MASTER OF ARTS IN COUNSELING
INFORMATIONAL HANDBOOK

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The UNI Program has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1990
UNI preparing Counselors Since 1953
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IMPORTANT

Please make sure your current e-mail address is updated with Amy Liekweg, our counseling program secretary, 319-273-6414, amy.liekweg@uni.edu. This will ensure that your name is added to the listserv. We post important information about scheduling, job openings, conferences, volunteer opportunities, student advisement, Chi Sigma Iota, and so forth - so you will want to be on it to get up-to-date information. PLEASE KEEP THIS INFORMATION UP TO DATE THROUGHOUT THE PROGRAM!
Testimonials

What former students say about the Counseling Program!

Kelli Johnson, Elementary School Counselor, Belmond-Klemme Community School District (10/2013)
“The School Counseling program in University of Northern Iowa not only fully prepared me for my dream job of becoming a school counselor, but it helped me become a professional. This program exposed me to many different theories and strategies in working with kids of all ages. This exposure helped me become more confident in my own abilities and professional judgments. I am now an Elementary School Counselor serving grades K-6 and feel confident in any situation that may come my way – from multicultural diversity to confidentiality issues. K-12 certification has also become very helpful as I have been asked to fill in while the 7-12 school counselor in my district is gone. I had the training and was fully prepared to step outside my comfort zone.

I highly recommend training from the University of Northern Iowa if you are interested in becoming a school counselor. The professors not only care about your professional well-being, but your personal well-being. Even after graduating, I feel comfortable networking with my professors and other classmates when situations arise that need consultation. The program has also encouraged inspired me to grow professionally by attending state and national School Counselor conferences to gain a better understanding about contemporary problems and solutions. My training at UNI is one of the best things I did for myself both personally and professionally.”

Kathie Barry, Middle School Counselor (retired), Aplington-Parkersburg District (9/2013)
“I feel the UNI program prepared me very well for the real world as a school counselor. I found the training I received in the developmental stages to be invaluable, and felt well prepared with appropriate interventions to handle most situations.

In addition to the excellent training I was given as a graduate student, the faculty has continued to mentor me after graduation. It’s been great to know I can call on them when I need advice!!

When my school district experienced a devastating tornado, and later, the murder of a staff member they were incredibly supportive! They sent dozens of their best students to help run tornado recovery groups, and do grief counseling! Their contribution was immeasurable! I have also hosted many counseling interns and I can say that the caliber of student from the UNI program is excellent!”

Corey Trainer, Elementary School Counselor, Oskaloosa School District (9/2013)
“My experience in the School Counseling program changed my life to say the least. The courses challenged both my academic skills, and my own identity. I grew as a student, as well as an individual. Upon graduation I had already been employed for 5 months as a school counselor. Still to this day I look back fondly on my graduate career at UNI.

Trista Thompson, High School Counselor, Fort Dodge School District(9/2013)
“UNI’s Counseling Graduate Program has a diverse group of professors who are each there to build relationships with students that will last well beyond graduation. Throughout my time in the program, I was able to gain K-12 school counseling experience in three separate school districts and acquire life-long mentors. My experiences in the program not only prepared me for my first job but also improved my leadership, professional advocacy, and relational skills that have been invaluable.”
Josie Evanson, School Counselor, Bunger Middle School, Waterloo School District (10/2013)
UNI’s school counseling program was a perfect fit for me. The classes were small and my cohort became my family. The faculty challenged us through many rigorous activities and offered plentiful opportunities. In fact, the first class required me to interview local school counselors and get the straight truth from practicing professionals. This was just one of the many powerful learning moments I had while I was there. Now that I am out in the field, I find that the depth of my knowledge and skills far surpass those who graduated from other accredited institutions. I am very thankful for the quality comprehensive education I received. I truly feel that the program filled my “counselor tool belt” with everything I needed to start out as a professional school counselor.

