.
7. In the following hours/days, you will receive an email from DHHS (Department of Health and Human Services - Nebraska) with a link to complete a separate background check for the state. **You will have 30 days to complete the DHHS background check or a \$5.00 fee will be required to resend you a new link.**

Appendix H
Student Learning Outcomes Assessment Plan
CACREP 2016 Standard
Section 4.A, B, F-H | Section 2 & 5.C

Key Performance Indicators (KPIs) for Student Learning Outcomes

Key Performance Indicators (KPI's) for students are identified by the UNO Counselor Education Program to assess student learning in the areas of knowledge, skills, and professional dispositions in the eight core areas of the Professional Counseling Identity Standards (Section 2) and in the CMHC Specialty Area (Section 5). The KPI's are used for both individual student evaluation and for program evaluation when combined across all students in aggregate form.

Knowledge and Skill KPIs are assessed by examining the student's performance on identified key assignments throughout the course curriculum over multiple points in time in course work, clinical internship experiences, and a final comprehensive exam end of the program. Professional Disposition KPIs are assessed by examining the student's performance on identified key assignments throughout the course curriculum and clinical internship experiences. The chart below outlines the KPI's for Student Learning Outcomes.

For each data point collected a three-point scale is used to determine student performance:

- 3= Exceeds Standards
- 2=Meet Standards
- 1=Does Not Meet Standards

Knowledge, Skill, and Dispositions KPIs
CACREP 2016 Standard Section 4.A, B, F, G; 2 and 5.C

PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE		
Key Performance Indicators (Student)	CACREP 2016 Standards 2.F.1; 5.C.2	Courses & Assessment Assignments Data Collection Method
<u>KPI 1</u> Students will demonstrate and apply comprehensive ethical decision-making models. *Knowledge, Skill, and Disposition Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling 2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues 5.C 2. 1.	<u>TIME 1</u> COUN 8040 Ethical, Legal, Professional Issues in CMHC <i>Chapter Summaries-Cluster 1</i> (Formative Evaluation): Students will read the material in cluster 1, provide a general summary of the content of the readings, and write a reflection of the material to include ethical decision-making models. The readings include professional identity of counselors, client and counselor rights and responsibilities, and legal and ethical issues faced by counselors. Data Collection: Canvas Outcomes Rubric Report Grade on Summary Assignment <u>TIME 2</u> COUN 8250 CMHC Internship

	Legal and ethical considerations specific to CMHC	<i>Internship Evaluations</i> (Summative Evaluation): Students will demonstrate and apply ethical decision making when working with clients in internship. Data Collection: Canvas Outcomes Rubric Report Mid Term Internship Evaluation COUN 8250 Professional Behaviors Section Professional Ethics Question Score
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SOCIAL AND CULTURAL DIVERSITY		
Key Performance Indicator (Student)	CACREP 2016 Standards 2.F.2; 5.C.2	Courses & Assessment Assignments Data Collection Method
<u>KPI 2</u> Students will demonstrate the ability to utilize multicultural theories and competencies to engage in social justice and advocacy for diverse client groups. *Skill and Disposition Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.2.b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. 2.F.2.c. multicultural counseling competencies 5.C.2.j Cultural factors relevant to clinical mental health counseling	<u>TIME 1</u> COUN 8520 Counseling with Multicultural Populations <i>Social and Cultural Diversity Advocacy Project:</i> (Formative Evaluation) Students will create and engage in an advocacy activity promoting intentional mental health/wellness from a strengths/resilience perspective for that community. Data Collection: Canvas Outcomes Rubric Report Grade on Social and Cultural Diversity Advocacy Project <u>TIME 2</u> COUN 8220 CMHC Practicum <i>Practicum Evaluations:</i> (Summative Evaluation): Students will demonstrate their ability to utilize multicultural theories and competencies in practice during the practicum course. Data Collection: Canvas Outcomes Rubric Report Final Practicum Evaluation COUN 8220 Professional Behaviors Section, Multicultural Competence Score

HUMAN GROWTH AND DEVELOPMENT		
Key Performance Indicator (Student)	CACREP 2016 Standard 2.F.3; 5.C.1	Courses & Assessment Assignments Data Collection Method
<u>KPI 3</u> Students will demonstrate knowledge of developmental models working with individuals across the lifespan and families. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.3.a. theories of individual and family development across the lifespan 2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions. 5.C.1.c	<u>TIME 1</u> COUN 8110 Human Development <i>Group Research presentation: 1</i> (Formative Evaluation) Students will present in groups on special populations and identity typical and atypical developmental pathways and appropriate counseling interventions. Data Collection: Canvas Outcomes Rubric Report Grade on Group Research Presentation <u>TIME 2</u>

