



University of New Orleans

Counselor Education Graduate Program

Student Handbook

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THE COUNSELING PROFESSION

Professional counselors have a minimum of a master's degree in counseling. A Ph.D. degree program is available to professional counselors who wish to enhance their research, administrative, supervision or counseling skills or who need a doctoral degree for careers as university professors, administrators, counseling supervisors, or researchers.

The title "professional counselor" is the preferred title for members of the counseling profession. In Louisiana (and in all other states and jurisdictions in the United States), the title of professional counselor is protected by statute. An individual must be licensed by the state or must work in a setting that is exempt from state licensure requirements in order to utilize that title. During the time that students are in enrolled in master's degree programs, the titles "counseling graduate student" or, during their practicum and internship placements, "counselor-in-training" are appropriate. After receiving a master's degree, students should register with the licensure board. After receiving their master's degree and during supervised practice before becoming a licensed professional counselor, the term "counseling intern" must be used.

Professional counselors practice in a variety of settings including hospitals, substance abuse treatment centers, schools, colleges, universities, private practice, rehabilitation facilities, community counseling agencies, court systems, crisis and disaster mental health services and other settings in which counseling or other mental health services are offered. All professional counselors have essentially the same graduate education. The only differences among the preparation programs of professional counselors include some courses specific to the setting in which the individual counselor plans to practice and the practicum and internship placements. Professional counselors, despite their specialties and the locations of their practices, are more alike than they are different.

Counseling is a unique mental health profession that is distinguishable from the other mental health professions including psychology, social work, psychiatry, and psychiatric nursing. Psychologists are recognized as professionals only after having earned a doctoral degree (Ph.D., Ed.D., or Psy.D.). Psychologists who are most similar to professional counselors are either counseling psychologists or clinical psychologists. Social workers hold a master's degree in social work (MSW) and specialize in clinical social work. Psychiatrists are physicians who hold a medical degree (M.D.) and have specialized in psychiatry. Psychiatric nurses hold master's degrees (usually an MS) and are nurses who have specialized in providing nursing services for psychiatric patients. Although many persons who hold less than a master's degree are employed in settings that provide mental health services, they generally are considered mental health assistants or paraprofessionals and are not recognized as mental health professionals.

Professional counselors utilize a "wellness model," as opposed to a "medical model," in providing professional services to clients. Mental health professionals who utilize the medical model first diagnose an illness or pathology and then treat the disorder in an effort to cure the patient. Professional counselors who utilize the wellness model first assess a client's level of well-being and then assist the client to reach an optimal level of well-being. Whereas most other mental health professionals view mental or emotional problems as "illnesses" from the medical model perspective, professional counselors view most problems as a part of the normal process of living. All mental and emotional problems are viewed from a developmental perspective in that various stages of life present concerns that must be addressed in order to progress successfully to the next stage of life. Counselors also consider the person-in-environment,

recognizing that elements in a client's life such as oppression, prejudice, poverty, and marginalization may contribute to mental health problems. Counselors aim not only to assist individuals; they are committed to working for social justice in our society and learn to work effectively with a diverse clientele. In addition, mental health is viewed on a continuum. Individuals are seen as constantly moving along this continuum depending on their life circumstances and emotional states of being. The professional counselor provides mental health services to increase the quality of life for clients, no matter where they are developmentally, taking into account their present emotional states.

Professional counselors often are employed in settings where they work in conjunction with other mental health professionals. All mental health professionals provide mental health services to clients and these services (which include counseling, problem diagnosis, treatment planning, testing, psychoeducation, etc.) often seem very similar. However, the wellness-oriented philosophy of helping and the content of the educational preparation programs of professional counselors distinguish them from all other mental health professionals.

A historical perspective may help to convey an understanding of the counseling profession. Society has only recently begun viewing mental disorders as illnesses similar to physical illnesses. Prior to the 19th century, mental illnesses were often seen as conditions that were induced by evil spirits. During that time, persons with mental disabilities were ignored or institutionalized without treatment. The first mental health professions, including psychology, social work, psychiatry, and psychiatric nursing, were created to address the treatment of these mental disorders. Clinical social work arose from a need to assist psychiatric patients in the reentry to society while taking advantage of social services. Psychiatric nursing was developed by nurses who were assisting psychiatrists and caring for psychiatric patients within the hospital setting. Professional counseling, on the other hand, was developed at the turn of the century. In the beginning, counseling was used to help place individuals in careers for which they were well-suited. Counseling psychology was then developed as a new specialty within psychology, with a focus on assisting basically healthy individuals in living more effective lives. Testing and job placement were also major emphases in counseling psychology. When the psychology profession declared in the 1950s that only psychologists at the doctoral level would be recognized as true professionals, a new profession of master's level professional counselors was created. At that time, master's level counselors were being prepared throughout the United States and these programs flourished. Because master's level counselors could no longer become licensed/be recognized as psychologists, a new profession of counseling was established and state laws were enacted to license professional counselors at the master's level. Professional counselors are the newest mental health professional group, and, as a result, currently wrestle with issues of professional identity within the profession, and in addition, struggle externally with societal recognition problems.

COUNSELOR EDUCATION PROGRAM MISSION AND OBJECTIVES

MISSION STATEMENT

The Counselor Education Program at the University of New Orleans (UNO) has been recognized by the institution as a Program of Distinction. The program prepares graduate students at the master's and doctoral levels to assume professional positions within the counseling profession. Located in the city of New Orleans, the University of New Orleans is a state-supported institution of higher education that has an urban research mission. As a result, the Counselor Education program has a special commitment to preparing professionals in the counseling profession to practice in an urban setting. The university and the program serve graduate students throughout the state of Louisiana, the United States, and the world.

The program has a special commitment to diversity. Faculty members believe that diversity enriches our society and that differences among people must be recognized and appreciated. Faculty members expect graduate students to embrace their learning experience while enrolled in the graduate program in a manner that leads to maximum benefit from the learning experiences the program has to offer. The faculty establishes expectations for a rigorous intellectual climate and provides a supportive environment for a diverse student body to grow and develop personally, interpersonally, clinically, and professionally.

Faculty members are committed to providing very high-quality educational experiences to students and to serving as professional role models.

PROGRAM OBJECTIVES

Course-Level Objectives

Objective 1: Master's-level students will attain strong theoretical foundations in the core areas of counseling.

Objective 2: Master's-level students will be able to successfully apply knowledge and skills covered in graduate courses in counseling settings.

Objective 3: Master's-level students will develop and demonstrate multicultural competence in counseling practice.

Objective 4: Master's-level students will develop strong identities as professional counselors.

Objective 5: Doctoral students will acquire and demonstrate skills in advanced counseling practice and counseling supervision.

Objective 6: Doctoral students will acquire and demonstrate advanced research skills.

Objective 7: Doctoral students will occupy leadership roles in the counseling and counselor education professions and societies.

Program-Level Objectives

Objective 8: The program's student population will be diverse with respect to race, gender, and other cultural identities.

Objective 9: Master's and doctoral graduates will secure professional positions in counseling and counselor education respectively.

UNIVERSITY ORGANIZATIONAL STRUCTURE

The counseling graduate program includes the following four full-time faculty members (Dr. Christopher Belser, Dr. Roxane L. Dufrene, Dr. Michelle Wade, and Dr. Zarus Watson), and several adjunct instructors.

Administration of the Program is the responsibility of the Coordinator, Dr. Zarus Watson. Administration of field experiences (Practicum/Internship) is the responsibility of the faculty of record for the practicum and internship classes each semester and the Counseling Lab Coordinator.

All faculty members in the counseling graduate program are members of the Department of Educational Leadership, Counseling, and Foundations. The counseling graduate program offers a master's degree and a doctorate in counselor education. The Department of Educational Leadership, Counseling, and Foundations also offers master's and doctoral programs in educational administration and higher education and provides research and educational foundations courses for the entire College of Liberal Arts, Education, and Human Development.

The Department of Educational Leadership, Counseling, and Foundations is a department within the College of Liberal Arts, Education, and Human Development. The University of New Orleans is one of nine universities within the University of Louisiana System.

ACCREDITATION

Accreditation of universities and university programs is voluntary. Universities and programs choose to seek accreditation to ensure that their academic programs meet the highest standards that have been set by academicians, professionals, and professional associations throughout the United States.

The University of New Orleans master's degree programs in Clinical Mental Health Counseling and School Counseling, and the doctoral program in Counselor Education, are accredited by the Council on Accreditation for Counseling and Related Educational Programs (CACREP). As of Fall 2016, there were 156 CACREP accredited master's degree programs in Clinical Mental Health, 31 CACREP accredited master's degree programs in Marital/Couple and Family Counseling/Therapy, 61 CACREP accredited master's degree programs in Mental Health Counseling, 42 CACREP accredited master's degree programs in Students Affairs/College Counseling, 192 CACREP accredited master's degree programs in School Counseling, and 11 Other CACREP accredited master's degree programs (Other includes Gerontological and Career Counseling). *Source: the CACREP Connection 2016* <http://www.cacrep.org/wp-content/uploads/2012/07/Connection-Fall-2009.pdf>. The UNO program presently has the only doctoral program in counselor education in Louisiana that is CACREP-accredited.

In addition to the general prestige of graduating from a program recognized as one of few to meet national standards, there are some very concrete advantages to having graduated from a CACREP-accredited graduate program in counseling. These advantages include being able to apply for and become a National Certified Counselor (NCC) upon graduation. CACREP accredited program graduates are allowed to take the National Counselor Examination (NCE) and immediately obtain the NCC credential upon successful completion of the exam. Graduates of programs that are not CACREP accredited must wait until they have completed two years of post-graduation supervised experience before they can obtain the NCC

credential. The NCE is used in Louisiana (and in most other states) as the licensure exam as well, so in addition to gaining the NCC credential, students can have their licensure requirements met with the same test. In addition, many job announcements now list preferences for candidates who have graduated from CACREP accredited graduate programs, who are NCCs, and who are licensed as professional counselors. All of these preferences can be realized more easily by having graduated from a CACREP accredited program in counseling.

All degree programs in the University of New Orleans College of Liberal Arts, Education, and Human Development, including all master's and doctoral degree programs in counseling, are accredited by the National Council for Accreditation of Teacher Education (NCATE). Some states offer special consideration to graduates of NCATE accredited programs when they apply for state certification as school counselors.

All state counseling licensure boards and school counselor certification agencies require that students have graduate degrees from universities that are regionally accredited. In addition, most jobs require that graduate degrees be granted from accredited universities. UNO is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

COUNSELOR LICENSURE AND CERTIFICATION

All graduate students should plan to become licensed as professional counselors in Louisiana or in the jurisdiction in which they plan to live and work. In addition, all students should plan to become National Certified Counselors (NCC) upon graduation from our CACREP accredited master's degree program. Students who plan to work as school counselors should become certified as school counselors by the state of Louisiana or the jurisdiction in which they plan to live and work. There are numerous other credentials offered by state agencies and national boards that may be important to the careers of professional counselors. Students should discuss other credentials that might be uniquely important to them with their faculty adviser.

The master's degree programs in Clinical Mental Health Counseling and School Counseling include all of the course requirements for licensure as a professional counselor in Louisiana. Supervised experience as a counselor intern and passing the NCE are required before any master's degree graduate is eligible for licensure as a Licensed Professional Counselor in Louisiana.

The master's degree programs in Clinical Mental Health Counseling and School Counseling include all of the course requirements for credentialing as a National Certified Counselor (NCC). Students may become certified by NBCC upon graduation from the program if they register for and pass the NCE.

SCHOOL COUNSELOR CERTIFICATION

All school counseling students are eligible to become certified in the state of Louisiana upon graduation. The State of Louisiana Department of Education awards ancillary certificates for K12 school counselors. Students who started after January 1, 2013 must follow the new ancillary certification guidelines. The new guidelines require a master's degree in school counseling from a CACREP accredited program, the completion of a practicum (100 contact hours) and internship (600 contact hours) in a school setting, and completion of the Praxis examination in school and guidance counseling. Further information and application forms can be accessed at www.teachlouisiana.net. If a UNO counseling student graduated with a different emphasis area (i.e. community counseling, clinical mental health counseling, or similar

programs) requirements must be completed based on State of Louisiana Department of Education requirements as noted above.

CLINICAL AND SCHOOL COUNSELING TRACKS

Students who request to complete both clinical mental health and school counseling tracks must complete one practicum of 100 hours and one internship with a minimum of 300 hours in clinical mental health OR school counseling before they can enroll in a second track of practicum and internships. Also, students cannot take additional courses in the semester they are taking a practicum and an internship in one semester and they cannot take two internships in a semester. Also, such requests must be approved by the Lab Coordinator and Practicum and Internship instructors. The following is an example of how a practicum and 2 internships in both tracks must be completed:

Spring 2020	Fall 2020	Spring 2021	Summer 2021	Fall 2021
School Practicum	School Internship I	School Internship II		
		Mental Health Practicum	Mental Health Internship I	Mental Health Internship II

CRIMINAL HISTORY

Many community agencies and schools require criminal history background checks. Students should be prepared to apply and adhere to the level of criminal background check (either at a local, state, or national level) that is required. In addition, please be aware that a criminal history can affect an individual's ability to be licensed in many states.

COUNSELING LAB

The counseling lab supports the teaching and training mission of the counseling programs at the University of New Orleans and is under 24-hour video surveillance. Audiotape and/or video recording of sessions are a significant component of counselor training. All interviews are audiotaped and/or videotaped as well as observed by faculty via the closed circuit television/computer stations. Because the lab provides a teaching-training function, permission to audiotape and/or video is obtained from applicants when they apply to the program. A consent form is used to obtain permission of applicants to audiotape and/or video. Once students are accepted into the program, they are required to read the handbook where they are notified that when entering the lab cameras are automatic, thus audiotaping and/or videotaping occurs at all times in the lab. The purpose of taping is for use in training and supervision. The taped sessions will be stored on a secure server location and password protected. The taped sessions will be erased after they have served their purpose.

FACULTY PROFILES

Dr. Christopher Belser (ctbelser@uno.edu) Dr. Christopher Belser, NCC is an Assistant Professor in the Counselor Education Program at the University of New Orleans. He earned his Ph.D. in Counselor Education & Supervision at the University of Central Florida and his M.Ed. in School Counseling at Louisiana State University. His research interests include P-16 career development initiatives in science, technology, engineering, and mathematics (STEM) and school counselor preparation. Dr. Belser has experience in Louisiana public and charter schools as a middle school counselor and as a high school

career coach. During his doctoral work, Dr. Belser coordinated a multidisciplinary research team within an NSF-funded undergraduate STEM recruitment and retention program and also taught a STEM-focused undergraduate career planning course. Dr. Belser has presented at local, state, national, and international conferences and is an active participant in various counseling-related organizations, including the American Counseling Association, Association for Counselor Education and Supervision, National Career Development Association, and the American School Counselor Association.

Dr. Roxane L. Dufrene (rdufren1@uno.edu) Dr. Dufrene is an Associate Professor in the Department of Educational Leadership, Counseling, and Foundations at the University of New Orleans (UNO). She holds a doctorate in Counselor Education with a minor in research from Mississippi State University and a master's in Counseling Psychology. Prior to coming to UNO, she served on the faculty at Northwestern State University in Natchitoches, LA and Marshall University in Huntington, WV. Dr. Dufrene has clinical experience in outpatient and inpatient state mental health treatment, college counseling, crisis intervention, counseling training clinics, and hospice. She is a Licensed Marriage and Family Therapist, a Licensed Professional Counselor, and a Board Approved Supervisor. Dr. Dufrene is also certified in Critical Incident Stress Management, has Louisiana Appraisal Privilege, and is an American Red Cross Mental Health Counselor. She has served as a crisis counselor for many of the national disaster including 9/11 and Katrina. She has co-authored and presented on topics including crisis intervention, ethics, and student remediation. She has previously served on the Louisiana Licensed Professional Counselors Board of Examiners, the Ethics Committee on the Louisiana Licensing Board and the Bioethics Committee and Pastoral Consultation Committee at Cabell Huntington Hospital in Huntington, WV. Her teaching and research interests include crisis intervention, remediation, psychometrics, technology, and ethics.