Karin Mills, School Counselor, Prairie Point Middle School (10/2013)
"The choice to attend UNI for my Masters in School Counseling was one of the best life decisions I’ve made yet. Not only did the program help me land my dream job in education as a school counselor at Prairie Point Middle School and 9th grade academy, but I also made life-long friends and professional connections. I left the school counseling program with the skills I needed to be successful and the connections to get me started."

What current students say about the Counseling Program!

Jeremiah Harris, Admissions Counselor, Wartburg College, 2nd year student (10/2013)
"Experience and Growth! Looking back on my first days as a graduate student in the School Counseling program, I am reminded of the reservations I had as to whether or not I had what it takes to be great in this field. I have since found the answer to my reservations upon meeting my professors and interacting with my cohort, I was born to do this. I have been challenged to step outside of my comfort zone and to internalize and personify the ideology of “making your journey your destination.” Now that I’ve been in the program for a year, I find myself eager to come to class on a daily basis, knowing that I’m gaining skills and knowledge, that when put into practice, will set me apart from the crowd and enable me to offer effective counseling."

Chris Wood, High School Counselor, Don Bosco Catholic Secondary School, Practicum, (10/2013)
“My experience in the University of Northern Iowa School Counseling program has been life-changing. It has been the constantly growing relationships with my cohort, the mentoring from my professors, and the accepting culture at UNI, that have allowed me to grow in to the passionate Professional School Counselor I am today. Working full-time while pursuing my degree certainly had its difficulties, but with accommodating and caring professors and peers, I was able to succeed. After 2 ½ awe-inspiring years, I am leaving with a wealth of knowledge and a box full of tools to help my students succeed. As Dr. B puts it, I have learned to “trust the process,” and I am beyond grateful for the opportunities I have been given at the University of Northern Iowa.”
MASTER OF ARTS IN COUNSELING PROGRAM

We are pleased that you have expressed interest as a prospective student in the Counseling program and that you have chosen to pursue your graduate education at UNI. This handbook contains IMPORTANT information that will guide you through the entire program, beginning with the application process. PLEASE KEEP THIS HANDBOOK AND REFER TO IT THROUGHOUT THE PROGRAM AS QUESTIONS ARISE. Careful reading will facilitate your understanding of the program requirements and procedures. If you have further questions, please contact Dr. Roberto Swazo, Associate Professor and Counseling Division Chair at Roberto.swazo@uni.edu or [319] 273-2675 or your advisor. THIS HANDBOOK IS AVAILABLE ON OUR WEB SITE.

Counseling: A Definition

“Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

-American Counseling Association

Introduction/Program Philosophy: Clinical Mental Health Counseling

Among mental health provider groups, Mental Health Counseling is unique in its insistence on a balance between prevention and psychoeducational, developmental approaches on one hand, and its insistence on clinical competencies for the treatment of psychopathology on the other hand.

A major objective of the program is to provide students with educational experiences that address the American Counseling Association's (ACA) accreditation (CACREP) training standards for Clinical Mental Health Counseling. These standards require that students complete a program that exposes them to knowledge and skills in the following core areas:

I. Professional Identity
II. Social and Cultural Diversity
III. Human Growth and Development
IV. Career Development
V. Helping Relationships
VI. Group Work
VII. Assessment
VIII. Research and Program Evaluation

The program includes a practicum totaling a minimum of 100 hours (40 of which are direct client contact hours), a two-semester internship totaling a minimum of 600 hours of clinical practice including a minimum of 240 hours of direct client contact under the supervision of a credentialed mental health professional, and course work related to each of the core areas designated by CACREP. A program planning sheet which lists all required courses and their appropriate sequencing within the program is available on the program web site. Within the 60 semester credit hour program, 54 hours are required and 6 hours are elective. This program reflects the trend in the counseling profession for longer
preparation programs. CACREP requires a 60 semester hour program.

The program prepares students for licensure for mental health counselors in Iowa. Students are eligible to sit for the National Counselors Examination (NCE) during their final semester of enrollment. The Iowa Board of Behavioral Sciences offers two levels of licensure (temporary and permanent LMHC). Please see their website for more information.