	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	COUN 8700 Child and Adolescent Counseling Case Conceptualize/ Treatment Plan Assignment (Formative Evaluation): Students will identify a case from media and write a case conceptualization and treatment plan assignment addressing development needs and treatment planning of the “client”. Data Collection: Canvas Outcomes Rubric Report Grade on Case Conceptualization and Treatment Plan Assignment
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CAREER DEVELOPMENT		
Key Performance Indicator (Student)	CACREP 2016 Standards 2.F.4; 5.C.1	Courses & Assessment Assignments Data Collection Method
<u>KPI 4</u> Students will demonstrate knowledge of effective and ethical career theory counseling to diverse clients. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.4.a. theories and models of career development, counseling, and decision making 2.F.4.j. ethical and culturally relevant strategies for addressing career development 5.C.1.b theories and models related to clinical mental health counseling	<u>TIME 1</u> COUN 8020 Career for Work and Wellness Career Counseling theory Assignment (Formative Evaluation): Students will demonstrate their knowledge of career counseling theory by applying career theory to a current news event. Data Collection: Canvas Outcomes Rubric Report Career Theory & Current Event Assign. Grade <u>TIME 2</u> Comprehensive Exam: (Summative evaluation) Students will demonstrate knowledge of career theory through passing the career section of the comprehensive exam. Data Collection: Exam score in the Career Section of the Comprehensive Exam.

COUNSELING AND HELPING RELATIONSHIPS		
Key Performance Indicator (Student)	CACREP 2016 Standards 2.F.5; 5.C.1	Courses & Assessment Assignments Data Collection Method
<u>KPI 5</u> Students will demonstrate and apply evidenced-based counseling theories, essential interviewing, and case conceptualization skills with diverse clients. * Knowledge and Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.5.a. theories and models of counseling 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 5.C.1.b theories and models related to CMHC	<u>TIME 1</u> COUN 8030 Practices Counseling Session Final Role Play Assignment (Summative Evaluation): Students will conduct a 50 minute recorded session and transcribe the session to demonstrate knowledge of interviewing, counseling, and case conceptualization skills. Data Collection: Canvas Outcomes Rubric Report Grade Final Role Play Assignment <u>TIME 2</u> COUN 8200 Theories Final Exam (Summative Evaluation)

		Students will demonstrate knowledge of evidence-based counseling theories by passing a final exam. Data Collection: Canvas Outcomes Rubric Report Grade on Theories Final Exam
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GROUP COUNSELING AND GROUP WORK		
Key Performance Indicator (Student)	CACREP 2016 Standards 2.F.6.	Courses & Assessment Assignments Data Collection Method
<u>KPI 6</u> Students will demonstrate knowledge of group theories with diverse clients and ethical considerations of group practice. *Knowledge and Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.6.g. ethical and culturally relevant strategies for designing and facilitating groups	<u>TIME 1</u> COUN 8360 Group Theory and Techniques <i>Teach a group technique assignment:</i> (Formative Evaluation) Students will present and model a technique relevant to a group, lead the class in group activity, and provide to the class a written description of the activity. Data Collection: Canvas Outcomes Rubric Report Grade on Teaching a Group Technique Assignment <u>TIME 2</u> COUN 8040 Ethics Confidentiality Assignment (Formative Evaluation): Students will lead a discussion board assignment related to confidentiality, privileged communication, and privacy of individual and group practice. Data Collection: Canvas Outcomes Rubric Report Grade on Confidentiality Discussion Board Assignment

ASSESSMENT AND TESTING		
Key Performance Indicator (Student)	CACREP 2016 Standards 2.F.7; 5.C.2	Courses & Assessment Assignments Data Collection Method
<u>KPI 7</u> Students will demonstrate knowledge of assessments and appraisal theory when working with diverse clients. *Knowledge and Skill Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results 2.F.7.i use of assessments relevant to academic/educational, career, personal, and social development 5.C.2. d diagnostic process, including differential diagnosis and the use of the current diagnostic classification systems, including the DSM and ICD.	<u>TIME 1</u> COUN 8230 Appraisal Integrated Report Paper (Formative Evaluation): Students will interview and administer assessments to an in-class client and complete an integrated evaluation report of the results and the process. Data Collection: Canvas Outcomes Rubric Report Grade on Integrated Report Assignment <u>TIME 2</u> 8920 COUN DSM Trauma and Stress Related Disorders Case Study Assignment (Formative Evaluation): Students will demonstrate the ability to assess a client using DSM-5-TR criteria through creating a case study of client and engaging in a discussion board activity regarding the client. Data Collection: Canvas Outcomes Rubric Report Grade on Trauma and Stress Related Disorders Case Study and Discussion Assignment

RESEARCH AND PROGRAM EVALUATION		
Key Performance Indicators (Student)	CACREP 2016 Standards 2.F.8.	Courses & Assessment Assignments Data Collection Method
<u>KPI 8</u> Students will demonstrate knowledge and apply research methods with diverse clients and systems. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	2.F.8.j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation 2.F.8.g. designs used in research and program evaluation 2.F.8.i. analysis and use of data in counseling	<u>TIME 1</u> COUN 8280 Crisis Annotated Bibliography Assignment: (Formative Evaluation) Students will create an annotated bibliography synthesizing and analyzing peer reviewed research in counseling. Data Collection: Canvas Outcomes Rubric Report Grade on Annotated Bibliography Assignment <u>TIME 2</u> Comprehensive Exam: (Summative evaluation) Students will demonstrate knowledge of research and program evaluation scores through passing the research section of the comprehensive exam. Data Collection: Exam score in the Research Section of the Comprehensive Exam.