Dr. Michelle E. Wade (mewade@uno.edu) Dr. Wade is an Assistant Professor in the Counselor Education program at the University of New Orleans. She earned her Ed.D. in Counselor Education and Supervision from Argosy University – Northern Virginia and her M.Ed in Community Counseling and M.S. in Psychology from the University of Louisiana at Monroe. Dr. Wade's research interests include being an ethical counselor and application of ethics to numerous topics within counseling; the use of social media/smartphone applications for therapeutic purposes; and working with sexual minorities (more specifically the polyamorous and kink communities). She has presented at the local, state, and national levels on these topics. Dr. Wade is a licensed counselor and board approved supervisor for Maryland and Virginia. She holds a number of national certifications: National Certified Counselor (NCC), Approved Clinical Supervisor (ACS), and Board Certified Telemental Health Provider (BC-TMH). Additionally, she is a member of the American Counseling Association (ACA) and serves as the Ethics Committee co-chair. She is also a member of the Association for Counselor Education and Supervision (ACES), Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC), Association for Multicultural Counseling and Development (AMCD), Association for Creativity in Counseling (ACC), Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), and Association for Humanistic Counseling (AHC)

Dr. Zarus Watson (zwatson@uno.edu) Dr. Watson is a tenured Associate Professor of the Counselor Education and Coordinator of the counseling graduate program in the University of New Orleans, College of Liberal Arts, Education, & Human Development. He holds a B.A. from Tulane University and M.A. and Ph.D. degrees from the University of New Orleans. His current teaching and research interests include social systems theory (including conditioning models of communication, perception, and cultural identity development), organizational counseling and consultation/evaluation modeling. Dr. Watson has been principal or co-principal investigator on projects conducted or in conjunction with the area public

and charter school systems (including an African American adolescent male focus group initiative), National Finance Center's Department of Workforce Services of the United States Department of Agriculture (workplace productivity), Institute of Mental Hygiene, Louisiana State University Health Sciences Center (N.O.), Baptist Community Ministries, Ochsner Health Systems, The State of Louisiana, The City of New Orleans, The United States Department of Housing and Urban Development and other non-profit and faith-based institutions. He is a Licensed Professional Counselor, National Certified Counselor, and a member of Chi Sigma Iota and Phi Delta Kappa, the American and Louisiana Counseling Associations, the Association for Counselor Education and Supervision, the Military and Government Counseling Association, the National Career Development Association, and the Association of Multicultural Counseling & Development.

Dr. Barbara Herlihy (bherlihy@uno.edu) Emeritus Dr. Herlihy is a professor emerita who earned her M.Ed. from Miami University of Ohio and Ph.D. in Counseling Psychology from Northwestern University. Her areas of interest in teaching and scholarship include counselor ethics, multicultural counseling and social justice, supervision, and feminist therapy. She is the co-author of six books including the *ACA Ethical Standards Casebook* (6th ed.; 2006) with Gerald Corey; *Ethical, Legal, and Professional Issues in Counseling* (4th ed., 2014) with Dr. Ted Remley; *Boundary Issues in Counseling: Multiple Roles and Responsibilities*, (2nd ed.; 2006) with Gerald Corey; the 4th and 5th editions of the *American Counseling Association Ethical Standards Casebook*; and *Dual Relationships in Counseling*. She has published over 65 journal articles and book chapters. Dr. Herlihy has served on the editorial boards of the *Journal of Counseling and Development*, *The School Counselor*, and *Directions in Mental Health Counseling*. She was a member of the ACA Ethics Code Revision Taskforce (2002-2005) and has chaired the American Counseling Association Ethics Committee. In 2000, she received the Outstanding Mentor Award from the Association for Counselor Education and Supervision (ACES), and, in 2008, the Southern Association for Counselor Education and Supervision's Courtland Lee Social Justice Award. Dr. Herlihy has been a school counselor in Ohio and Illinois and a counselor in community settings and private practice in Texas. Previously, she was a faculty member at the University of Wisconsin-Whitewater, University of Houston-Clear Lake, and Loyola University of New Orleans. She is licensed as a Professional Counselor, and is a Board-Approved Counselor Supervisor and National Certified Counselor.

Dr. Louis Paradise (lparadis@uno.edu) Emeritus Dr. Paradise is professor emeritus, provost emeritus, and vice chancellor emeritus since December 2012. He has been a professor of counseling for more than 40 years. He is the author or co-author of five books and monographs and has published over 65 research and scholarly articles in 41 different professional journals. He was a licensed psychologist, an LPC, an LPC-S, and a NCC. He has made almost 100 conference presentations at 17 different professional organizations. He has served on 148 completed doctoral dissertations, including PhD, EdD, and DrNursing Science, directing 42. He has served as a program coordinator, a department chair, a dean, UNO's first executive vice chancellor, and a university provost for more than 25 years. Dr. Paradise has a BS from Pennsylvania State University, an MS from Bucknell University, and a PhD from the University of Virginia. Prior to arriving at UNO, he taught at The Catholic University of America. His research and presentations have included topics on ethics and ethical issues, counseling process research, and research methodology. Since his retirement, he has moved to the Northshore and has enjoyed travelling visiting almost 70 counties.

COUNSELING GRADUATE PROGRAM STUDENT HANDBOOK

The UNO Counselor Education Graduate Program Student Handbook is a resource providing information for all students enrolled in the program. The counseling faculty review and revise the handbook to reflect CACREP's accreditation standards. For students to become NCCs and licensed in Louisiana, changes and revisions based on CACREP standards must be adhered to within the semester standards are implemented. Students are required to be familiar with the contents of the handbook and to meet the standards included in the handbook and CACREP standards. When admitted to the Counseling Education Program, students will have read the handbook and sign the Counselor Education Graduate Program Student Handbook Acknowledgement and Agreement form. The form must be submitted to the program. The form is at the end of the handbook. Additionally, students are expected to read and adhere to the *ACA Code of Ethics* during their tenure in the Counseling Educator Program. The code can be found on ACA's website – www.counseling.org.

MASTER'S AND DOCTORAL DEGREES

The counseling graduate program is administered by the Department of Educational Leadership, Counseling and Foundations (ELCF) and is located in the College of Liberal Arts, Education, and Human Development at the University of New Orleans. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the University of New Orleans is accredited by the Southern Association of Colleges and Schools (SACS). The counseling graduate program has a master's and doctoral degree.

MASTER'S DEGREE ADMISSIONS

As a part of the admission process to the counseling master's degree program, all master's applicants are required to submit application documents at UNO's website. Acceptance into the Counselor Education Program is a two-part process. In the first part of the process once applicants apply, the Counseling Education Program faculty will review all applications. After the review of applications, the second part of the process is applicants will be chosen to be interviewed in a group setting that is conducted by the Counselor Education Program faculty and/or the doctoral level graduate assistants. Applicants not chosen for the interview process will be notified that they were not chosen for admittance into the master's program. After the screening group interviews, all applicants will be informed whether they are accepted into the Counselor Education Program. In the event an applicant is chosen for a screening interview who lives out of town, it is possible that the screening interview will be conducted by telephone at a date and time mutually agreed upon.

DOCTORAL DEGREE ADMISSIONS

As a part of the admission process to the counseling doctoral program, all doctoral degree applicants are required to submit application documents at UNO's website. Acceptance into the doctoral program is a two-part process. In the first part of the process, the Counselor Education Program faculty will review all applications. After the review of applications, the second part of the process is when chosen applicants are interviewed individually by the Counselor Education Program faculty and/or the doctoral level graduate assistants. Applicants not chosen for the interview process will be notified that they were not chosen for admittance into the doctoral program. After the individual interview, applicants will complete a

counseling role play with a doctoral student in the counseling lab. And, a written case study will be completed in the computer lab. After the interview screening process, all applicants will be informed whether they are accepted into the Counselor Education Program. In the event an applicant is chosen for a screening interview who lives out of town, it is possible that the screening interview will be conducted by telephone at a date and time mutually agreed upon.

GRADE APPEALS

In the event a student believes that a final grade for a course is unfair, the matter should be discussed directly with the professor first. If the situation is not resolved to the student's satisfaction, the student should then consult with the Coordinator of the counseling graduate program. After discussing the matter with the Coordinator, the student may appeal the grade according to grade appeal procedures outlined in the UNO Counselor Education Graduate Program Student Handbook. Only final grades in courses may be appealed.

CODE OF CONDUCT

Students are expected to conduct themselves according to the principles of academic integrity as defined in the statement of academic dishonesty in the UNO Student Code of Conduct. Any student or group found to have committed an act of academic dishonesty shall have their case turned over to the office of student accountability and advocacy for disciplinary action which may result in penalties as severe as indefinite suspension from the University. Academic dishonesty includes, but is not limited to: cheating, plagiarism, fabrication, or misrepresentation, and being an accessory to an act of academic dishonesty.

During enrolment in the counselling program, students are expected to follow all UNO's Student Handbook and Policies including alcohol and drug policies, discrimination and weapons policies <http://new.uno.edu/student-affairs/handbook>.

During the first semester of the counseling graduate program, students are responsible to complete an on-line ethics Plagiarism website training and submit a completed certificate at <https://plagiarism.iu.edu>.

During enrollment in the Counselor Education Program, students are expected to learn to work effectively with a diverse clientele as counselors-in-training and to conduct themselves in an ethical, responsible and professional manner. Students must be knowledgeable of and at all times adhere to the general standards of the American Counseling Association's (2014) *Code of Ethics* and the Louisiana Licensed Professional Counseling (LPC) Board's *Laws and Rules*. The *Code* (ACA, 2014) and the LPC Board mandates remedial assistance when needed of students by supervisors and counselor educators. Additionally, the Council for Accreditation of Counseling and Related Educational Programs Accreditation Standards (CACREP, 2016) necessitates that programs include procedures for student remediation. The overarching ethical imperative of preventing harm to clients places an importance on student remediation within Counselor Education Program. Students may be remediated at any time in the Counselor Education Program for academic as well as interpersonal characteristics.

ATTENDANCE

In a class setting, three unexcused tardies will equal one absence. Two absences will result in the lowering of one letter grade. Three unexcused absences will result in a letter grade of a “C” or lower. **Tardiness* = 5 minutes or more past the class start time.

DISMISSALS

Master's students who earn more than one grade of C or less in courses required for their degree program will be dismissed from the degree program in which they are enrolled. In addition, graduate students whose cumulative UNO graduate grade point average for two consecutive semesters (fall and spring or spring and fall) is below 3.0 will be dismissed.

Doctoral students who earn one grade of C or less in courses required for their degree program will be dismissed from the degree program in which they are enrolled. In addition, graduate students whose cumulative UNO graduate grade point average for two consecutive semesters (fall and spring or spring and fall) is below 3.0 will be dismissed.

Master's students who do not meet the requirement for continuous enrollment, do not have counseling professional insurance during practicum and internship classes, or do not have a leave of absence approved will be dismissed from the counseling degree program. Master's students must make a leave of absence request that describes their *status* (i.e., attached POS) in the counseling program in writing with their adviser and the counseling faculty. The leave of absence request can be submitted by email to their adviser and the Coordinator. Students will be notified by their adviser if their request is approved. Master's students who fail the comprehensive exam **twice** will be dismissed from the degree program.

Doctoral students who do not meet the requirement for continuous enrollment, do not have counseling professional insurance throughout their enrolled time in the program, or do not have a leave of absence approved will be dismissed from the counseling degree program. Doctoral students must make a leave of absence request that describes their *status* (i.e., attached POS) in the counseling program in writing with their adviser and the counseling faculty. The leave of absence request can be submitted by email to their adviser. Students will be notified by their adviser if their request is approved. Doctoral students who fail the General Exam **twice** will be dismissed from the degree program.

All of the dismissals listed above are administrative in nature. Students are notified by the Coordinator that they have been dismissed from the program and the Department Chair is notified of such dismissals.

PROFESSIONAL AND INTERPERSONAL CHARACTERISTICS

Students are expected to conduct themselves in an ethical, responsible and professional manner. Students must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (2014). As future professional counselors, students must be concerned about other people, be psychologically well (personally and professionally) and be capable of effective interpersonal relationships. Students must be committed to continued personal growth and professional development and to demonstrate their commitment through self-reflection and responsiveness in their interactions with faculty, supervisors, staff, and peers in all activities related to the

counseling degree program. Students must be committed to working effectively with a diverse clientele. At the onset of students' academic program, students are directed and required to review the Graduate Catalog, Student Handbooks, PIC policy and procedures and the ACA *Code of Ethics*. The general and specific ACA standards for ethical practice are listed on the ACA website at <http://www.counseling.org>. Students must seek clarification when needed regarding any requirements. In order to successfully complete the Counselor Education Program and be endorsed for professional organizations, certifications or state licenses; students are expected to academically meet all program requirements including department professional and interpersonal requirements in all professional settings, classes, clinical sites, and all verbal and written communication with faculty, university personnel, counseling professionals, and peers.

The practice of counseling is an art and science where the personhood of the counsellors is a critical variable in the therapeutic encounter. As part of those student requirements, faculty will regularly monitor not only students' academic progress but also selected personal characteristics that will affect their performance in the program and in the professional field. A developmental, systematic assessment of each student's progress is conducted within classes and regularly by full-time faculty with input invited from adjunct and affiliate program faculty. The UNO counselor education graduate program has clear guidelines for assessing competencies.

REMEDICATION

The use of the Professional and Interpersonal Characteristics Scale (PICS) provides a systematic means for evaluating such competencies as one's openness to learning, constructive giving and receiving of feedback, openness to differing viewpoints and world views, adherence to ACA's *Ethical Code* and the Louisiana Licensed Professional Counselor *Laws and Rules*. A copy of the PICS can be found in the forms section of the Counseling Graduate Program Student Handbook.

As part of the admissions process, items from the PICS are addressed in screening groups with all applicants prior to the faculty's review of applicants' written materials. Also, during each term, the Advanced Counseling Techniques (EDGC 6440) and Practicum (EDGC 6896) instructors complete a PICS on each student enrolled in each course and as necessary throughout the program by a faculty member or adviser. In addition, a PIC review may be initiated on any student at any time if a faculty member, professor, adviser, staff, program adviser or supervisor finds that a student has displayed behavior(s) or interactions that do not reflect professional competency on one or more PICS criteria. Faculty also may initiate a PIC review at any time students engage in illegal behaviors, threatens others, or violates the ACA *Code of Ethics*, the Louisiana Licensed Professional Counseling Board *Laws and Rules*, and UNO's Student Code of Conduct. In such cases, depending upon the circumstances, the PIC process may result in a student being dismissed from the UNO Counselor Education program without the opportunity for remediation. The PICS is considered a part of the review of a student's eligibility for candidacy in the master's degree program. Admission to the program does not guarantee students will remain in the program.

In instances when problems emerge with a student, the situation will be reviewed by the Counselor Education Graduate Program Faculty to determine what intervention(s) may be appropriate for the student. Periodically during remediation, the full time Counseling Graduate Program Faculty will meet to review the student's progress. In order for a student to be dismissed, it must be determined that a student

has not been successful in fulfilling the prescribed remediation plan by a majority vote of the full-time counseling faculty

PIC POLICY AND PROCEDURES

The issue of all behaviors, attitudes, and competencies essential for effective functioning in the counseling field is addressed by the Counseling Education Program. The UNO Counselor Education Program has clear guidelines for assessing competencies using the Professional and Interpersonal Characteristics Scale (PICS) included in the Professional and Interpersonal Characteristics Policy and Procedures, which provides a systematic means for evaluating such competencies as one's openness to learning, constructive giving and receiving of feedback, interactions and behaviors with others, and openness to differing viewpoints and world views.

This policy and procedures apply to all students enrolled in the Counselor Education Program. As part of meeting the program objectives and academic requirements set forth in the Counselor Education Program Student Handbook, UNO Student Code of Conduct, Graduate Catalog or other university policies; students are expected to conduct themselves in an ethical, responsible, and professional manner. Student conduct is evaluated through the use of the PIC policy and procedures. The purpose of the PIC review process is to regularly monitor students' professional and personal development as required by ACA (2014) *Code of Ethics*, Louisiana LPC Laws and CACREP (2016) to ensure that students progress towards the necessary behaviors, attitudes, and professional competencies as counselors-in-training. Student progress is routinely monitored and discussed during faculty meetings and in consultation with other faculty members. Students must be able to demonstrate competencies in all interactions with others as measured by the Professional and Interpersonal Characteristics Scale (PICS).

Students' professional and interpersonal characteristics are evaluated using the PIC process and documented with the PICS. The PIC is a process to provide students with professional and interpersonal feedback about both the challenges and competencies they are experiencing in their behaviors and interactions with others. Recommendations that students are required to complete are included in the PICS such as attending counseling as well as additional supervision, assignments, readings, not enrolling in certain class(es), taking additional classes, or taking a leave of absence.