**Introduction/Program Philosophy: School Counseling**

The UNI School Counseling program prepares individuals to practice counseling in elementary, middle, secondary, and K-12 school settings. Graduates of this program will have the knowledge and skills to implement a comprehensive, sequential, developmental program based on best practices and grounded in documentation as described in the CACREP Standards for accredited School Counseling programs. Furthermore, they will be trained to collaborate as well as assume leadership and advocacy roles in order to promote healthy development for all children and families in a diverse society.

Graduates of this program will recognize that while life is increasingly complex and more young people are growing up with challenging situations which put them more at risk, all children and adolescents struggle to varying degrees with normal developmental tasks, which can also create distress. In this program, students will learn how the school counselor works with students, parents, school personnel, and the community to remediate problems after they occur, as well as to promote prevention.

The UNI School Counseling program is unique in that it prepares graduates for K-12 certification. This provides greater job mobility because graduates can assume a position at any level. It also exposes students to the issues at all levels, which enhances their knowledge regarding K-12 program articulation. This program includes several courses specific to working with children, adolescents, and parents. All coursework emphasizes practical application of knowledge and theoretical concepts. **A teaching certificate and teaching experience are not required, but non-teaching majors must take 2 additional hours of coursework to meet state department requirements for the school counselor license. At UNI the course is a 2-credit undergraduate course: SPED 3150 Meeting the Needs of Diverse Learners (see program planning sheet on the website for specific course requirements for non-teaching majors).**

Students with a teaching background are eligible for a temporary counseling endorsement after completing 12 hours in the program. At that time they can be hired as a school counselor. Students without the teaching background can obtain a temporary endorsement when then have completed all other course requirements and have been accepted in Practicum or Internship. At that time they may be hired as a school counselor.

A major objective of the program is to provide students with educational experiences that address the American Counseling Association’s (ACA) accreditation (CACREP) training standards for School Counseling. These standards require that students complete a program that exposes them to knowledge and skills in the following core areas:

I. Professional Orientation and Ethical Practice
II. Social and Cultural Diversity
III. Human Growth and Development
IV. Career Development
V. Helping Relationships
VI. Group Work
VII. Assessment
VIII. Research and Program Evaluation

The program includes a practicum totaling a minimum of 150 hours (20 of which are direct client contact hours at each level: elementary, middle school, and high school), an internship totaling a minimum of 600 hours of clinical practice including AT LEAST 240 hours of direct client contact under the supervision of a credentialed school counseling professional, and course work related to each of the core areas designed by CACREP. Students will have the flexibility to select a school of their choice that meets their needs.

A program course rotation sheet which lists all required courses and their appropriate sequencing within the program is available on the website. Given the many challenges school counselors confront in their jobs, an extended preparation program is essential to adequately prepare students to work effectively in schools. The 51-graduate credit hour UNI program also reflects the national trend for longer preparation programs that include both a practicum and an internship which most students complete with a conditional license that allows them to practice as a counselor while receiving supervision and completing coursework. (Please note: students without teaching certificates are eligible for temporary certification at the practicum level only if all other courses are completed according to State Department regulations unless they are hired as at-risk counselors).

Mission Statement

The UNI Counselor Education program prepares professionals mastering the art and science of counseling who advocate for and empower the healthy development of themselves and their clients, demonstrating multicultural competencies and ethical practice.

Through a program of planned educational experiences, the faculty strives to develop highly competent practitioners. They expect graduates of this program will:

- respect the dignity and worth of all individuals and be sensitive and knowledgeable about diversity
- be committed to the development of human potential
- be mature, flexible, self-aware, psychologically healthy, and empathic
- understand counseling processes and skills and apply them effectively
- be knowledgeable about the profession and ethical in their behavior

Program Objectives/CACREP Standards: Clinical Mental Health Counseling

2009 CACREP Standards for Clinical Mental Health Counseling

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:
FOUNDATIONS
A. Knowledge
1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION
C. Knowledge
1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the
treatment of mental and emotional disorders.
9. Understands professional issues relevant to the practice of clinical mental health
counseling.