CLINICAL MENTAL HEALTH COUNSELING		
Key Performance Indicator (Student) (CMHC Specialty)	CACREP 2016 Standards 5.C.	Courses & Assessment Assignments Data Collection Method
<u>KPI 9</u> Students will demonstrate their knowledge of the potential for substance use disorders to mimic and/or co-occur with other disorders and apply them to their work with clients. *Knowledge Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards	5.C.2.c. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i> . 5.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.	<u>TIME 1</u> COUN 8516: Clinical Treatment Issues In Vivo Counseling Assignment (Formative Evaluation): Students will be evaluated on DSM & ICD assessment, diagnostic and treatment process skills via an in vivo counseling session case study and assessment assignment. Data Collection: Canvas Outcomes Rubric Report Grade on In Vivo Counseling Assignment and Documentation <u>TIME 2</u> COUN 8920: DSM Quiz on Substance Use and Addictive Disorders (Formative Evaluation): Students will pass a unit quiz on substance use and addictive disorders Data Collection: Canvas Outcomes Rubric Report Grade on Substance Use and Addictive Disorders Quiz

Student Professional Dispositions		
Key Performance Indicator (Student) Professional Dispositions	CACREP 2016 Standards 4. G	Courses and Assessment Measures Data Collection Method
<u>KPI 10</u>	4.G	<u>TIME 1</u> COUN 8030 CMHC Practices

<p>Students will demonstrate culturally responsive professional behaviors that display self-regulation, self-awareness, flexibility, openness to feedback, and motivation to learn and grow.</p> <p>*Disposition</p> <p>Three-point Scale 3-Exceeds Standards 2-Meets Standards 1-Does Not Meet Standards</p>	<p>the counselor education program faculty systematically assesses each student's professional dispositions throughout the program.</p>	<p><i>Role Play 3 Evaluation</i> (Summative Evaluation): Students will demonstrate their ability to engage in professional behaviors in the internship course Data Collection: Canvas Outcomes Rubric Report Final Internship Evaluation COUN 8250 Professional Behaviors Section</p> <p><u>TIME 2</u> COUN 8220 CMHC Practicum <i>Practicum Evaluations</i> (Summative Evaluation): Students will demonstrate their ability to engage in professional behaviors in the internship course Data Collection: Canvas Outcomes Rubric Report Final Practicum Evaluation COUN 8220 Professional Behaviors Section</p> <p><u>TIME 3</u> COUN 8250 CMHC Internship <i>Internship Evaluations</i> (Summative Evaluation): Students will demonstrate their ability to engage in professional behaviors in the internship course Data Collection: Canvas Outcomes Rubric Report Final Internship Evaluation COUN 8250 Professional Behaviors Section</p>
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Systematic Student Assessment Retention, Remediation, and Dismissal CACREP 2016 STANDARD 4.H

The Key Performance Indicators (KPIs) identified by the UNO Counselor Education program are an essential part of the systematic assessment used by faculty to determine student success and challenges in the areas of knowledge, skills, and professional dispositions. The KPIs data is used by faculty, advisors, and the CMHC leadership in the student remediation process when concerns arise.

Appendix H UNO Counseling Professional Behaviors Form

Please complete any referrals for student issues or remediation as applicable. If a section does not apply, please write in NA.

Score	Counseling Disposition & Behaviors	Specific Counseling Professional Behavior Descriptors	Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	Demonstrates ethical and professional behavior & judgment that exceeds expectations.	Demonstrates consistent ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.
	Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others. Knows and applies evidence based practices when working with clients.	Demonstrates professional behavior that is appropriate within <i>all</i> professional interactions.	Demonstrates appropriate behavior within the majority of professional interactions. Evidence of need to address professional behavior in one or more areas.	On more than one occasion or in more than one situation, demonstrated evidence of behavior inconsistent with the expectations of a licensed mental health professional;
	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent, appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.
	Knowledge & Adherence to Site and/or Course Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site and course policies & procedures.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.
	Record Keeping & Task/Assignment Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.
	Multicultural Competence in Counseling Relationship or in interactions	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.), awareness of, and responsiveness to ways in which culture interacts with the counseling relationship.	Demonstrates appropriate behavior/multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients/staff/supervisor.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients/staff/supervisor .	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients/staff/supervisor

	Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.
	Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.
	Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does <i>not</i> implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does <i>not</i> implement suggested changes.
	Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.
	Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself".	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).
	Wellness & Self-Care	Demonstrates ability to partake in wellness-related activities to maintain a sense of balance and overall well-being and promote wellness in clients.	Demonstrates consistent ability to incorporate wellness-related behaviors in order to maintain overall well-being and promote wellness in clients and others.	Demonstrates inconsistent ability to incorporate wellness-related behaviors in order to maintain overall well-being and promote wellness in clients and others.	Demonstrates a limited ability to incorporate wellness-related behaviors in order to maintain overall well-being and promote wellness in clients and others.

Please provide written feedback to the student/counselor regarding their professional behaviors to date.