Students not progressing adequately in academic performance, personal and interpersonal development, and/or professional development will be remediated. In instances when concerns or challenges emerge as a result of the PICS, the situation will be reviewed by the Counselor Education Program faculty to determine whether and what remedial intervention(s) may be appropriate for the student. The faculty may consult with any professionals regarding the development of alternative remedial strategies and/or evaluation of the student's lack of competencies for continuation in the program. When a PICS is completed by a faculty member or staff, four results are possible: (1) Additional actions to be taken, (2) Referred to remediation, (3) Suspended from the program (removed for a specific amount of time or until certain requirements are met), (4) Dismissed from the program, or (5) Resolved. Also, the Department Chair is notified.

When a student receives a second PICS, the full-time counseling faculty will review the concerns and decisions will be made regarding further actions. At the end of a designated time period for remediation and completion of a remedial plan, faculty will meet to review the student's progress. A student will be dismissed from the program for non-academic reasons only after the student has been given an opportunity to fulfill a remediation plan. Remediation occurs once in the program. In order for a student

to be dismissed, it must be determined that a student has not been successful in fulfilling the prescribed remediation plan by a majority vote of the full-time counseling faculty or that a second situation of concerns or challenges in academic performance, personal or interpersonal /professional development has occurred. Students who are not progressing adequately in the program can be suspended (removed for a specific amount of time or until certain requirements are met) from the program, and/or dismissed (removed permanently) from the program. Students can be dismissed from the academic program by a majority vote of the full-time faculty either as a result of the PIC evaluation process (see appropriate section), for failure to complete a remediation plan, or for unethical or illegal conduct. Such dismissals may be appealed to the Coordinator of the Counselor Education Program and will be processed in the same manner as an appeal of a final grade in a course is handled in the department.

Students will have the opportunity to participate and respond to the PIC process. Performance on the PICS will be rated on a scale of 1 (*Strongly Agree*) to 6 (*Strongly Disagree*). A rating of 1 on all of the PICS indicates competence. A copy of the PICS will be given to the student and a copy will be kept in the Counselor Education Program. If a 5 or 6 rating on any of the PICS requirements are given, the following procedure will occur:

1. During counseling faculty meetings or faculty consultations, all counseling faculty will review a student receiving a 5 or 6 rating on the PICS. Once faculty are notified, the student will be required to meet with the faculty member initiating the PICS and one other professional (e.g., graduate assistant, doctoral supervisor, staff, or faculty member) in accordance with the PIC procedures. The student will be contacted to schedule a meeting to review the PICS. The student has five business days to respond to the request to schedule a meeting. A meeting with the student will be held with the issuing faculty member and one other professional (e.g., graduate assistant, doctoral supervisor, staff, or faculty member). If the student is not available for a meeting or does not respond to email, the student will be emailed the PICS and placed on remediation. If the PICS process was initiated because the student engaged in illegal activities, was a threat to others, violated the UNO Student Code of Conduct, or fails to show reasonable progress in remediation; a student will be dismissed from the Counselor Education Program.
2. During the meeting with the faculty member, one professional, and the student; the PICS will be reviewed with the student and discuss appropriate action (e.g., assignment, remediation, etc.). At that time, the PICS can be signed and finalized. The issuing faculty member will provide a copy to the student of the PICS (incorporating any changes agreed upon at the meeting) for review and signature. Or, the student can have five business days to review, sign, and return the PICS. After the fifth day, the process will occur even if a student fails to sign and/or return the PICS. At that time, additional requirements to the PICS can be added by faculty. When a PICS is completed by a faculty member, the results of the PICS can be resolved, additional actions taken, referral to remediation, suspended from the program, or dismissed from the program.
3. Each semester during faculty review of students, each student who has received a PICS will be reviewed for updates. A summary of the student's status (i.e., continued requirements, revised requirements, or resolution) will be recorded on a PICS.
4. If at any time the student is determined not to be making satisfactory progress, faculty may either add additional requirements with an addendum to the remediation plan or dismiss the student from the program. The faculty may consult with any professionals regarding the development of alternative

remedial strategies and/or evaluation of the student's lack of competencies for continuation in the program. All forms and documents will be placed in kept in the Counselor Education Program.

5. When a student receives a second PICS for a second circumstance, a remediation plan must be considered by faculty.
6. A remediation plan may include: (a) specific requirements from the PICS, (b) specific interventions that address remediation, and (c) specific requirements to demonstrate remediation efforts have been successful. The faculty who initiated the PICS or an agreed upon faculty member(s) will monitor the student's progress on the remediation plan. If at any time the student is determined not to be making satisfactory progress, the faculty may either add additional requirements with an addendum to the remediation plan or dismiss the student from the program
7. All faculty review decisions for a student's dismissal from the Counselor Education Program. Remediation occurs once in the program. In order for a student to be dismissed, it must be determined that a student has not been successful in fulfilling the prescribed remediation plan by a majority vote of the full-time counseling faculty or that a second situation of concerns or challenges in academic performance, personal or interpersonal/professional development has occurred.
8. Notification to the Department Chair of the College by initiating faculty members through email or the Notification form included in the policy.

COUNSELOR EDUCATION PROGRAM REQUIRMENTS

Master's students who have successfully passed the Counselor Education Comprehensive Exam (CECE) and completed all coursework are eligible to graduate. A score of 60% or higher is considered a passing score on the CECE. Master's students must complete a candidacy form which can be found on the Graduate School website. Classes listed on the candidacy form must match with classes listed on the POS. Both documents should be submitted to the graduate assistant of the Counselor Education Program. Students must meet all requirements of the Counselor Education Program and pass the comprehensive exam to graduate.

Doctoral students who have completed all coursework, passed the General Examination, submit a signed POS, and successfully defended their dissertations are eligible to graduate. Students must meet all requirements of the Counselor Education Program.

In the event that all coursework is completed and the student has not passed the comprehensive exam or final dissertation defense, in a student's last semester, the student may register for the 1 credit hour course, EDGC 7040.

Once admitted to a graduate degree program, master's and doctoral students must be continuously enrolled every regular academic term (Fall and Spring) until they satisfy all degree requirements. Students who are not enrolled in a given term must apply for a leave of absence through their degree program in order to remain in good standing. Eligible doctoral candidates (advanced to candidacy, exceeded coursework requirements, no financial holds) will be automatically enrolled in a 1hour Continuous Enrolment course (EDGC 7060). To request a leave of absence from the Counselor Education Program,

students must email their adviser providing an brief explanation for the reason for requesting the leave. Students' advisers, will submit students' leave request to faculty for review and student will be notified if the leave is approved or denied.

GRADUATE SCHOOL REQUIREMENTS

Students **MUST** be enrolled during the semester in which they plan to graduate. Students must review the graduation requirements and complete all documents required by the Graduate School. The requirements and forms can be found on the Graduate School website.

STUDENT AWARDS

Twice each year, the faculty of the Counselor Education Program may select outstanding master's and outstanding doctoral graduates to receive program awards. The awards are given at the Graduation Celebrations, which are held at the end of fall and spring terms. Those eligible to receive an award include individuals who are receiving their degrees for the previous summer or the fall semester for the December awards; and the spring semester for the May awards. Some or all of the awards listed below may be given each term. In addition, special awards may be given by the faculty. The criteria for the awards include the following:

OUTSTANDING MASTER'S AND DOCTORAL GRADUATES

1. Potential for making significant and important contributions to the counseling profession;
2. Academic performance as a graduate student;
3. Demonstrated counseling skills; and
4. Special accomplishments as a graduate student or professional which might include, but are not limited to, publishing in professional journals, presenting at professional conferences, holding offices in student or professional associations, participating in research activities, and providing some type of notable leadership.

OUTSTANDING MASTER'S INTERN

1. Exceptional performance as a practicum and internship student; and
2. Outstanding evaluations from all supervisors.

OUTSTANDING DISSERTATION

1. Completion of a dissertation of exceptionally high quality; and
2. Agreement by faculty members that the dissertation deserves special recognition.

OUTSTANDING PROFESSIONAL LEADERSHIP

1. Evidence of leadership as a master's or doctoral student in student or professional organizations;
2. Potential for future contributions to the counseling profession in the area of leadership.

OUTSTANDING UNIVERSITY SUPERVISOR

1. Exceeds UNO program expectations in facilitating supervision of supervisee's developmental growth.
2. Works collaboratively with UNO faculty and site supervisors to provide excellent supervision of master's level supervisees.

OUTSTANDING PRACTICUM/INTERNSHIP SITE

1. Exceeds UNO program expectations and requirements in providing a clinical environment for master's level practicum and internship students.
2. Works collaboratively with UNO supervisors and faculty, and offers additional training for students addressing clinical skills as well as professional identity.
3. Agreement by faculty that the site provides an exceptional learning environment.

The selection procedures include the following:

1. Near the beginning of each term, the Program Coordinator provides to all full-time counseling program faculty a list of students who are eligible for an award based on their graduation date.
2. Full-time faculty are invited to nominate students for an award. The nomination includes a written statement as to why the faculty member believes a student should be selected for the award.
3. The full-time faculty are provided with copies of all written nominations. Nominees are discussed and award recipients are selected by majority vote.

OUTSTANDING DISSERTATION

The College of Liberal Arts, Education, and Human Development selects a dissertation as the outstanding document produced during a particular year. A college committee accepts nominations and selects the recipient. A doctoral graduate's committee chair should nominate exceptional dissertations for this award.

OTHER AWARDS

Many national associations, UNO entities, and others offer special awards for graduate students and recent graduates. Students or graduates who wish to be nominated for such awards are encouraged to discuss being nominated with their faculty adviser. Faculty members are pleased to support opportunities for recognition of students and graduates of the counseling graduate program.

COUNSELOR EDUCATION PROGRAM COMMUNICATION

EMAIL LISTSERV

All counseling graduate students are **REQUIRED** to utilize e-mail throughout their graduate program. UNO provides all students with a free e-mail address. In addition, computer laboratories located throughout the campus provide free access to e-mail for students. Students **must register** for the counseling graduate program Listserv, monitor for announcements regularly, and remain as Listserv participants until they graduate. Doctoral students should also sign up for the COUNSDOC listserv in

addition to COUNSLINK. The counseling listservs are to be used for professional announcements. No personal posting are allowed on the listservs and it is moderated by the Program.

To register on the Listserv:

Go to <http://listserv2.uno.edu>. This will take you to Welcome to LISTSERV 14.5.

Click on Get a LISTSERV password for this server (it's under Assistance on the left hand side of the page) This will take you to Registering your LISTSERV Password.

After you have entered your email address and password, click on **Register Password**. This will take you to a page called **Confirmation E-Mailed**, which will tell you that your password registration request has been accepted.

Leave the Listserv website and go to your **inbox** where there should be an email from Listserv with instructions on how to confirm this. You will be asked to click on the link in the email.

This will take you to a page at <http://listserv2.uno.edu> which will say **Confirming....Your new password was registered successfully**.

Go back to <http://listserv2.uno.edu>. This will take you to Welcome to LISTSERV 14.5.

Click on **Subscriber's Corner** (it's at the top left of the page). This will take you to Welcome to Subscriber's Corner.

Click on **Server Archives** (it's at the top left of the page under Subscriber's Corner). This will take you to **List Archives at LISTSERV2.UNO.EDU**. Click on the List you want to join e.g., **COUNSLINK or COUNSDOC**.

This will take you to Archives of COUNSLINK@LISTSERV2.UNO.EDU or COUNSDOC. Click on Join or leave the list (or change settings). This will take you to Join or Leave the COUNSLINK (or DOC) List. Enter your email address and name. Click on Join COUNSLINK (or DOC).

A message will appear at the top of the page saying that a confirmation request is being sent.

Check your email as this will confirm that you are a member of the Counslink Listserv.

Faculty and students regularly post important messages to this Listserv. Students who do not sign on or who do not check their e-mail messages on a regular basis will miss important announcements. It is a requirement of UNO that students check **UNO email accounts** on a regular basis.

BULLETIN BOARDS

The counseling graduate program maintains two bulletin boards located on the first floor of the Bicentennial Education building, next to room 182. All students are strongly encouraged to check these boards on a regular basis. The most up-to-date information regarding program courses, upcoming events, practicum and internship information and deadlines, student organizational activities, and departmental

announcements is available by viewing these boards. In addition, information about the master's comprehensive exam, the NBCC exam, potential practicum and internship placements, and job opportunities are provided on these boards.

COUNSELING STUDENT ORGANIZATIONS

CHI SIGMA IOTA, ALPHA ETA CHAPTER

Chi Sigma Iota is an international scholarly honor society of professional counseling and for professional counselors, including counseling graduate students and alumni. CSI is one of the largest member organizations of professional counselors worldwide. Membership in the society is by invitation. Students who have been admitted to a degree program and who have earned at least a 3.5 grade point average in 9 or more hours are invited to join. Initiation of new members is held twice annually, in the fall and spring semesters. Students who believe they may be eligible for membership, but have not been invited to join, should consult the Chi Sigma Iota website for a membership application at the following address: <http://www.csi-net.org>. UNO's Alpha Eta chapter sponsors numerous activities throughout the year for all students, faculty, alumni, and the New Orleans professional community. Examples of the activities include professional development seminars (i.e., the Big Easy Seminars) featuring nationally recognized counselor educators, program socials, and mentorship meetings. Christopher Belser is the Faculty Adviser. For more information about Chi Sigma Iota, please visit www.csi-net.org.

COUNSELING ORGANIZATION OF GRADUATE STUDENTS (COGS)

The Counseling Organization of Graduate Students (COGS) seeks to promote the development of master's level counseling students through education, advocacy, collaboration, and training opportunities to ensure the highest level of proficiency and improvement in the quality of student experiences and provide a deeper connection to the communities in which we serve as mental health professionals. Membership in the society is by invitation to students who have been admitted to the master's counseling graduate program. The COGS organization has monthly meetings which provide a forum of professional development and advocacy opportunities for students in the Counselor Education Program.

COUNSELING PROFESSIONAL ASSOCIATIONS

The faculty in the counseling graduate program believes that an essential component of professional development for counselors is membership and participation in national and state professional counseling associations. As soon as students are accepted into a degree program, they are strongly encouraged to join both the American Counseling Association (ACA) and the Louisiana Counseling Association (LCA). Membership dues in ACA, LCA, and their various divisions are very reasonable for graduate students. To join ACA and its divisions visit the website at www.counseling.org or call 800-347-6647. To join LCA and its divisions, write to Diane Austin, Membership Coordinator, 353 Leo Street, Shreveport, LA 71105, call her at 1-888-522-6362, or visit the LCA web site at www.lacounseling.org. Membership benefits include regular newsletters updating members on events vital to the counseling profession, professional scholarly journals, and information on workshops and conferences. In addition, the associations work to promote the profession of counseling and all counselors benefit from the work of these associations.

Students should join at least one and perhaps several divisions in ACA and LCA according to their emphasis areas and special interests within counseling. Most ACA and all LCA divisions may be joined on the same form required to join ACA and LCA. Students emphasizing community counseling should join the American Mental Health Counselors Association (AMHCA) and the Louisiana Mental Health Counselors Association (LAMHCA). Students emphasizing school counseling should join the American School Counselor Association (ASCA) and the Louisiana School Counselor Association (LASCA). Doctoral students should join the Association for Counselor Education and Supervision (ACES), the Southern Association for Counselor Education and Supervision (SACES), and the Louisiana Association for Counselor Education (LACES). All students are encouraged to join the Association for Multicultural Counseling and Development (AMCD), the Counselors for Social Justice (CSJ), and the Association for Specialists in Group Work (ASGW), and the state equivalents. Those students who have special interests in areas in counseling represented by other divisions should join those divisions as well.

Master's students in practicum or internship and all doctoral students are required to purchase and maintain counseling professional liability insurance during each semester of enrollment. Proof of "student" liability insurance is **required before** master's students can begin their field experience and must be maintained throughout their clinical field work. Students who are members of ACA can purchase student professional liability insurance through that organization. If a master's student is a member of ACA there is no cost for insurance. To join ACA and to purchase professional liability insurance, students may call 800/347-6647, or visit their website, www.counseling.org.

Doctoral students are required to maintain proof of "counseling professional" liability insurance during their entire time in the program including their dissertation coursework. Doctoral students are also required to purchase and provide evidence of the *consulting services liability endorsement* for his or her insurance policy. If a student does not provide evidence through the professional insurance company that these insurance policies are up-to-date a student will be dismissed from the program and removed from all registered courses. This endorsement protects the student when "teaching, training, speaking" professionally at seminars, workshops, conferences, and professional settings. You can download the form online: <http://hpsoc.com/individuals/professional-liability/consulting-services-endorsement/cse>. LCA holds a conference each year in Louisiana and most students register and attend. ACA holds an annual national conference and students are encouraged to attend. Doctoral students should attend annual conferences of the Southern Association for Counselor Education and Supervision (SACES) or the Association for the Counselor Education and Supervision (ACES). Students who wish to present professional programs alone or with faculty members at state, regional or national conferences are encouraged to do so. Doctoral or master's students who wish to present professional programs at conferences at state, regional or national conferences must notify and get approval from their adviser (no approval is required when students are co-presenting with a full-time faculty member in the Counselor Education Program). Planning for such presentations should begin a year in advance of conferences.