D. Skills and Practices
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of
mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving
case conceptualization, diagnosis, treatment, referral, and prevention of mental and
emotional disorders.
3. Promotes optimal human development, wellness, and mental health through
prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a
variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family,
group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health
counseling.
8. Provides appropriate counseling strategies when working with clients with addiction
and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental
health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY
E. Knowledge
1. Understands how living in a multicultural society affects clients who are seeking
clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and
oppression on one’s own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and
techniques shown to be effective when working with specific populations of clients
with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public
policy and government relations on local, state, and national levels to enhance
equity, increase funding, and promote programs that affect the practice of clinical
mental health counseling.
5. Understands the implications of concepts such as internalized oppression and
institutional racism, as well as the historical and current political climate regarding
immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality
and accessibility of mental health services.

F. Skills and Practices
1. Maintains information regarding community resources to make appropriate
referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to
the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

**ASSESSMENT**

**G. Knowledge**

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

**H. Skills and Practices**

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

**RESEARCH AND EVALUATION**

**I. Knowledge**

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

**J. Skills and Practices**

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM).*
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM,* to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Program Objectives/CACREP Standards: School Counseling

2009 CACREP Standards for School Counseling

Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

A. Knowledge

1. Knows history, philosophy, and trends in school counseling and educational systems.
2. Understands ethical and legal considerations specifically related to the practice of school counseling.
3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge
1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
4. Knows how to design, implement, manage, and evaluate transition programs, including school-work, postsecondary planning, and college admissions counseling.
5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge
1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

**F. Skills and Practices**
1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

**ASSESSMENT**

**G. Knowledge**
1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

**H. Skills and Practices**
1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students’ academic, career, and personal/social development.

**RESEARCH AND EVALUATION**

**I. Knowledge**
1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.
3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.
J. Skills and Practices
1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT
K. Knowledge
1. Understands the relationship of the school counseling program to the academic mission of the school.
2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

L. Skills and Practices
1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION
M. Knowledge
1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, and peer tutoring) and how to coordinate them.

N. Skills and Practices
1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP
O. Knowledge
1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor’s role in student assistance programs, school leadership, curriculum, and advisory meetings.

P. Skills and Practices
1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

Academic Conduct

Cheating on examinations, submitting work of other students as your own, or plagiarism in any form (i.e., failure to document research according to APA guidelines or using internet papers) will result in penalties ranging from an “F” on the assignment to expulsion from the program.

Equal Opportunity Employer

The University is an Equal Opportunity Employer with a comprehensive plan for Affirmative Action.

Students with Disabilities

The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students requesting instructional accommodations due to disabilities must arrange for such accommodations through Student Disability Services. Their phone number is (319) 273-2677 (voice) or Relay 711 (for deaf or hard of hearing).

Counseling Faculty

Dr. Roberto Swazo, Associate Professor and Counseling Division Chair, holds a Ph.D. in counselor education from Oregon State University, a Masters in School Counseling and a bachelor’s degree in general sciences (biology, chemistry, and physics) from the University of Puerto Rico. Dr. Swazo has served as a middle and high school teacher, school counselor in private and public schools (6th-12th grades), college counselor, and as a consultant for private practice. He is an associate professor and division chair
Dr. Darcie Davis-Gage, Associate Professor, received her B.A. in psychology from Loras College in Dubuque, Iowa and both her Master’s and Specialist in Counseling from Pittsburg State University in Pittsburg, Kansas. She completed her Doctorate in Counselor Education and Supervision from the University of Iowa. She has been a faculty member at UNI since 2005. Prior to coming to UNI, she was an Assistant Professor at Northeastern State University in Tahlequah, Oklahoma. She has held counseling licenses in the state of Iowa and Missouri.

Dr. Davis-Gage is passionate about her role as a counselor educator. Her teaching interests are in the areas of group process, multicultural counseling, and mental health specialty courses. She brings 10 years of various counseling experiences to the classroom. Dr. Davis-Gage worked as a counselor in a variety of mental health agencies which included a partial hospitalization program, a women’s mental health agency, a college counseling and advising center, and private practice. Dr. Davis-Gage is an active member of the American Counseling Association, the Association of Counselor Education and Supervision, North Central Association for Counselor Education and Supervision, and is current chair of the ACAof Iowa.