FINANCIAL ASSISTANCE/ASSISTANTSHIPS

FINANCIAL ASSISTANCE

Students admitted to master's or doctoral programs in counseling are eligible to apply for financial assistance in a variety of forms. Loan information and applications are available by contacting the UNO Office of Student Financial Aid, located in the Privateer Enrollment Center, 105 Earl K. Long Library, (504) 280-6603.

GRADUATE ASSISTANTSHIPS

Graduate assistantships which require 20 hours of work each week in exchange for a salary and tuition waiver (in-state and out-of-state tuition) are available in various offices throughout the university. Students who hold assistantships are not allowed to hold additional employment, unless they have written approval from the College of Liberal Arts, Education, and Human Development. The application packets for admission to master's and doctoral programs in counseling include names, addresses, and telephone numbers of offices on the UNO campus that currently award assistantships. Also, contact the Coordinator of the program.

FELLOWSHIPS

Fellowships for doctoral students require full-time pursuit of a doctoral degree and offer substantial stipends. These are available from time to time. Students interested in fellowships should contact the counseling graduate program Coordinator to determine whether any fellowships are available.

SCHOLARSHIPS

Scholarships often are awarded to newly accepted fall semester admits of the counseling graduate program and who meet the scholarship eligibility requirements. Information and applications can be found on UNO's Graduate School website. Students must apply for these scholarships during the semester in which they are accepted. The scholarships are for recruitment, not retention; therefore, new scholarships are not awarded to currently enrolled students.

COUNSELING RELATED EMPLOYMENT

Many students find employment in counseling related areas during the time they are earning their master's or doctoral degrees. If their jobs involve counseling related duties and there is a qualified mental health professional available on the site to provide clinical supervision for students when **transitioning** to counseling responsibilities, it is possible that students may use their jobs for their practicum and internship placements. However, job related situations **must** provide counseling training opportunities different than what a student has been doing as part of their existing jobs and must be approved by the faculty before beginning practicum or internship. Students wishing to secure counseling related jobs should check job notices posted on the counseling bulletin board on a periodic basis, talk to full-time faculty members about their interest in securing a job, and consult with the UNO Career Planning and Placement Center. Also, the Louisiana LPC Board Laws and Rules must be adhered to regarding counseling and work situations. The laws and rules can be reviewed at the LPC board website.

JOB PLACEMENT

There is a continuing need for well-educated master's and doctoral level professional counselors in the New Orleans area, particularly post-Katrina, and in the state of Louisiana and the nation. Generally, master's and doctoral graduates of the UNO counseling graduate program do not have difficulty securing employment in the counseling area in which they are interested. However, job seeking should begin early in a student's graduate program and should be addressed throughout the time students are earning their

degrees. Often, students select practicum and internship placements with the intention of seeking employment with that or a similar agency at the end of their field experience.

Experience has shown that informal contacts lead to jobs more often than formal application procedures following the announcement of jobs in newspapers and newsletters, or through bulletin board postings. As a result, students are encouraged to discuss job seeking activities with their faculty advisers and with their professors throughout their graduate degree program.

Doctoral students wishing to find employment as counselor educators can find job announcements through the following online sources:

The Chronicle of Higher Education: www.chronicle.com

Counselor Education and Supervision Network (CESNET): To join this listserv, send an email to: LISTSERV@LISTSERV.KENT.EDU

Higher Ed Jobs: <https://www.higheredjobs.com>

SCHOLARLY JOURNALS

Counseling graduate students often must read articles in professional counseling journals when they are writing papers and preparing research projects. Students are encouraged to utilize professional association journals published by the American Counseling Association (ACA) and its various divisions. Many of these journals are available in the UNO Library and others can be secured through interlibrary loans. The professional journals published by ACA and its divisions are as follows:

Journal of Counseling & Development
Counseling and Values
Counselor Education and Supervision
Counseling Outcome Research and Evaluation
Journal for Specialists in Group Work
Journal of Addictions & Offender Counseling
Journal of Child & Adolescent Counseling
Journal of College Counseling
Journal of College Student Development (published by ACPA, a former ACA division)
Journal of Humanistic Education and Development
Journal of Mental Health Counseling
Journal of Multicultural Counseling and Development
Measurement and Evaluation in Counseling and Development
Professional School Counseling
The Career Development Quarterly
The Family Journal: Counseling and Therapy for Couples and Families
The Journal of Humanistic Counseling

All counseling graduate students are encouraged to regularly scan through and read the latest editions of scholarly journals in their interest area(s). The counseling graduate program faculty recommend incorporating such reading into their academic and professional routine as a means of staying in touch with the most up-to-date information, research, and clinical conceptualizations in the professional counseling field.

COUNSELING STUDENT SUCCESS REFERENCES

The counseling graduate program faculty wish for each student to enjoy the process of and experience success in the pursuit of their professional and academic training. For the most part, experience and research has demonstrated that connecting with peers, supervisors, and faculty can provide support and encouragement throughout the joys and challenges of the graduate school experience. Below is a brief listing of references which may be helpful at various stages of the counseling graduate program. This list is by no means exhaustive, but instead is intended to serve as a starting place. Do not hesitate to request additional references suggestions from peers, supervisors, and faculty.

- American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). Alexandria, VA: Author
- Chen-Hayes, S. F., Ockerman, M.S., & Mason, E. C. M. (2013). *101 solutions for school counselors and leaders in challenging times*. Thousand Oaks, CA: SAGE Publications.
- Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish* (2nd ed.). Washington, DC: American Psychological Association.
- Corey, M. S., & Corey, G. (2015). *Becoming a helper* (7th ed.). Pacific Grove, CA: Brooks/Cole Publishing.
- Flamez, B., Lenz, A. S., Balkin, R. S., & Smith, R. L. (2017). *A counselor's guide to the dissertation process: Where to start and how to finish*. Wiley.
- Hays, D. (2017). *Assessment in counseling: A guide to the use of psychological assessment procedures* (6th ed.). Alexandria, VA: American Counseling Association. (Available free for s students through the UNO Library)
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- Juntunen, C. L., & Schwartz, J. P. (2016). *Counseling across the lifespan: Prevention and treatment*. Thousand Oaks, CA: Sage Publications.
- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2013). *Proposals that work: A guide for planning dissertations and grant proposals* (6th ed.). Newbury Park, CA: Sage Publications.
- Remley, T. & Herlihy, B. (2019). *Ethical, Legal, and Professional Issues in Counseling* (6th ed.). Hoboken, NJ: Pearson Education, Inc.
- Salkind, N. J. (2004). *An introduction to theories of human development*. Thousand Oaks, CA: Sage Publications. (Available free for students through the UNO Library)
- Studer, J. R. (2014). *The essential school counselor in a changing society*. Thousand Oaks, CA: Sage Publications. (Available free for students through the UNO Library)
- Ziomek-Daigle, J. (2017). *Counseling children and adolescents: Working in school and clinical mental health settings*. New York: Routledge.

HELPFUL WEBSITES

- | | |
|---|--|
| American Counseling Association (ACA) | www.counseling.org |
| American School Counselor Association (ASCA) | www.schoolcounselor.org |
| American Mental Health Counselors Association (AMHCA) | www.amhca.org |
| American College Counseling Association (ACCA) | www.collegecounseling.org |
| Association for Assessment in Counseling and Education (AACE) | http://aac.ncat.edu/ |
| Association for Counselor Education and Supervision | www.acesonline.net |
| Association for Multicultural Counseling & Development | www.amcd-aca.org |

Chi Sigma Iota Counseling Honor Society (CSI)
 Council for the Accreditation of Counseling & Related Educational
 Programs (CACREP)
 Louisiana Licensed Professional Counselors Board of Examiners
 National Board of Certified Counselors (NBCC)

www.csi-net.org

www.cacrep.org

www.lpcboard.org

www.nbcc.org

UNIVERSITY CONTACT INFORMATION

GRADUATE SCHOOL

Name and Title	Office Location	Phone Number	E-mail Address
Dr. Nancy Easterlin	Admin. Annex. Rm 1006	280-6237	neasterl@uno.edu

COLLEGE OF LIBERAL ARTS, EDUCATION, & HUMAN DEVELOPMENT

Name and Title	Office Location	Phone Number	E-mail Address
Dr. Kim Long, Dean	240	280-1278	kmlong@uno.edu
Martha Blanchard, Assist. Dean	242E	280-6720	mblancha@uno.edu
Support Staff	240	280-6253 280-1278	

DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING & FOUNDATIONS

Name	Office Location	Phone Number	E-mail Address
Dr. Ann O'Hanlon, Chair	348B	280-7386	aohanlon@uno.edu
Dr. Christopher Belser	174	280-5684	ctbelser@uno.edu
Dr. Roxane L. Dufrene	176	280-7434	rdufrenl@uno.edu
Dr. Michelle Wade	172	280-6662	mewade@uno.edu
Dr. Zarus E. Watson	184A	280-6834	zwatson@uno.edu
Counseling Lab Coordinator	212/214	280-5435	coedlab@uno.edu
Graduate Assistant	180	280-6449	gradcoed@uno.edu

MASTER'S DEGREE PROGRAM

The master's degree program prepares professional counselors for a unique profession which emphasizes prevention of emotional and mental disorders, early intervention when problems are identified, and

empowerment of clients. Professional counselors have adopted a developmental model of helping people which acknowledges that mental health exists on a continuum and the counselor's role is to assist the client in moving as far as possible toward positive mental health. Professional counselors view human emotional and mental problems as normal to existence and developmental in nature. Master's degree students are expected to learn to work effectively with a diverse clientele. Within the master's programs, students may emphasize, through the specialized coursework and internship, to concentrate in the areas of Clinical Mental Health Counseling or School Counseling. In 1988, the Council for Accreditation of Counseling and Related Education Programs (CACREP) awarded accreditation to all degree programs.

The program leading to the M.Ed. degree consists of a minimum of 60 semester hours. Programs of study include a core of courses essential to all counselors, emphasis areas courses in Clinical Mental Health Counseling or School Counseling, and field experiences. M.Ed. students must pass a final comprehensive examination. Field experiences include a minimum of 100-hour practicum and minimum two 300-hour internships (600 hours) in which students practice the skills they have developed under the supervision of faculty and doctoral students. The practicum experience must be earned in one semester and is a prerequisite for internship. The internship hours must be earned in a minimum of two consecutive semesters; however, internship can be completed in more than two semesters depending on the completion of the required internship hours. Students may complete the degree program on a part-time or full-time basis. Courses are offered in the late afternoons and evenings.

Students emphasizing School Counseling in the master's degree program complete the requirements for the new Louisiana School Counselor Certification Requirements as a school counselor.

All master's degree students complete the coursework requirements to become National Certified Counselors. Master's degree students are ready to begin their two years (minimum) of post-master's degree supervised experience required to become a Licensed Professional Counselor (LPC) in Louisiana.

REGISTRATION FOR COURSES AND PROGRAM OF STUDY

Master's must develop a written plan (Program of Study) for completing their degree (which includes a schedule for registering for courses throughout the degree program) when they meet with their faculty adviser for the first time. Master's s students are required to complete their Program of Study (POS) early in the admission to the program during enrollment in EDGC 6440 Advanced Techniques (i.e., second semester), when applying for practicum, and when applying for COMPS. Doctoral students are required to complete their Program of Study (POS) early in the admission to the program (i.e., first semester). The POS form can be obtained from the program graduate assistant. This plan can be modified as needed, but any changes should be reviewed and approved by the faculty adviser. Master's students are required to complete a POS at the following points in their program:

Second Semester during enrollment EDGC 6440 Advanced Techniques
Application for Practicum
Semester of Graduation

Students must follow their POS and adhere to prerequisites to classes. Students may register for courses each term without consulting their faculty adviser. Faculty advisers may be contacted for registration advice if problems arise. However, if students are following the schedule of course completion in their POS and developed previously with their faculty adviser, there is no need for additional consultation.

Master's students must ensure they have completed all prerequisites for courses before they enroll each term. In the event students register for courses for which they are not qualified, they will be required to drop such courses the first time the course meets. If students do not drop the course, the course that was taken without prerequisite course(s) will **not** count towards the program requirements. Prerequisite requirements will be vigorously **enforced** by professors so that the quality of instruction will not be compromised.

Students must complete all required courses within the program. Independent studies are for specialty areas and/or research interests and will not be approved as substitutes for core courses within students' program of study.

Students should register according to procedures established by the UNO Registrar each term. Information regarding registration procedures can be obtained from the course bulletin or online via WebSTAR. The course bulletin can be accessed at www.uno.edu or it can be purchased in the UNO Bookstore. Students are encouraged to pre-register each term at the first given opportunity. Courses in the Counselor Education Program fill up early each term and seats are available only on a first come basis. Generally, the **only** circumstance in which professors will agree to admit students to closed classes is when a student's graduation would be delayed if he or she were not admitted to the class. It is the student's responsibility to explain the necessity of taking the course in order to be considered for admission to a closed class.

Full-time UNO counseling professors have the authority to determine whether students will be admitted to closed classes that they are teaching. Students should contact the professor directly if they wish to enroll in a closed class. In the event a part-time or adjunct professor is teaching a closed counseling class, request for admission to that class should be directed to the Coordinator of the counseling graduate program.

Students who wish to enroll in more than 12 hours in the Fall/Spring semester or more than 9 hours in a summer semester must have their adviser's permission and will need to request permission from the College of Liberal Arts, Education, and Human Development. If permission and approval is not obtained, hours that exceed 12 will not count toward a student's program.

FACULTY ADVISERS

Upon acceptance into a master's program, each student is assigned a faculty adviser by the counseling graduate program Coordinator. Students meet with their assigned advisers and plan their preliminary program of study using the **Program of Study** (POS) form which includes a schedule of when courses will be taken and a plan for completing their degree requirements. The POS is included at the end of this handbook.

Faculty advisers serve a number of important functions for master's students. These advisers should be consulted by students if there are any problems related to academic programs. Faculty advisers can also answer questions related to program requirements, but students are expected to read the UNO catalog and this handbook prior to asking any questions and complete their POS. At a minimum, faculty advisers ensure that students have developed a reasonable plan for degree completion. Students have the responsibility of initiating meetings with advisers in order to have documents created and filed on their

behalf. The students should then be provided with copies of all documents created and should request such copies in the event that they are not provided.

Faculty members have a multitude of responsibilities including teaching courses, conducting their own research, consulting outside the university, performing community service, and serving on university committees. As a result, their schedules are very full. Meetings with advisers should be scheduled well in advance. Students may make appointments with advisers by emailing their advisers or calling their advisers' office requesting an appointment. If a faculty member is not responsive to reasonable requests from students for meetings, students should consult with the Coordinator of the Counselor Education Program.

In the event that a student or adviser believes that it is in the student's best interest for a different faculty member to serve as the student's adviser, either may request that the Coordinator reassign the student to a different full-time faculty member in the counseling graduate program. If a student wants to change advisers, the student should meet with the assigned adviser to let the adviser know he or she is requesting to change advisers. Normally, these requests will be granted unless there is no alternate faculty member willing or available in the counseling graduate program to advise the student.

All master's students have a committee and an adviser. Faculty advisers serve as chair of the committee. This committee does not serve any functional purpose for M.Ed. students. Detailed information regarding the function of master's committees follows this section.

MASTER'S DEGREE STUDENT ADVISING AND COURSE REGISTRATION

1. After being accepted into the master's degree program, students meet with their faculty advisers while enrolled in the Advanced Counseling Techniques course to complete their Program of Study (POS). At the conclusion of the meeting, faculty advisers should give a signed POS to students. Also, as part of the Advance Counseling Techniques class, students must submit a copy of their POS to the course instructor. A copy of students' POS with all signatures must be submitted to the Counselor Education Program graduate assistant to be kept in the program. A POS must be completed by the end of Advanced Counseling Techniques in order for students to be eligible to enroll in practicum.
2. During students' enrollment in EDGC 6440 Advanced Counseling Techniques and in the EDGC 6896 Practicum, the course instructor of each class will complete the **Professional and Interpersonal Characteristics Scale (PICS)** form for all students enrolled in the course.
3. Successful presentation of the signed POS, completed *PICS* and the completion of the Advanced Counseling Techniques course with a B or better will serve as the qualifying exam for master's degree students.
4. Prior to enrolling in the practicum course, students must have completed 36 hours in the Counselor Education Program which includes prerequisites for practicum. Students should meet with the Counseling Lab Coordinator to discuss possible practicum and internship placements and to discuss all requirements for practicum and internship. Before scheduling this appointment, students should review the list of internship sites and review the programs expectations for the 700 hour field experience. At this meeting, a plan should be developed for students to secure a practicum and

internship placement. Deadlines for practicum and internship will be posted the counseling listserv.