Dr. Davis-Gage’s research interests are in the area of group counseling, creativity and flow theory, and diversity issues related to counselor education and practice. Her current research agenda includes examining how popular media can be used to train counselors. In her spare time, she enjoys spending time with her family and friends, creating art, practicing yoga, and laughing.  

Dr. Kristin Meany-Walen, Assistant Professor, received her B.A. in psychology from Upper Iowa University in Fayette, Iowa, her MA in Counseling from University of Northern Iowa, Cedar Falls and her PhD in Counseling, specializing in play therapy, from the University of North Texas in Denton, Texas. She is a Licensed Mental Health Counselor in Iowa.

Dr. Meany-Walen has worked with a variety of ages, presenting concerns, and diverse clients. She has worked in community agencies, schools, hospitals, and residential treatments facilities. Her primary
passion is working with children and adolescents who have experienced trauma. Dr. Meany-Walen uses play and activity therapy as developmentally responsive interventions in her work with children. She also works with parents, families, and teachers in which she teaches play-based skills to strengthen the relationships between child and adult. She has found this work to be personally and professionally rewarding. Dr. Meany-Walen is an active writer and presenter. She has published in a number of peerreviewed journals and presents at local, state, and national conferences.

Dr. Meany-Walen’s research interests are in the area of play therapy, child and adolescent counseling, and counselor development. Her current research agenda includes quantitative research investigating the effectiveness of Adlerian Play Therapy with elementary-aged children, parent training for parents of preadolescents, and improving teacher-child relationships. She is also looking at wellness and counselors-in-training.

Her teaching interests are in the areas of counseling skills, child and adolescent counseling, and mental health counseling practicum and internship. Dr. Meany-Walen’s primary priority and enjoyment is her family that includes four children. She also enjoys water skiing with the Waterhawks Ski Team, running, and reading.

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Dr. Olivia (Pei-Chun) Chen, Assistant Professor, received her Bachelor’s and Master’s degrees in guidance and counseling from National Chenghua University of Education in Taiwan, and her Ph.D. in Counseling and Counselor Education from the University of Florida in Gainesville, Florida.

Dr. Chen has had counseling experiences in a variety of school and community settings including public schools (7th-12th grades), colleges and a social welfare foundation. She has also had experiences in administration, coordination, and training related to guidance, counseling, and student affairs. Her teaching interests are in the area of counseling skills, multicultural counseling, and counseling practicum and internship.

Dr. Chen's research interests include counseling in Confucian societies, international counseling, and multicultural counseling. Specifically, these interests span several topics including indigenized multicultural competencies, indigenous counseling practices, and multicultural supervision/training. Her current research agenda includes investigating the multicultural counseling curriculum in South Korea and Taiwan and developing the Multicultural Counseling Self-Efficacy Scale-Confucianism to incorporate all the Confucian societies.

On a personal note, Dr. Chen enjoys reading fiction and is a cook of some repute.

**Admission to Coursework**

Admission to the Counseling program is competitive. All faculty members carefully review all candidates’ academic record, personal and goal statements, and work or volunteer experience in the counseling or human services field. Based on a numerical rating scale, the counseling faculty selects the most qualified candidates based on how many part-time and full-time students can be accommodated.

Submit to the UNI Office of Admissions:

1. Official transcripts of all previous graduate and undergraduate credit which will be forwarded to the department from the Admissions Office.
2. Application for Graduate Admission

   ➢ Be sure to attach the $60.00 check to the application - not necessary for applicants who earned bachelor’s degree from UNI.

3. Intent to Apply Form (Please submit immediately.)

4. Three (3) letters of recommendation (.pdf--can be filled out online and then printed out) from professionals who are familiar with your work or volunteer experience. You cannot use personal friends or relatives.

5. Personal narrative

6. Resume

7. Writing Sample (e.g., course project, honors thesis)

   1. Your writing sample should be written in some form of a writing style (e.g., APA, MLA, Chicago).
   2. This paper should be a formal, typed document such as a research paper, literature review, or something closely resembling these documents.

Admission materials being sent to the Graduate Program in Counseling should be addressed as such:

   Office of Admissions-Grad Admissions
   002 Gilchrist Hall
   Cedar Falls IA 50614-0018

OR send via email admissionsprocessing@uni.edu.

NOTE: the GRE is NOT required.

All these forms are located on our website, under How to Apply:

http://www.uni.edu/csbs/sahs/counseling/level-i-admission-requirements-school-counseling

The University of Northern Iowa requests this information for the purpose of considering your application. No persons outside the University are routinely provided this information, except in terms of directory information such as name and address. Release of any information is governed by Board of Regents rules and applicable state and federal statutes. Responses to items marked "optional" are optional; responses to all other items are required. If you fail to provide the required information, the University may elect not to act on the application.

1st Semester Requirements for Advancement

1st Semester Requirements for Advancement:

"B" or better in the following classes:

- COUN 5103 Introduction to Professional Counseling
- COUN 5105 Counseling Skills
- COUN 6227 Counseling Theory (OR another course, as approved by the advisor).
The program approval decision will be made by the entire counseling faculty and is based on a performance review of the following:

1. An analysis of performance in coursework, including grade point average. A minimum of a 3.0 grade point is required.
2. The ability to effectively demonstrate counseling skills as presented in the Counseling Skills class. These skills are the best predictor of professional success as well as successful completion of practicum and internship.
3. Evidence of good writing skills.
4. Demonstration of effective interpersonal relationship skills, openness to self-disclosure and personal growth, and sensitivity and flexibility in relating to others.
5. Evidence of appropriate personal characteristics for a counseling professional and adherence to ethical behavior as specified in the ACA Code of Ethics.

There are three possible outcomes of this review:

1. Program approval (degree) status is granted.
2. Program approval status may be continued for a short period of time with a specific plan and timeline for improvement outlined. * Occasionally approval status is continued until another tape is submitted. This occurs when the quality of the tape is poor, when the client was so verbal that it was not possible to see a good presentation of skill, or when there was a marked discrepancy between consistent performance in Counseling Skills and the tape which was submitted.
3. Program approval (degree) status is denied. No further counseling courses may be taken.

The forms needed for 1st Semester Requirements for Advancement are located on the "Information for Students" tab under "1st semester Requirements for Advancement"

Deadlines for submission of 1st Semester Requirements for Advancement materials:

- **November 20** for students who will complete the required courses in the fall.

Failure to submit materials on time will delay the program approval decision and may jeopardize your status with the Graduate College. It is very important that you take responsibility for having all materials in on time.

Program approval decisions for fall will be made within three (3) weeks after the deadline for submission of materials. Admission decisions will be mailed to each candidate.

If program approval status is granted, it is important for you to contact your advisor as soon as you have been admitted and work closely with him or her throughout your program to help with course scheduling, research paper and comprehensive exam requirements, and other pertinent information about the program.
Pre-Admission Program Visit

A pre-admission program visit will be scheduled for all applicants prior to the semester in which they have applied for admission. As soon as a date has been selected, applicants will be notified and should plan to attend unless there is a significant extenuating circumstance. The purpose of this orientation is for applicants to meet the faculty, members of the student body, and school and mental health professionals who work closely with the program. These people will discuss various aspects about the program, including what skills are needed to be successful in the field and how the UNI programs address these skill areas. In addition, applicants will have the opportunity to interact with other prospective students and participate in group building activities. Prospective students will also spend time with the faculty and students and will have an opportunity to tour campus.

If it is absolutely impossible to attend this meeting to learn important things about the program, arrangements may need to be made for those applicants to attend an introductory meeting with the counseling faculty.

Following a review of the materials in the admission file (A-D), applicants who meet the admission criteria, including a 3.0 minimum grade point, strong writing skills, and strong letters of recommendation will be provisionally admitted (Level I Admission) to the program and assigned an advisor.