Additionally, an updated POS must be completed with students' advisers and submitted as part of their practicum and internship application.

5. Students must, register and apply to take the **comprehensive exam (COMPS)**. Students can only apply to take their COMPS in fall or spring semester before their last term or their last term in the program. Additionally, the eight core courses must be completed before taking comps. In the event a core course covering one of the eight core areas students cannot take the exam until their last semester. An updated POS must be completed with students' adviser and submitted as part of their registration. Additionally, a graduate school candidacy form for must be completed and submitted, along with the program POS for initial audit, as part of the registration process. The candidacy form can be found on the graduate school website (Graduate School> Forms>Masters Degree Timeline/Forms>Candidate Program of Study). Information regarding the prerequisites for taking the comprehensive exam are listed in the handbook. Deadlines will be posted on the counseling listserv. Advisers certify with a non-thesis exam report form, found on the Graduate School website, that students have successfully passed the comprehensive exam after that has occurred, but no appointment is needed for that purpose. In addition, students must complete all requirements and documentation required by the Graduate School.
6. No appointments are required each term to register for classes. Advisers do not approve students' registrations. *Note:* Students **MUST** be enrolled during the semester in which they plan to graduate.

MASTER'S DEGREE COURSES

Counseling Core (48 Credits)

EDGC 6330	Career Counseling and Life Planning
EDGC 6400	Theories of Counseling
EDGC 6420	Lifespan Human Growth and Development
EDGC 6430	Counseling Techniques
EDGC 6440	Advanced Counseling Techniques
EDGC 6445	Telemental Health Counseling
EDGC 6450	Group Work
EDGC 6452	Introduction to Multicultural Counseling
EDGC 6535	Diagnosis and Treatment Planning in counseling
EDGC 6630	Analysis of the Individual
EDGC 6660	Crisis Intervention Counseling
EDFR 6700	Educational Research
EDGC 6850	Ethical, Legal, & Professional Issues in Counseling
EDGC 6896	Master's Practicum in Counseling (100 hours required)
EDGC 6897	Master's Internship in Counseling (600 hours required) (3 credits per semester)

Clinical Mental Health Counseling Emphasis (6 Credits)

EDGC 6540	Clinical Mental Health Counseling
EDGC 6840	Family Counseling

-OR

School Counseling Emphasis (6 Credits)

EDGC 6550 School Counseling

EDGC 6830 Counseling Children and Adolescents

Electives (6 credits)

MINIMUM NUMBER OF CREDITS = 60

MASTER'S STUDENT PROGRAM EVENT SEQUENCE

Once accepted into master's program students must attend Program Orientation session. During the term you are enrolled in EDGC 6440 Advanced Counseling Techniques and in EDGC 6896 Practicum, the course instructor will complete a copy of the *Professional and Interpersonal Characteristics Scale (PICS)* for all students enrolled in the course.

During EDGC 6440 Advanced Counseling Techniques: [Successful screening through the evaluation process described above and completion of EDGC 6440 with a grade of "B" or better serves as the qualifying exam for master's degree students]

Meet with faculty advisers to complete an updated POS at this meeting, compile the following information to be included in the report:

- list of courses already completed and listed on the POS
- list of courses in which currently enrolled and listed on the POS
- list of courses left to take, as indicated on the POS

Prior to enrolling in the Practicum Course:

- second PICS completed by the course instructor
- review the program's prerequisites and expectations located in the Counseling Graduate Program Student Handbook
- schedule a meeting, with the **Counseling Lab Coordinator** to discuss practicum and internship placement
- submit a completed updated POS
- prior to meeting with the Coordinator, review the Practicum/Internship Directory, which provides information on field sites that have been utilized in the past by UNO counseling graduate students or that have indicated an interest in having counseling students at their site.

Students are responsible for the following:

- investigating, pursuing, and securing his or her practicum and internship site,
- completing required documents for Application for Practicum and Internship Site,
- completion and submission of all required documents for Practicum and Internship to the Counseling Lab Coordinator (deadline dates will be announced each semester).
- obtaining ACA Professional Liability Insurance found at ACA's web site www.counseling.org

COUNSELING SKILLS COURSES

Graduate students must make a grade of B or better in each prerequisite course in order to enroll in the

next counseling skills course. In the event a student makes a grade of C or lower in a counseling skills course, the course must be repeated. If a second grade of C or lower is made in the same course, the student will be dismissed from the academic program.

The progression of counseling skills courses is as follows, each course listed being the **prerequisite** for the next one:

EDGC 6430: Counseling Techniques
EDGC 6440: Advanced Counseling Techniques
EDGC 6450: Group Work
EDGC 6896: Master's Practicum in Counseling
EDGC 6897: Master's Internship in Counseling (six credits required)

Additionally, graduate students must make a grade of B or better in each of the courses outlined below.

EDGC 6400 Theories in Counseling
EDGC 6535 Diagnosis and Treatment Planning in Counseling
EDGC 6850 Ethical, Legal, & Professional Issues in Counseling

PRACTICUM AND INTERNSHIP PREREQUISITES

Prior to enrolling in clinical courses (i.e., practicum and internship) students must have completed all counseling skills courses and prerequisites. Also, a PICS should have been completed in EDGC 6440: Advanced Techniques course. Admittance into a clinical course will occur only after students have a minimum of 36 hours, which must include the prerequisite courses:

EDGC 6400: Theories of Counseling;
EDGC 6430: Counseling Techniques;
EDGC 6440: Advanced Counseling Techniques;
EDGC 6445: Telemental Health Counseling
EDGC 6450: Group Work
EDGC 6535: Diagnosis and Treatment Planning in Counseling
EDGC 6850: Ethical, Legal, & Professional Issues in Counseling

Additionally, the appropriate specialty course:

EDGC 6540: Clinical Mental Health Counseling
EDGC 6550: School Counseling.

Students must make a grade of B or better in each prerequisite course in order to enroll in a counseling clinical course. In the event a student makes a grade of C or lower in a clinical course, the course must be repeated. If another grade of C or lower is made in the same course, the student will be dismissed from the academic program. Any waiver of these requirements must be approved by the faculty and Clinic Counseling Lab Coordinator.

PRACTICUM AND INTERNSHIP

Field experiences are part of all of the requirements of the Counselor Education Program with practicum and internship marking the synthesis and culmination of the academic preparation to become a professional counselor. These experiences provide students with an opportunity to demonstrate and improve knowledge and skills learned in the classroom setting. Carefully consider your professional goals, interests, needs, and expectations for your clinical/field experiences. Practicum and Internships provide supervised learning experiences to meet the professional needs and goals of the candidate while providing a service to the school or agency.

Practicum and internships are taken in a sequence to allow for a progression in professional development. Internship may not be taken until practicum is completed successfully, and internship must be taken over the course of two semesters.

The 700 Hours Practicum and Internship Breakdown:

	Direct Hours	Indirect Hours	Total
Practicum	40	60	100
Internship (first 300 hrs.)	120	180	300
Internship (second 300 hrs.)	120	180	300
Total	280	420	700

PRACTICUM AND INTERNSHIP ORIENTATION

A Practicum and Internship Orientation session will be distributed to students at the beginning of each semester. All students enrolled in practicum or internship are required to read all of the documentation provided (i.e., P/I application, orientation documentation, P/I manual). A PICS will be completed on students who do not complete practicum/internship orientation.

PRACTICUM AND INTERNSHIP APPLICATION

Before contacting potential practicum and internship sites, discuss placement possibilities with the Clinic Counseling Lab Coordinator. Obtain your site supervisor's approval signature before submitting an application. The application must be correctly and thoroughly completed prior to submission or it will not be accepted. You **may not** begin earning practicum or internship hours until after the application has been approved and signed by the faculty. A copy of professional counseling liability insurance should be submitted to the lab coordinator with your application.

PRACTICUM AND INTERNSHIP PROFESSIONAL LIABILITY INSURANCE

Students are **required** to purchase a professional liability counseling student insurance policy for their own protection from HPSO. Students must have their insurance before beginning their P/I sites and a copy of the policy must be provided to the Lab Coordinator along with the application. A professional liability insurance policy is available, at a student discount rate for master's level students from HPSO (www.hpsso.com).

PRACTICUM

Master's students are required to register for a 3-credit practicum course that includes 100 hours of field experience during an academic term. Practicum offers students the first opportunity to provide counseling services to actual clients. It is strongly recommended that practicum be taken **near the end** of a student's master's degree program, immediately before the student begins internship. Students must complete 36 hours of core courses, their emphasis area courses, and prerequisites before enrolling in practicum (i.e., EDGC 6400, EDGC 6430, EDGC 6440, EDGC 6445, EDGC 6450, EDGC 6535, EDGC 6850, EDGC 6540 or EDGC 6555). Students who are ready to start practicum and internship must complete an application and required documentation, read the practicum/internship handbook, and consult with the Clinic Counseling Lab Coordinator. Students must complete a minimum of 100 hours in a setting that reflects their specialty of Clinical Mental Health Counseling or School Counseling.

As required by accreditation and university policies, collection and documentation of practicum hours must begin and end on dates within the semester students are registered as a student with UNO. Students attend a weekly 3-hour practicum class during a semester. Each class session includes an hour of advanced instruction in counseling professional orientation and development and 1½ hours of group supervision regarding work students perform at their practicum site.

Students choose a site in which they perform counseling duties under the supervision of a qualified mental health professional that is approved by the faculty and Clinic Counseling Lab Coordinator. A **minimum** of 100 hours is required for practicum. Of the minimum 100 hours, at least 40 hours must be direct hours and 60 hours must be indirect hours. Students may not complete their practicum at more than one site. In order to meet the 100 hours of practicum field experience requirement, students must spend a minimum of 15-25 hours each week at the site during a regular semester. The 100 hour requirement is a minimum number of hours. Remember practicum experience is a developmental professional process. This clinical experience is “not just about collecting hours.” According to CACREP (2016), students cannot complete the 100 hours of practicum (40 direct and 60 indirect) before the tenth week mark within the semester students are registered for practicum. Additional hours (hours banked after the 10th week) must be approved by the faculty and Clinic Counseling Lab Coordinator. Students must provide an audible audio or videotape of at least one 50 to 60 minute counseling session each week as well as a session critique. If a tape and critique are not provided each week, hours will not count for that week. Taping of sessions with clients for supervision **MUST** be allowed by the site. Practicum sites must afford students the opportunity to conduct **both** individual and group counseling sessions. Students **may not** register for practicum and internship in the same semester or two internships within the same semester.

INTERNSHIP

Internship may begin when practicum and other prerequisites are completed. Internship, which is offered every Fall, Spring and Summer semesters is an intensive field experience that reflects the work experiences and responsibilities of professional counselors-in-training. Counseling students' internship experience must consist of successful completion (B or better) of a *minimum* of 600 hours to be completed over a *minimum* of two (2) consecutive semesters while enrolled in EDGC 6897 each semester that hours are being collected. For internship, the majority of students find it necessary to adjust their work and personal schedules to accommodate the hours required for a clinical internship field experience. Of the 600 hours, 240 are direct contact hours and 360 are indirect contact hours. Remember, the 600 hour requirement is a minimum. Students may earn from 10 to 40 hours each week. Supervision is required each week that hours are earned. As required by accreditation and UNO university policies, collection, and documentation of internship hours must begin and end on dates within the semester students are registered. You must check the beginning and ending dates with the Clinic Counseling Lab Coordinator. You must earn no less than 10 hours each week and you may earn no more than 40 hours each week. Internship is a developmental process for students and is “not just about collecting hours.” **Taping of sessions with clients for supervision MUST be allowed by the site.** Students must provide an audible audio or videotape of at least one counseling session each week. If a tape is not provided each week, hours will not count for that week.

Students must complete their practicum and internship (700 hours) in a setting that reflects their specialty of Community Counseling or School Counseling. In most instances, students will complete the entire 600 hours of their internship at the same site. In some circumstances, students may complete their two internships at more than one site. Students should plan a meeting with the Clinic Counseling Lab Coordinator to discuss this request. If more than one site is utilized, on site supervision must be provided at each site and a separate application must be filed and approved for each site.

Internship sites must offer opportunities for students to engage in **both** individual and group counseling. Taping of sessions with clients for supervision purposes **must** be allowed by the site. Sites must be able to provide students with a minimum of 240 hours (of the total 600 hours) of direct service with clients.

Students must complete a minimum of 2 internships (600 hours) in a setting that reflects their specialty of Clinical Mental Health Counseling or School Counseling. In most instances, students will complete both internships at the same site. In some circumstances, students may complete their 600 hours of internship at more than one site. Students should plan a meeting with the Clinic Counseling Lab Coordinator to discuss this request. If more than one site is utilized, on site supervision must be provided at each and a separate application must be filed and approved for each site.

Internship sites should offer opportunities for students to engage in both individual and group counseling. Taping of sessions with clients for supervision purposes **must** be allowed by the site. Sites must be able to provide students with a minimum of 240 hours (of the total 600 hours) of direct service with clients.

PRACTICUM AND INTERNSHIP UNIVERSITY SUPERVISION

Each week students must receive no less than 1 hour of individual supervision from an site supervisor. In addition, master's degree students must receive individual supervision and 1½ hours of group supervision

from doctoral university supervisors during each week that internship hours are earned. Students are responsible for scheduling their weekly 1 hour of individual supervision with the site supervisor and the assigned amount of hours of supervision with their doctoral university supervisor. In order to count Practicum and Internship hours, students must meet their requirements for supervision. It is therefore important that students contact their university doctoral supervisors at the beginning of the semester to establish meeting times. If students do not meet the supervision requirement, practicum or internship hours for that week will not count. It is important to monitor the number of hours that you are collecting in order to fulfill the total hours requirement at the end of the semester. However, remember practicum and internship is not “just about collecting hours.” It is a developmental process that students’ experience. In extenuating circumstances as noted by UNO’s policy, an “I” will be reported on your transcript if you are unable to meet the required hours. It is your responsibility to get the grade changed once you have completed the hours needed and have submitted the necessary paperwork.

PRACTICUM AND INTERNSHIP SITE SUPERVISION

Site supervisors hold a minimum of a master's degree earned from a regionally accredited university in counseling or a closely related field. Licensed Professional Counselor supervisors are preferred, but not required. Closely related fields include clinical social work, counseling psychology, clinical psychology, psychiatric nursing, and psychiatry. Site supervisors must have a minimum of two years of pertinent professional experience in the program area in which students are enrolled.

Site supervisors provide individual supervision for 1 hour each week students earn hours. The site supervisor submits a written evaluation of students’ performance after the intern has earned 100 hours for practicum or a successful completion (B or better) of a *minimum* of 600 hours to be completed over a *minimum* of two (2) consecutive semesters for internship. The site supervisor must complete evaluations at midterm and the end for each semester students are enrolled in internship. It is the students’ responsibility to give supervisors the appropriate evaluation forms to fill out and to turn in all forms by the program deadlines. Site supervisors ensure the intern has the opportunity to accumulate the required number of client contact hours and has an opportunity to tape at least one counseling session each week for university supervision.

Site supervisors are responsible for the following:

- One hour of individual supervision,
- Written midterm and final evaluations,
- Arranging a suitable work environment for their interns,
- Providing an orientation to the site (including how to handle crises),
- Including master’s students in staff meetings to the extent possible,
- Ensuring master’s students are treated like employed counselors are at the site,
- Informing master’s students about services provided to clients outside the range of usual counseling activities,
- Providing site strategies for individual and group client contacts,
- Providing site strategies for developing new groups and co-leading existing groups,
- Meeting with doctoral students who are supervisors before midterm and towards the end of semester regarding master’s students’ experiences,
- Notifying university supervisors of any concerns regarding master’s students

MASTER'S COMPREHENSIVE EXAMINATION (CECE)

M.Ed. degree students must successfully pass a comprehensive exam before being awarded the degree. Students can take the exam the term (fall or spring) before their last term or during their last term in the program. Additionally, the eight core courses listed below must be completed before taking comps. In the event a core course covering one of the areas listed below will not be taken until the student's last term, the exam should not be taken until that time.