Please note: It usually takes 4-5 weeks for all faculty to read all the materials, to meet with students, and meet as a committee to make admission decisions. Admission is competitive. You will receive a letter informing you of your status.

If admitted, you should contact the advisor assigned to you to discuss initial coursework and other program information. Please work carefully with your advisor throughout the program.

Application Deadlines

FALL ADMISSION: ALL materials must be submitted by February 1. Prospective students wishing to take courses prior to Level One, Admission to Coursework may only take the following courses*:

- COUN 5103 Introduction to Professional Counseling
- COUN 5105 Counseling Skills
- COUN 6227 Counseling Theory (OR another course, as approved by the advisor).

*If these classes are closed, please contact Counseling Division Chair or your adviser for appropriate substitutions.

Please note that no more than 6 hours of coursework taken prior to first level provisional admission can be counted towards your program of study. Completion of any of these courses does not guarantee admission to the program.
1st Semester Requirements for Advancement Forms

The following pages contain necessary forms* for 1st Semester Requirements to the School Counseling Graduate Program. These forms may also be found online at the UNI Counseling Program website.

*Failure to submit materials on time will delay the program approval decision and may jeopardize your status with the Graduate College.
1st Semester Requirements for Advancement

University of Northern Iowa
Counselor Education
Clinical Mental Health Counseling and School Counseling Programs

Name:__________________________  Student ID:______________

The appropriate paperwork should be submitted to Amy Liekweg, program secretary, during the last month that 1st semester requirement courses (letter C) are completed or as designated by your adviser. Successfully meeting these requirements will determine your status in the program.

A. Faculty will evaluate students on the following:
   1. Professional demeanor
   2. Counseling skills
   3. Academia
   4. Self-awareness

B. By signing on the line provided, I indicate that I have read and I am aware of the content of the stated forms:

   ________________________________ACA Code of Ethics

   ________________________________Retention Review Policy

   ________________________________Agreement Contract

C. “B” or better in the following classes: (faculty will determine your grade status)

   _____COUN 5103 Introduction to Professional Counseling
   _____COUN 5105 Counseling Skills
   _____COUN 6227 Counseling Theory

D. Proof of Liability Insurance
   (please submit a copy)
My signature on this form indicates that I have read the **ACA Code of Ethics** and will adhere to this code throughout this program and in my future capacity as a school or mental health counselor.

______________________________  ____________________
Print Name  Date

This form needs to be returned to:

Amy Liekweg  
CACREP Clinical Mental Health Counseling or School Counseling  
University of Northern Iowa  
235 Latham Hall  
Cedar Falls, IA 50614-0332

**Failure to return this on time will delay the program approval decision, which means that you cannot take further coursework until approval is granted.**

*Available on the website at:  
http://www.uni.edu/csbs/sahs/counseling/important-information-counseling-students*
I, ______________________________ (student name), carefully read the information from the University of Northern Iowa’s School of Applied Human Sciences, Graduate Program in Counseling website.

I understand the policies and procedures and agree to fulfill the requirements as stated and to abide by these policies.

I further agree that the Counseling Faculty at the University of Northern Iowa (UNI) has the right and responsibility to monitor my academic progress, my professional ethical behavior, my personal and interpersonal skills and my clinical skills.

I also agree to familiarize myself with the APA guidelines about plagiarism and adhere to them throughout the program.

I am aware that UNI or the School of Applied Human Services, Graduate Program in Counseling, will not provide or pay for my legal counsel in the event I am sued for malpractice while doing my counseling practicum, internship or any other related laboratory experiences. Nor will UNI pay damages or other costs incurred by me in the event I am found liable. I agree to obtain professional liability insurance prior to taking advancement courses and I will hold UNI harmless if I am sued and found liable.