The passing score for the Master's Comprehensive Examination is 60%. Students may take the exam only twice. In the event that a student fails the exam twice, they will be dismissed from the program and will not receive a degree.

The test consists of 120 multiple choice questions. The questions are taken from the following areas:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal (Analysis of the Individual)
- Research and Program Evaluation
- Professional Orientation and Ethics

Before taking the Master's Comprehensive Exam, master's students must be sure that they have met with their major professor to complete and submit an updated program POS and Candidate Plan of Study form from the Graduate School (Graduate School>Forms>Master's Degree Timeline/Forms>Candidate Plan of Study). Additionally, students must meet with the graduate assistant of the Counselor Education Program to submit all required documents.

The comprehensive examination is offered electronically at the University Testing Center. Students must complete the initial registration process through the program and will be sent further registration instructions for Counselor Education Comprehensive Exam (CECE) the via email. Students will register for the CECE through the University Testing Center. Payment for the Master's Comprehensive Exam is done through the University Testing Center website via credit or debit card.

The examination information (as well as the deadline for exam registration) will be posted on the program listserv. To register to take the Comprehensive Examination, master's degree students should register with the graduate assistant by the deadline date.

Note: Students who are not listed on the program exam roster will not be able to take the exam, as the University Testing Center requires student information to be sent

NATIONAL COUNSELOR EXAMINATION (NCE)

CACREP accredited program graduates are allowed to take the National Counselor Examination (NCE). Also, students are able obtain the NCC credential upon successful completion of the exam and their master's degree. An all-inclusive Counseling Endorsement from the Coordinator of the Counselor Education Program is required by NBCC. Students must meet NBCC requirements for National

Certification to be endorsed. Based on this endorsement, students can take the NCE the semester (fall or spring) before their last semester or their last semester in the program. Additionally, the eight core courses listed above must be completed before taking the NCE. In the event a core course covering one of the areas listed above is not taken until the student's last semester, the NCE cannot be taken until that semester.

The NCE is used in Louisiana (and in most other states) as the licensure exam. The National Counselor Exam application is for a voluntary professional credential. It is not an application for state licensure. The final outcome of the application process is the National Certified Counselor credential. The NCE is not the only requirement for this credential. After passing the exam, applicants must submit a final official transcript before they can have their scores reported to third parties such as state licensure boards. It is important for students to be aware of the process required by NBCC to be fully certified. Detailed information for students is included in the MY NCC GUIDE which is part of every application folder. The examination date (as well as the deadline for exam registration) will be posted on the program listserv and program bulletin board well in advance of each administration. NCE registration takes place semester prior to the intended exam date (i.e., Spring registration for a Fall NCE exam and Fall registration for a Spring NCE exam). It is the student's responsibility to register for the NCE with the graduate assistant exam coordinator by the deadline date.

STUDENT ENROLLMENT REQUIREMENTS

All master's students must maintain continuous enrollment, that is, they must be registered as students each semester, excluding summers. Failure to do so without requesting a formal leave of absence will result in students being dropped from the program. Being dropped from the program requires that students seek formal readmission and reapply to the program. Please be aware that any leave of absence is granted at the discretion of the program faculty and will not be given automatically without adequate justification. Repeated leaves of absence will not be given except under exceptional circumstances.

Students admitted or re-admitted after a 5-year absence 2012 and thereafter, all requirements towards a master's degree must be completed within six calendar years (i.e., students admitted prior to Fall 2012, all requirements towards a Master's degree must be completed within 8 calendar years). Failure to meet this time frame could result in dismissal from the Counselor Education Program. Petitions for extensions should be directed to students advisers. Extensions are discretionary with the faculty and do not have to be granted. Extension of any time limit will be granted only when the student has made sufficient progress toward completion of degree.

If an individual course toward the degree was taken more than six years prior to the anticipated graduation date, students may request that an extension by asking their faculty advisers to complete the appropriate form (Graduate School>Forms>Masters Degree Timeline/Forms >Request for Extension of the Time Limit). If an extension is not deemed appropriate, students may request an exam, equivalent to a final exam in a current version of the course, to allow them to validate the course. A professor who regularly teaches the course will be asked to develop such an exam. At the professor's discretion, he or she will administer and grade the exam and determine whether the out-of-date course should be validated. The faculty member will then submit a request to the Graduate School for approval.

DOCTORAL DEGREE PROGRAM

The counseling graduate program offers a Doctor of Philosophy (Ph.D.) degree. The Ph.D. degree

includes all the basic coursework in research and counseling required for students who desire careers as professional counselors in areas that require a doctoral degree. Students completing the Ph.D. degree take courses that prepare them to write either a qualitative or quantitative research dissertation with a conceptual framework.

Doctoral students must develop a written plan (Program of Study) for completing their degree (which includes a schedule for registering for courses throughout the degree program) when they meet with their faculty adviser for the first time. Doctoral students are required to complete their Program of Study (POS) early in the admission to the program (i.e., first semester). The POS form is included at the end of the Counseling Graduate Program Handbook and can be obtained from the program graduate assistant. This plan can be modified as needed, but any changes should be reviewed and approved by the faculty adviser. Doctoral students are required to complete the Counselor Education Program POS at the following points in their program:

First Semester
Application for Generals
Semester of Graduation

Doctoral students must complete a Graduate School Program of Study form (Graduate School>Graduate Forms>Doctoral Degree Timeline/Forms>Program of Study). The Graduate School Program of Study form lists the courses that will be applied towards the Ph.D. The form should be submitted after the first year of enrollment.

Doctoral students must follow their POS and adhere to prerequisites to classes. Students may register for courses each term without consulting their faculty adviser. Faculty advisers may be contacted for registration advice if problems arise. However, if students are following the schedule of course completion in their POS and developed previously with their faculty adviser, there is no need for additional consultation.

Doctoral students must ensure they have completed all prerequisites for courses before they enroll each term. In the event students register for courses for which they are not qualified, they will be required to drop such courses the first time the course meets. If students do not drop the course, the course that was taken without prerequisite course(s) will **not** count towards the program requirements. Prerequisite requirements will be vigorously **enforced** by professors so that the quality of instruction will not be compromised.

Doctoral students must complete all required courses within the program. Independent studies are for specialty areas and/or research interests and will not be approved as substitutes for core courses within students' program of study.

Doctoral students should register according to procedures established by the UNO Registrar each term. Information regarding registration procedures can be obtained from the course bulletin or online via WebSTAR. The course bulletin can be accessed at www.uno.edu or it can be purchased in the UNO Bookstore. Students are encouraged to pre-register each term at the first given opportunity. Courses in the Counselor Education Program fill up early each term and seats are available only on a first come basis. Generally, the **only** circumstance in which professors will agree to admit students to closed classes is when a student's graduation would be delayed if he or she were not admitted to the class. It is the student's responsibility to explain the necessity of taking the course in order to be considered for

admission to a closed class.

Full-time UNO counseling professors have the authority to determine whether students will be admitted to closed classes that they are teaching. Students should contact the professor directly if they wish to enroll in a closed class. In the event a part-time or adjunct professor is teaching a closed counseling class, request for admission to that class should be directed to the Coordinator of the counseling graduate program.

Doctoral students who wish to enroll in more than 12 hours in the Fall/Spring semester or more than 9 hours in a summer semester must have their adviser's permission and will need to request permission from the College of Liberal Arts, Education, and Human Development. If permission and approval is not obtained, hours that exceed 12 will not count toward a student's program.

DOCTORAL COURSE REQUIREMENTS

The program leading to the Ph.D. degree consists of a minimum of **114 semester hours** in length, which includes all coursework completed as part of a master's degree program and up to 15 hours completed after a master's degree was earned. Once students are admitted to the program, courses from other graduate degrees will be considered for transfer towards the doctoral degree by students' advisers. However, students may not transfer in more credits than will be completed in the doctoral program at UNO. Due to all of the specified counseling, minor, and research courses required for graduation, most doctoral programs are well over 114 hours.

The Ph.D. degree program must include an emphasis area. Emphasis areas require a minimum of 12 hours of specialized counseling coursework and require that the dissertation topic be closely related to the emphasis area. Emphasis areas must reflect areas of expertise held by one or more full-time faculty members. Students in the PhD program take the same core courses which includes a minimum number of hours in each of the following areas:

- 48 hours of required masters' level counseling courses,
- 27 hours of doctoral level courses,
- 27 hours of research, and
- 12 hours of emphasis area courses

Examples of emphasis areas include, but are not limited to, the following:

- College Counseling
- Counselor Education
- Clinical Mental Health Counseling
- Counseling Children
- Crisis Counseling
- Group Counseling
- Rehabilitation Counseling
- School Counseling
- Ethics
- Multiculturalism
- Social Justice and Advocacy

Doctoral students complete a total of 27 hours in research; therefore, the minor for all doctoral students

will be research.

Entry Level Core (48 Credits)

EDGC 6330	Career Counseling and Life Planning
EDGC 6400	Theories of Counseling
EDGC 6420	Lifespan Human Growth and Development
EDGC 6430	Counseling Techniques
EDGC 6440	Advanced Counseling Techniques
EDGC 6450	Group Work
EDGC 6452	Introduction to Multicultural Counseling
EDGC 6535	Diagnosis and Treatment Planning in Counseling
EDGC 6630	Analysis of the Individual
EDGC 6660	Crisis Intervention Counseling
EDFR 6700	Educational Research
EDGC 6810	Introduction to Supervision in Counseling
EDGC 6850	Ethical, Legal, & Professional Issues in Counseling
EDGC 6896	Master's Practicum in Counseling (100 hours required)
EDGC 6897	Master's Internship in Counseling (600 hours required) (6 credits)

Doctoral Level Core (27 Credits)

EDGC 6439	Advanced Counseling Theories
EDGC 6460	Supervised Experience in Group Work
EDGC 6991	Doctoral Teaching Practicum
EDGC 6852	Advanced Multicultural Counseling
EDGC 6880	Advanced Counseling Interventions
EDGC 6898	Doctoral Practicum in Counseling (100 hours required)
EDGC 6899	Doctoral Internship in Counselor Education (600 hours required) (6 credits)
EDGC 6996	Advanced Supervision in Counseling

Research and Minor Courses (27 Credits)

EDFR 6705	Quantitative and Qualitative Research Designs
EDFR 6710	Descriptive Statistics and Inferential Hypothesis Testing
EDFR 6715	Introduction to Qualitative Research Methods
EDFR 6720	Applied Regression and Analysis of Covariance -OR-
EDFR 6721	Qualitative Research Data Analysis
EDFR 6725	Multivariate Statistical and Covariance Structure Analysis -OR-
EDFR 6731	Qualitative Research Design and Writing
EDGC 6997	Research Seminar in Counselor Education
EDGC 7050	Dissertation Research (9 credits)

Counseling Emphasis Area or Elective Courses (minimum 12 Credits)

EDGC 6435	Substance Abuse Counseling
EDGC 6860	Introduction to Play Therapy
EDGC 6998	Consultation and Counselor Education
EDGC 6525	Employee Assistance

MINIMUM NUMBER OF CREDITS = 114

COURSE ENROLLMENT PLANNING

Doctoral students must carefully plan so that they may complete their degree programs within the time frame they have established. Assuming that an entering student has completed a CACREP-accredited master's degree program in counseling, listed below is the sequence of courses required in the program.

Doctoral level EDGC courses cannot be taken unless a student has been accepted into the doctoral program or a course has been approved by faculty. After completing the introductory statistics and qualitative research course, doctoral students must decide whether to conduct a quantitative or qualitative research study for their dissertation.

Beginning

EDGC 6810: Introduction to Supervision
EDFR 6705: Quantitative and Qualitative Research Designs
EDGC 6996: Advanced Supervision in Counseling
EDGC 6880: Advanced Counseling Interventions
EDGC 6898: Doctoral Practicum in Counseling (usually not first semester)
Minor Elective (3 credits)

Early Middle

EDFR 6710: Descriptive Statistics and Inferential Hypothesis Testing
EDFR 6715: Introduction to Qualitative Research Methods
EDGC 6439: Advanced Counseling Theories
EDGC 6460: Supervised Experience in Group Work
EDGC 6991: Doctoral Teaching Practicum (**students must be registered in the semester that they will be completing their teaching practicum**)
EDGC 6899: Doctoral Internship in Counseling (3 credits)
Minor Electives (6 credits)

Middle

EDGC 6852: Advanced Multicultural Counseling
EDGC 6899: Doctoral Internship in Counseling (3 credits)
EDFR 6720: Applied Regression and Analysis of Covariance
EDFR 6721: Qualitative Research Data Analysis

Late Middle

EDGC 6997: Research Seminar in Counselor Education
EDFR 6725 Multivariate Statistical and Covariance Structure Analysis
EDFR 6731 Qualitative Research Design and Writing
EDGC 6998 Consultation in Counselor Education
Minor Electives (3 credits)

End

EDGC 7050: Dissertation Research (9 credits)

FACULTY ADVISERS

Upon acceptance into the program, all newly admitted doctoral students will be assigned an academic adviser who is a full-time faculty member in the Counselor Education Program. Faculty advisers serve a number of important functions for doctoral students. Students should consult their faculty advisers if they have any problems related to their academic programs. Faculty advisers answer questions related to program requirements, but students are expected to read the UNO catalog and this handbook before asking questions.

Faculty advisers create and sign a number of important documents related to students' academic program. It is all students' responsibility to initiate meetings with their faculty advisers in order to have documents created and filed on their behalf. Students should be provided with a copy of all documents created by their faculty advisers and should request such copies for their own files if they are not offered.

In the event a student or the faculty adviser believes it would be in the student's best interest for a different faculty member to serve as the student's faculty adviser, either may request that the Coordinator reassign the student to a different full-time faculty member in the counseling graduate program. If a student wants to change adviser, he or she should be the assigned adviser to notify the adviser of the requested change. The adviser will notify the coordinator of the change in adviser. Normally such requests for a change in faculty advisers will be granted unless there is no other full-time faculty member willing or available in the counseling graduate program to advise the student.

At a minimum, faculty advisers ensure that students have developed a reasonable plan for completing their degree programs, assist students in selecting their internship sites, and assist students in completing forms necessary for students to complete their degree program.

IMPORTANT INFORMATION FOR DOCTORAL STUDENTS

1. After being accepted into the doctoral degree program, students meet with their academic adviser, to plan their program of study. Students must complete their program of study their second semester in the program. At the conclusion of the development of the program of study, the program keeps the program of study and the student should keep a copy.
2. Any courses students are transferring into the degree program taken after completion of a master's degree must be approved and documented as part of the program of study by the faculty adviser.
3. Students should take the Introduction to Supervision course the first term after being accepted into the doctoral program (or as soon thereafter as possible).
4. According to CACREP (2016), the doctoral practicum must consist of a minimum of 100 hours of clinical counseling experience. The doctoral practicum is a clinical practicum which consists of 40 hours direct and 60 hours indirect. Doctoral students **must** have an site supervisor and meet for weekly supervision with the site supervisor while enrolled into practicum.
5. While enrolled in the Advanced Supervision course, students meet to discuss the doctoral level practicum and internship requirements. A minimum of 300 hours of students' doctoral level internship must be completed within the program supervising master's level students in their skills courses, practicum, or internship. All 600 hours may be completed through supervising master's level

students, or doctoral students may complete 300 hours delivering direct counseling services at a site. A plan should be developed for students to complete the doctoral level practicum and internship requirements.

6. Because the Counselor Education Program is a clinical program training doctoral students in teaching, supervising, and research; doctoral students are required to participate in supervision activities as well as supervise master's level students by coaching, group supervision and/or individual supervision during each semester in which they are enrolled throughout their entire time in the doctoral program including their dissertation hours.

PRACTICUM

Doctoral students are required to register for a 3-credit practicum course that includes 100 hours of clinical experience during an academic term. According to CACREP (2016), doctoral students are required to participate in a supervised doctoral-level practicum of a minimum of 100 hours in counseling, of which 40 hours must be in direct service with clients. Doctoral students cannot complete the 100 hours

of practicum (40 direct and 60 indirect) before the tenth week mark within the semester students are registered for practicum.

INTERNSHIP

Doctoral students are required to register for two 3-credit internship courses that include a minimum of 600 hours and must be completed within the program supervising master's level students in their skills courses, practicum, or internship. All 600 hours may be completed through supervising master's level students, or doctoral students may complete 300 hours delivering direct counseling services at a site. If students choose to do a clinical internship, students must submit an application to the Clinic Counseling Lab Coordinator, attend mandatory orientation, and attend weekly individual and group supervision in addition to requirements to provide supervision and/or coaching to master's students. A plan should be developed in consultation with advisers for students to complete the doctoral level practicum and internship requirements.

CLINICAL PRACTICUM AND INTERNSHIP APPLICATIONS

Before contacting potential practicum and internship sites, discuss placement possibilities with the Clinic Counseling Lab Coordinator. Obtain your site supervisor's approval signature before submitting an application. The application must be correctly and thoroughly completed prior to submission or it will not be accepted. You **may not** begin earning practicum or internship hours until after the application has been approved and signed by the faculty and Clinic Counseling Lab Coordinator, until a copy of professional counseling liability insurance has been submitted to the coordinator before the semester has started. Be sure to keep good logs of clinical hours and have the appropriate sign off from supervisors.

Instead of weekly class meetings, doctoral students enrolled in practicum meet in group supervision once a week for 1½ hours with their university group supervisor and once a week with their individual site supervisor for one hour.

SUPERVISION REQUIREMENTS

All doctoral students must supervise master's degree students in the program during each semester in which they are enrolled and meet all of the supervision requirements. This required experience is an essential component of doctoral education and training and it must be fulfilled each semester through graduation including enrollment is dissertation hours. It is doctoral students' responsibility to register for supervision with the Counseling Lab Coordinator. This includes summer semesters. New doctoral students who have not completed a course in supervision must complete that course during their first semester in the doctoral program.

Doctoral students must register for supervision with the Counseling Lab Coordinator and must attend practicum/internship orientation each semester. Doctoral students are required to attend the graduation celebration for each of their supervisees. It is doctoral level supervisors' responsibility to present graduating master's students. A Professional and Interpersonal Characteristics Scale (*PICS*) will be completed on doctoral students for each incidence that a supervision requirement is not met. Failure to obtain proof of liability insurance prior to the start of a semester will necessitate students involuntarily dropped from the program for failure to complete requirements. Students will then have to reapply to the program for readmission.

The faculty of the Counselor Education Program does not provide private, individual supervision for doctoral students to obtain hours to meet LPC Licensing Board requirements. This supervision, though necessary for licensure requirements in the state of Louisiana, is independent of the university's doctoral curriculum graduation requirements. Any supervision service provided by the faculty is strictly voluntary on the part of that faculty member.

PROFESSIONAL LIABILITY INSURANCE

For your own protection, all doctoral students are **required** to purchase a professional liability insurance policy including the designated supervision provision and keep insurance effective the entire time you are enrolled in the program. A professional liability insurance policy must be purchased through HPSO. It can take several weeks to obtain a policy. When obtaining or upgrading your policy, students need to claim the primary "medical specialty" as a Counselor Educator. Students can claim a secondary "medical specialty" that reflects clinical work, such as mental health counselor or school counselor. Students are also required to add the **consulting services liability endorsement**. This endorsement protects students when "teaching, training, speaking" at seminars, workshops, conferences, and professional settings. You can download the form online: <http://www.hpsso.com/individuals/professional-liability/consulting-services-endorsement/cse-new>, but it must be mailed or faxed to ACA after completed.

STUDENT ENROLLMENT REQUIREMENTS

All doctoral students must maintain continuous enrollment, that is, they must be registered as students each semester, excluding summers. Failure to do so without requesting a formal leave of absence will result in students being dropped from the program. Being dropped from the program requires that students seek formal readmission and reapply to the program. Please be aware that any leave of absence is granted at the discretion of the program faculty and will not be given automatically without adequate justification. Repeated leaves of absence will not be given except under exceptional circumstances.

For students admitted or re-admitted after a 5-year absence, all requirements towards a doctoral degree must be completed within six calendar years of completing the General Exam (i.e., students admitted prior to Fall 2012 must be completed within 13 years of admission). Failure to meet this time frame could result in dismissal from the Counselor Education Program. Petitions for extensions should be directed to students' advisers and students should complete the appropriate form on the Graduate School website (Graduate School> Forms>Doctoral Degree Timeline/Forms >Request for Extension of the Time Limit) Extensions are discretionary with the faculty and do not have to be granted. Extension of any time limit will be granted only when student have made sufficient progress toward completion of degree.

DISSERTATION CHAIRS AND COMMITTEES

As students near readiness to take the general examination, they must select a dissertation chair and dissertation committee. The chair and the committee members write the questions that students answer in order to complete the general exam. The dissertation chair may be the same faculty member who served as a student's faculty adviser or he or she may be a different full-time counselor education faculty member. Students should speak to assigned advisers when requesting a change of advisers or chairs. Faculty chair persons are students' advisers. Chairs must be a counselor education faculty member.

Faculty advisers who serve as chairs of Ph.D. committees work intimately with students as they formulate and complete their dissertations. In addition, they may also serve as mentors for students by assisting them in developing an identity as professional counselors and adopting professional approaches to their work and interactions with others. All doctoral students have a committee as well a dissertation chair. For doctoral students, the committee assists them in developing their dissertation research. In addition, the committee approves the research proposal and the final dissertation. The committee also constructs and grades the General Exam. Dissertation chairs and committee members can be very helpful in assisting students in finding employment as professional counselors. Detailed information regarding the composition and functioning of doctoral committees follows this section.

Faculty members have a multitude of responsibilities including teaching courses, conducting their own research, consulting outside the university, performing community service, and serving on university committees. As a result, their schedules are very full. Meetings with faculty advisers should be scheduled well in advance. Students may make appointments with their faculty advisers by emailing their faculty advisers or calling them at their university offices. In the event faculty members are not available when students call their advisers, students may leave messages by calling the department office at 280-6661 or by e-mail. In the event faculty members are not responsive to reasonable requests from students for meetings, students should consult with the Chair of the Department. Students should take every opportunity to talk with their chair.

1. Doctoral students in the counseling graduate program are assigned a full-time faculty member as their academic adviser at the time they are accepted into the program. Doctoral students should identify their committee members as early in doctoral program as possible. Doctoral students will choose their chair no later than just before the General Examination).
2. Doctoral committees include faculty members whose knowledge and expertise are appropriate to an individual doctoral students' program of study and area of dissertation inquiry.
3. Doctoral students do not have an official full doctoral committee of three to five members until

the **Request for General Examination; Doctoral Program** form has been filed. Until students' reaches this stage in the program, students' chair and any other two full-time counseling graduate program faculty members serve as the three-person advising committee.

4. Students must have at least three full-time UNO faculty members on their committee. Doctoral committee members may be consulted individually by doctoral regarding academic and professional matters throughout students' doctoral program of study.
5. Doctoral students may consult with faculty and receive faculty oversight for each semester students are registered for a semester. Registration is **mandatory** for faculty oversight.
6. Doctoral committees may be convened for a dissertation pre-proposal meeting, which is an informal meeting to consider doctoral students' preliminary ideas regarding the dissertation. This meeting is optional and not all students and committee chairs choose to hold this meeting. The nature and format of the meeting is informal. The meeting gives students an opportunity to have input from their committee members before they invest the time and energy necessary for the development of a formal dissertation proposal.
7. Doctoral committees in the counseling graduate program can consist of three to five individuals. Committee members must include the following individuals: a) the chair, who is a full-time tenured or tenure-track member of the counseling graduate program faculty; b) two to three additional full-time tenured or tenure-track members of the counseling graduate program faculty, and c) a full-time tenured or tenure-track member of the faculty (whose primary appointment may or may not be to the counseling graduate program faculty) who serves as methodologist.
8. The committee may include no more than two individuals who are not tenured or tenure-track UNO professors outside the counseling graduate program. One of these two individuals must represent the minor area of research. Under no circumstances will a committee member be approved who is related to students or who has a close personal relationship with students. In addition, if an individual who is appointed to a doctoral committee is not a full-time or adjunct professor at UNO; the committee chair must secure a current vita from that individual. The vita must be given to the department chair with a request that the individual be nominated as an administrative appointee to the UNO graduate faculty.

DOCTORAL GENERAL EXAMINATION

Before scheduling the general examination, doctoral students must have the majority of doctoral students' coursework must be completed. Students can be enrolled in their last emphasis area research course or EDGC 6997: Research Seminar the semester they take their general exam. The first step in the process is an appointment to choose a faculty member to serve as their dissertation chair. Students must also have three committee members chosen which includes their chair to take their general exam.

The General Exam consists of three essay questions that must be answered over a three (3) week period. At least one of the questions must address research methodology. Students are given their questions on the first day of the exam and must submit their written responses to their chair by the **last day of the third week**. Students may ask one clarification question (maximum) to each question-writer during the time that students are writing the exam. The chair will email results of the exam to students within **approximately two weeks**.

Each of the three essay questions must be answered in no more than eight double-spaced pages, typed with one-inch margins with a 12-point font. Reference list pages do not count in the eight page maximum. Students submit their general exam responses as one Word document to the Coordinator. Papers that do not conform to the guidelines will be returned to students for revisions.

Papers are evaluated according to the following criteria:

1. Coherence, organization and clarity of arguments,
2. Effective use of supporting evidence from a relevant review of the literature,
3. Insight and analytic acumen,
4. The extent to which the answer addresses the question of issue based in the research,
5. The extent to which APA style is appropriately followed.

Students may take the General Exam when they have met the following requirements:

1. Have completed prior to the term in which they take the General Exam all of the "Entry Level Core" and most of the "Doctoral Level Core" courses listed on their program of study, excluding internship and dissertation hours;
2. Have no more than nine (9) semester credits left of coursework to complete after the term in which they take the General Exam, excluding internship and dissertation hours.
3. Completion of all research courses is recommended prior to taking the General Exam; however, Research Seminar can be remaining class to complete.

GENERAL EXAM PROCEDURES

1. Doctoral students initiate an appointment with their committee chair to plan the content of the General Exam. The three areas must reflect areas of expertise for students' committee members and must provide an opportunity for students to integrate the knowledge and experience that has been gained in students' individual doctoral program of study. In the event an individual will serve on a dissertation committee who is not a UNO full-time or adjunct faculty member, a UNO full-time or adjunct faculty member will substitute for that person until after the General Exam has been passed.
2. Doctoral students coordinate with their committee chair and other committee members to notify them that they are preparing to take the General Exam. The committee chair, in consultation with the student, assigns a content area for each committee member. Students meet with each committee member to discuss each question. Each committee member forwards the question he or she writes to the committee chair.
3. The chair(s) will then send each of the committee members a memo asking that the question(s) be sent to them by a certain date. The chair will then assemble the examination packet and email the packet to students.
4. Generals can be written and responded to for the **fall and spring** semesters. Students can request to take the general exam during fall or spring break only, results will **not** be provided by faculty until at least two weeks after the first week of the fall or spring semester. Generals can be written during

breaks and summer but results will **not** be given until subsequent fall or spring semesters.

5. When students have completed all sections of the General Exam, students email the completed exam to the chair by the last day of the third week. The chair then emails the exam to all committee members and indicates the due date for grades to be submitted. All committee members are asked to grade the exam. Committee members grade each of the three sections of the exam with one of the following grades: target, satisfactory, or unsatisfactory. Committee members are given two weeks to grade and return the exam. Additional time may be given for grading if appropriate due to the semester breaks and holidays. In the event the exam is not returned to the committee chair by the deadline and a committee member has not made previous arrangements for a reasonable extension of time to grade the exam, a satisfactory grade is assigned for that committee member.
6. After all committee members have returned the graded exam or the period for grading the exam has passed, the chair determines the exam grade and notifies students and committee members of the results in writing. The chair has three weeks (excluding weekends and holidays) from the time students submit their generals to notify students and committee of the results.
7. If students receive satisfactory grades from the majority of committee members (i.e., 2 of 3) for a question, that question is passed. Students must pass all three questions in order to pass the exam. If a majority (i.e., 2 of 3) of committee members give unsatisfactory grades on any of the three questions, that question, and thus the exam, is failed.
8. In the event *the first administration of the General Exam is failed*, students have one more opportunity to pass the exam. The second exam may be scheduled as soon as students and committee chairs agree upon a schedule for remedial review and new testing dates.
9. Upon successfully passing the General Exam, the chair will then complete the **Report on the General Exam Form from the Graduate School** (Graduate School> Forms>Masters Degree Timeline/Forms >Report on General Examination) and email students the program's congratulations. A copy of the Report on the General Exam Form must be submitted to the Graduate School and a second copy submitted to the Graduate Assistant. Once the Report on General Exam form has been submitted and approved by the Graduate School, students admitted to candidacy.

DOCTORAL DISSERTATION

After the General Exam has been passed, students should meet with their dissertation chair. The program of study filed after completion of the qualifying exam must be reviewed (and updated if necessary) when the form is filed indicating that students have passed the General Exam. Students should submit to the Coordinator of the program and keep a copy of this form at the conclusion of this meeting.

Students meet with their chair to discuss their dissertation proposal. Students should schedule individual meetings with faculty members to discuss their dissertation ideas. After students have completed their first doctoral level research course (EDFR 6705), they should have determined whether their study will utilize qualitative or quantitative methods. During registration in EDGC 6997: Research Seminar in Counselor Education, students must have chosen their dissertation topic, developed their study design, written their research questions and hypotheses, and selected their committee members in consultation

with their chair.

DISSERTATION PROCEDURES

1. Students must be registered in at least one doctoral class to receive feedback from faculty regarding their dissertations. The dissertation chair works closely with students working on their dissertation proposals. Students also work closely with their methodologist for chapter three and their research questions.
2. Once chapters one through three are completed for the proposal, the chair reviews the three chapters before students submit the chapters to the full committee. The chair notifies committee members when students will submit the three chapters to the committee and schedules the proposal defense. Before the proposal, the committee is given **two weeks** to review the three chapters.
3. Once the three chapters are approved by the chair, students are responsible for coordinating with committee members regarding a date for the proposal meeting and posting the Proposal Dissertation Defense Announcement on the listserv. Committee members are given two weeks to review the three chapters (i.e., proposal document). Agreement of dates and times are coordinated by the chair. Proposals can only be held in the **spring and fall** semesters.
4. On the agreed date, the doctoral committee convenes to consider the formal dissertation proposal. A minimum of three affirmative votes are required to approve a dissertation proposal.
5. After passing the dissertation proposal defense, students must submit to the department the Proposal Dissertation Defense Report form (located in the Counseling Graduate Program Handbook) indicating the proposal has been accepted. Additionally, the Request for Doctoral Examination form located on the Graduate Schools website (Graduate School>Graduate Forms>Doctoral Degree Timeline/Forms >Request for Doctoral Examination) should be submitted the Graduate School and a copy submitted to the Graduate Assistant.
6. After completing the dissertation proposal, students works with the chair to complete five chapters for the student's dissertation. Students are responsible for coordinating with committee members regarding a date for the proposal meeting. Once approved by the chair, students must submit the Final Dissertation Defense Announcement form to the listserv. Defenses can occur only during fall and spring semesters. Committee members are given two weeks to review the five chapters (i.e., dissertation document). Defenses can only be held in the **spring and fall** semesters. The coordinator is notified of the defense date.
7. Doctoral committees conduct the Final Exam for doctoral students, which is the dissertation defense. Students must receive a minimum of three affirmative votes to pass the Final Exam.
8. After passing the dissertation defense, students must submit to the Graduate School and a copy to the Graduate Assistant the Dissertation Approval form (Graduate School> Forms>Doctoral Degree Timeline/Forms >Dissertation Approval Form) indicating the dissertation has been accepted.

DISSERTATION OUTLINE FORMAT

Doctoral students must adhere to guidelines for dissertations by the American Psychological Association

Publication Manual and that are published by and available from UNO Graduate School Website. The counseling faculty have agreed that doctoral students should follow the general formats outlined below in preparing their dissertations. Modifications may be made if agreed upon by doctoral students and their committee chair.

Title Page

Copyright

Dedication

Acknowledgement

Table of Contents

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Abstract

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Overview of the Study

Problem Statement

Purpose of Study

Significance of the Study

Conceptual Framework

Overview of Methods and Research Questions

Limitations and Delimitations

Assumptions of the Study

Definition of Terms

Chapter II: Literature Review Quantitative/Qualitative

Introduction (to the literature including “framing” paragraph which explains how the subsequent review is deductively structured (funnelled) by topics and subtopics; including a restatement of the purpose (if necessary).

Subheadings (a synthesis and critical analysis of the literature, which will “funnel” to the research emphasis of the study including “gap” in the research).

Summary (includes a short paragraph which summarizes the literature as well as the relevance and fit of the research of the proposed study).

Chapter III: Research Design (Methodology) Quantitative/Qualitative

Introduction (including restatement of purpose, if necessary, and rationale for research design approach)

Research Design

Sample (Demographic description, sample size, criteria)

Instruments (including how they were developed or selected; also include content on their reliability and validity)

Data Collection Procedures (including the selection of site(s); how participants are selected and recruited, collection of materials/documents/handouts etc., IRB procedures)

Role of the Researcher (Qualitative)

Research Questions and Data Analysis (Quantitative) (description of how data will be analysed for each research question) (Qualitative) (describe how data will be a degree of trustworthiness, credibility, etc.)

Summary

Chapter IV: Results Quantitative

Introduction (including purpose of the study)

Data Analysis (Qualitative) (including across case and within case thematic analysis)

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including tables if applicable)

Summary

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Recommendations for Future Research

Personal Reflections (Qualitative)

Conclusions

References

Appendices

Vita

DOCTORAL STUDENT PROGRAM CHECKLIST

Date Completed	Forms
_____	Complete Program of Study (Program)
_____	Complete Program of Study (Graduate School)
_____	Report on General Examination/Request for Candidacy: Ph.D.
_____	Proposal/Dissertation Defense Announcement
_____	Proposal/Dissertation Defense Report
_____	Request for Internal Review Board approval of dissertation study
_____	Dissertation Defense Announcement
_____	Request for Doctoral Examination
_____	Dissertation Approval Form

Counselor Education Graduate Program

Student Handbook

ACKNOWLEDGEMENT AND AGREEMENT

I, _____, acknowledge that I have received a Counseling Graduate Program Student Handbook. I agree that I will read the handbook and abide by the policies therein which include adherence to the *ACA Code of Ethics*. I understand that the faculty and students in the Counselor Education Program share a strong commitment to social justice and affirm the worth and dignity of all persons regardless of race, ethnicity, gender, national origin, sexual orientation, physical ability status, age, religion, marital/partnership status, language preference, socioeconomic status, or other personal characteristic. I understand that I will be expected to learn to provide counseling services effectively to a diverse clientele. If I have any questions regarding what I read in the Counseling Graduate Program Student Handbook, I agree that I will bring my questions to my faculty adviser.

Signed:

Print Name

Signature

Date

Counselor Education Program Professional and Interpersonal Characteristics Scale

Student Name: _____ Class or Other: _____
 Faculty: _____ Date: _____

This is to notify you that your professional performance has been evaluated according to the Professional and Interpersonal Characteristics (PIC) policy and procedures. Ratings are from 1 (*Strongly Agree*) to 6 (*Strongly Disagree*). If an item is not rated, that item is considered not applicable.

Section I:

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	
1	2	3	4	5	6	
1	2	3	4	5	6	1. Student shows willingness to appropriately self-disclose personal concerns that may affect performance as a professional counselor.
1	2	3	4	5	6	2. Student demonstrates willingness to engage in professional interactions with all professionals and persons from diverse cultures.
1	2	3	4	5	6	3. Student exhibits flexibility when scheduling appointments with others.
1	2	3	4	5	6	4. Student conveys feedback to others in an appropriate manner.
1	2	3	4	5	6	5. Student exhibits growth in willingness and ability to share knowledge of resources with others.
1	2	3	4	5	6	6. Student exhibits cooperative behaviors as evidenced by listening and acknowledging others' communication and feedback.
1	2	3	4	5	6	8. Student conveys an interest in the welfare of others.
1	2	3	4	5	6	9. Student acknowledges feedback from professors, supervisors, and peers as evidenced by listening to clarify, evaluating, and implementing the feedback of others.
1	2	3	4	5	6	10. Student shows a respect for individual differences.
1	2	3	4	5	6	11. Student demonstrates a willingness to address personal prejudices and biases.
1	2	3	4	5	6	12. Student expresses appropriate empathy for clients without over-identifying or poor boundaries with clients.
1	2	3	4	5	6	13. Student addresses issues of conflict that arise in classes, counseling sessions and supervision and responds in a professional manner.
1	2	3	4	5	6	14. Student recognizes that conflict may be an area of growth.
1	2	3	4	5	6	15. Student maintains a balance in his or her life.
1	2	3	4	5	6	16. Student is alert to signs of stress and handles stress in a healthy manner.
1	2	3	4	5	6	17. Student recognizes the causal link between his or her personal behaviors and reactions and their consequences.
1	2	3	4	5	6	18. Student demonstrates an openness to take interpersonal risks.
						19. Student respects self and possesses an awareness of strengths and limitations.
1	2	3	4	5	6	20. Student uses professional resources for understanding and adhering to professional responsibilities.
1	2	3	4	5	6	21. Student demonstrates a willingness to respect viewpoints which differ from his or her own and respond in a professional manner.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 22. Student communicates and delivers feedback in a professional manner. |
| 1 | 2 | 3 | 4 | 5 | 6 | 23. Student understands and recognizes their impact on others. |
| 1 | 2 | 3 | 4 | 5 | 6 | 24. Student organizes and completes professional responsibilities in a timely manner. |
| 1 | 2 | 3 | 4 | 5 | 6 | 25. Student takes responsibility for their communication and actions by using professional communication skills. |
| 1 | 2 | 3 | 4 | 5 | 6 | 26. Student hears, accepts, and incorporates feedback, as evidenced by behavioral changes. |
| 1 | 2 | 3 | 4 | 5 | 6 | 27. Student self-reflects, explores, and addresses transference and countertransference issues with supervisors. |
| 1 | 2 | 3 | 4 | 5 | 6 | 28. Student establishes and maintains professional and interpersonal relationships with supervisors, faculty, peers, and clients by using professional communication skills. |
| 1 | 2 | 3 | 4 | 5 | 6 | 29. Student recognizes internal feelings, thoughts, and behavioral reactions that are associated with appropriate professional and interpersonal behaviors. |
| 1 | 2 | 3 | 4 | 5 | 6 | 30. Student acknowledges, through discussions with supervisors and other professionals, when inappropriate professional and interpersonal behaviors arise and accept feedback regarding how to change those behaviors to appropriate behaviors. |
| 1 | 2 | 3 | 4 | 5 | 6 | 31. Student maintains client/colleague/peer confidentiality as defined by the ACA <i>Code of Ethics</i> . |
| 1 | 2 | 3 | 4 | 5 | 6 | 32. |

Professional and Interpersonal Characteristics Scale: Sections

Section II. Describe the specific behavior(s) and issues observed indicating competence not achieved:

Section III:

- | | |
|---|--|
| <input type="checkbox"/> Additional actions to be taken | <input type="checkbox"/> Referred to remediation |
| <input type="checkbox"/> Dismissed from program | <input type="checkbox"/> Suspended from program |
| <input type="checkbox"/> Resolved | <input type="checkbox"/> Department Chair notified |

Section IV: Describe the recommendations.

Signatures (acknowledges student received this evaluation):

Student Signature

Faculty Signature

2nd Faculty Signature

Others Present

Professional and Interpersonal Scale: Department Chair Notification

Department Chair: _____ Student Name: _____

Faculty: _____ Date: _____

As part of the Counselor Education Program’s Professional and Interpersonal Characteristics Policy and Procedures, this form is to notify the Department Chair that a *Professional and Interpersonal Characteristics* (PICS) has been issued to _____.

Counseling Education Program Master's Program of Study

Name		Student ID	
UNO Email		Emphasis Area	

Mark “T” if course content requirement has been met with a transfer course from another university that a faculty member has approved. No more than 9 hours can be transferred and must be approved by a faculty member. Clinical courses cannot be transferred. In the remarks column indicate the number and name of the course, the transfer university, and the grade in the course.

Mark “X” if the course has already been completed at UNO. In the remarks column indicate the term taken and the grade in the course.

Mark “CE” for currently enrolled if the student is currently taking the course at UNO. In the remarks column indicate the current term.

Mark “N” if the course is needed and will be taken at UNO. In the remarks column indicate the term the student plans to complete the course. **Remarks:** Indicate the semester and year that you took the course or the semester and year that you will take the course. If the course has already been completed indicate the grade received.

CORE COUNSELING COURSES (48 CREDITS)

T/X/ CE/N	Prefix & Course #	Hrs	Course Title	Prerequisite	Remarks Sem/Yr Grade
	EDGC 6330	3	Career Counseling and Life Planning	Department Consent	
	EDGC 6400	3	Theories of Counseling – <i>B or better</i>	Department Consent	
	EDGC 6420	3	Lifespan Human Growth & Development	Department Consent	
	EDGC 6430	3	Counseling Techniques - <i>B or better</i>	Department Consent	
	EDGC 6440	3	Advanced Counseling Techniques - <i>B or better</i>	EDGC 6400, EDGC 6430	
	EDGC 6450	3	Telemental Health Counseling - <i>B or better</i>	EDGC 6400, 6430	
	EDGC 6452	3	Group Work - <i>B or better</i>	EDGC 6430, EDGC 6440	
	EDGC 6535	3	Introduction to Multicultural Counseling	EDGC 6430	
	EDGC 6630	3	Diagnosis and Treatment Planning - <i>B or better</i>	EDGC 6400	
	EDGC 6660	3	Analysis of the Individual	Department Consent	
	EDFR 6700	3	Crisis Intervention Counseling	EDGC 6400, EDGC 6430	
	EDGC 6810	3	Educational Research	N/A	
	EDGC 6850	3	Ethical, Legal & Professional– <i>B or better</i>	Department Consent	
	EDGC 6896	3	Practicum in Counseling (min. 100 hours) <i>(B or better, must have a minimum of 36 counseling course credits before taking practicum)</i>	EDGC 6400, EDGC 6430, EDGC 6440, EDGC 6445, EDGC 6450, EDGC 6535, EDGC 6850, EDGC 6540 or EDGC 6550	
	EDGC 6897	6	Internship in Counseling (min. 600 hours) <i>(B or better) 1-9 hrs.</i>	EDGC 6896	

CLINICAL MENTAL HEALTH COUNSELING EMPHASIS AREA (6 CREDITS):

T/X/ CE/N	Prefix & Course #	Hrs	Course Title	Prerequisite	Remarks Sem/Yr Grade
	EDGC 6540	3	Clinical Mental Health Counseling	N/A	
	EDGC 6840	3	Family Counseling	N/A	

SCHOOL COUNSELING EMPHASIS AREA (6 CREDITS):

T/X/ CE/N	Prefix & Course #	Hrs	Course Title	Prerequisite	Remarks Sem/Yr Grade
	EDGC 6550	3	School Counseling	N/A	
	EDGC 6830	3	Counseling Children and Adolescents	EDGC 6400, EDGC 6430	

COUNSELING ELECTIVES (6 CREDITS):

T/X/ CE/N	Prefix & Course #	Hrs	Course Title	Prerequisite	Remarks Sem/Yr Grade
	EDGC 6090	3	Independent Research in Educational Foundations	Department Consent	
	EDGC 6435	3	Substance Abuse Counseling	EDGC 6400, 6430	
	EDGC 6525	3	Employee Assistance Counseling	EDGC 6330, 6400, 6430	
	EDGC 6860	3	Intro to Play Therapy	EDGC 6400, 6430	
	EDGC 6870	3	Advanced Play Therapy	EDGC 6400, 6430, 6860	
	EDGC 6810	3	Introduction to Supervision	EDGC 6896, Department Consent	
	EDGC 6998	3	Consultation and Counselor Education	Department Consent	
	EDGC 6993	3	Special Topics in Counselor Education	N/A	

I understand that I must complete the plan listed above in order to fulfill the requirements for my graduate degree. Any changes to the above plan must be approved in writing by my master's adviser.

Total Number of Hours (must be a minimum of 60 credit hours) = 60

Signature of Student

Date

Signature of Faculty Adviser

Date

Signature of Coordinator

Date

Counselor Education Doctoral Program of Study

Name		Date	
Student ID		Emphasis Area	
UNO Email		Sem/Yr Plan of Study Began	

Degree Earned	Major	Dates of Enrollment	Institution

Transfer Credits: Indicate transfer of all credits student earned in master's degree plus up to 15 more, if available. If credits do not fit into one of the other categories, place them in electives at the end of the worksheet. Doctoral students may transfer all graduate courses from their master's degree program, no matter how long ago the courses were taken. Doctoral students may transfer no more than 15 semester hours of graduate credits taken after the master's degree. Only courses passed with a grade of "B" or better may transfer. All transfer credits must appear on an official transcript. A transfer of credit form must be submitted for transfer credits taken after the completion of the master's degree. A transfer of credit form is not required for transfer courses from the master's degree program. *Please note: Students may not transfer more credits than they plan to take at UNO in their doctoral studies.*

Mark "T" if course content requirement has been met with a transfer course from another university. In the remarks column indicate the number and name of the course, the transfer university, and the grade in the course.

Mark "X" if the course has already been completed at UNO. In the remarks column indicate the term taken and the grade in the course.

Mark "CE" for currently enrolled if the student is currently taking the course at UNO. In the remarks column indicate the current term.

Mark "N" if the course is needed and will be taken at UNO. In the remarks column indicate the term the student plans to complete the course.

Core Courses (48 Credits)

T/X CE/N	Prefix & Course #	Hrs	Course Title	Prerequisite	Remarks Sem/Yr Grade
	EDGC 6330	3	Career Development and Life Planning	Department Consent	
	EDGC 6400	3	Theories of Counseling	Department Consent	
	EDGC 6420	3	Lifespan Human Growth & Development	Department Consent	
	EDGC 6430	3	Counseling Techniques	Department Consent	
	EDGC 6445	3	Telemental Health Counseling	EDGC 6400, 6430	
	EDGC 6440	3	Advanced Counseling Techniques	EDGC 6400, 6430	
	EDGC 6450	3	Group Work	EDGC 6430, 6440	
	EDGC 6452	3	Intro. to Multicultural Counseling	EDGC 6430	
	EDGC 6535	3	Diagnosis and Treatment Planning	EDGC 6400	
	EDGC 6630	3	Analysis of the Individual	Department Consent	

	EDGC 6660	3	Crisis Intervention Counseling	EDGC 6400, 6430	
	EDFR 6700	3	Educational Research	N/A	
	EDGC 6810	3	Intro to Supervision in Counseling	Department Consent	
	EDGC 6850	3	Ethical, Legal & Professional Issues in Counseling		
	EDGC 6896	3	Practicum in Counseling (100 hours)		
	EDGC 6897	6	Internship in Counseling (600 hours)	EDGC 6896	

Doctoral Level Core Courses (27 Credits)

T/X CE/N	Prefix & Course #	Hrs	Course Title	Prerequisite	Remarks Sem/Yr Grade
	EDGC 6439	3	Advanced Counseling Theories	EDGC 6400	
	EDGC 6460	3	Supervised Experience in Group Work	N/A	
	EDGC 6991	3	Doctoral Teaching Practicum	12 hours doctoral	
	EDGC 6852	3	Advanced Multicultural Counseling	EDGC 6452	
	EDGC 6880	3	Advanced Counseling Interventions	EDGC 6430, 6440	
	EDGC 6898	3	Practicum in Counseling (100 hours)	N/A	
	EDGC 6899	3	Internship in Counselor Ed (600 hrs.) (1-12 hrs., repeatable)	EDGC 6898	
	EDGC 6996	3	Advanced Supervision in Counseling	EDGC 6810	

Research Courses (27 Credits)

T/X CE/N	Prefix & Course #	Hrs	Course Title	Prerequisite	Remarks Sem/Yr Grade
	EDFR 6705	3	Quantitative & Qualitative Research Designs	EDFR 6700	
	EDFR 6710	3	Descriptive Statistics and Inferential Hypothesis Testing	EDFR 6705	
	EDFR 6715	3	Qualitative Research Methods in Education	EDFR 6705	
	EDGC 6997	3	Research Seminar in Counselor Education	Dept Consent	
	EDGC 7050	3	Dissertation Research	Dept Consent	
	EDGC 7050	3	Dissertation Research	Dept Consent	
	EDGC 7050	3	Dissertation Research	Dept Consent	
	EDFR 6720	3	Introduction and Application of Advanced Statistical Methods in Education	EDFR 6700, 6710	
			OR		
	EDFR 6721	3	Advanced Qualitative Research in Education	EDFR 6705, 6715	
	EDFR 6725	3	Multivariate Statistical and Covariance Structure Analysis	EDFR 6700, 6710, 6720	



The College of Liberal Arts, Education, and Human Development

PROPOSAL Dissertation Defense Report

To: Associate Dean of Education

Date:

From:

Committee Chairperson

As signified by the signatures below, the DISSERTATION proposal of _____ has been:

Approved

Conditionally Approved

Disapproved

The terms of conditional approval (if any) are:

_____	_____
_____	_____
_____	_____