________________________________________  __________________________
Signature                                      Date

Please submit this completed form as soon as possible to:

Amy Liekweg  
CACREP Clinical Mental Health Counseling/School Counseling  
University of Northern Iowa  
235 Latham Hall  
Cedar Falls, IA 50614-0332

Failure to return this on time will delay the program approval decision which means that you cannot take further coursework until approval is granted.
Progress Review

The CACREP standards require a systematic progress for all students admitted to the School Counseling and Clinical Mental Health Counseling programs. Once each year the faculty will review each student’s progress in three areas: academic performance, personal growth/interpersonal skills, and clinical skills. If there are concerns the student will receive written notice and will discuss any concerns or suggestions for improvement with his or her advisor or the program coordinator. If significant difficulties are noted, the advisor will make contact with the student and procedures described in the Retention Review Policy (I-B and II) will be followed (See Retention Review Policy on the website http://www.uni.edu/coe/elcpe/counseling/important-info/important-info.shtml).

Program Exit Requirements

In addition to a comprehensive exam (CPCE Exam) and a final research project, students are required to complete program exit requirements that reflect the values and beliefs upon which the program is based. These requirements are described below in this handbook and also available on the web site http://www.uni.edu/coe/elcpe/counseling/important-info/important-info.shtml. It is advisable to begin working on these soon after entering the program. Please see your advisor or Dr. Swazo if you have questions.

The program exit requirements checklist may be found in the following pages or online.
Name: Click here to enter text.

COUNSELING PROGRAM EXIT REQUIREMENTS

REQUIRED 1: SERVICE OR ADVOCACY REQUIREMENT
Participate in one service or advocacy-related project available within the program.

Date: _______________ Signature of Faculty Member: _________________________________

REQUIRED 2: PERSONAL COUNSELING
A minimum of five (5) individual, couple, or family counseling sessions are recommended. We encourage you to do this early in the program; it is especially valuable to engage in counseling while you are taking COUN 5105 Counseling Skills. Counseling at the UNI Counseling Center is free. If you go there be aware that our program has a long standing relationship with the Counseling Center and students in the Clinical Mental Health Counseling Program may interview for COUN 6290 Practicum or COUN 6291 Internship at this site. Having been a client may cause a duel relationship and not make you suitable for the site, so an important issue to consider. Please speak with your adviser if you have questions.

Dates of Visits: _______________ _______________ _______________ _______________

Signature of Counselor: ____________________________ Place of Employment: ______________

REQUIRED 3: GROUP COUNSELING
Attended a combination and minimum of three (3) group experiences: 12-step groups, support, self-help, personal growth, psychoeducational, or a combination of the previous group sessions

Dates: _______________ _______________ _______________

Signature of Group Leader(s):
____________________________
____________________________
____________________________

Names of Agency Sponsoring the Group:

___________________________________________________________________________________
___________________________________________________________________________________

___________________________________________________________________________________
NON-TEACHERS seeking an Iowa School Counseling Professional Service License are required to take an undergraduate course in working with diverse learning students, this includes both gifted and talented as well as special education students. The UNI course that satisfies the requirement is SPED 1350 Meeting the Needs of Diverse Learners (2 credits).

Work with your adviser, you may take a different course or may have already taken this content as an undergraduate student. List below the course you are taking to meet this requirement for your Iowa license. These credits are NOT related to your degree, but your Iowa School Counseling license. Please attach a copy of proof for this course with the exit requirements when submitted.

**REQUIREMENT 4: PROFESSIONAL DEVELOPMENT CONFERENCE OR WORKSHOP**

Attended a Professional Development Conference or Workshop:

Name of Conference/Workshop: ________________________________

Sponsoring Agent: ________________________________

Verification of Attendance (signature of the sponsor or designee):

__________________________________________________________ Date: ______________________

**REQUIREMENT 5: DIVERSITY**

The diversity plan assigned in the multicultural class will be processed and discussed in internship (attach copy of Diversity Plan).

Date ________________ Signature of Faculty Member: ________________________________

**REQUIREMENT 6: PROGRAM ORIENTATION**

Attend Program Orientation

Date ________________ Signature of Faculty Member: ________________________________

**REQUIREMENT 7: ABUSE REPORTING SEMINAR**

Attend Abuse Reporting Seminar (attach copy of certificate).

**REQUIREMENT 8: COUNSELOR PREPARATION COMPREHENSION EXAMINATION (CPCE)**

Date: ________________

Passed Exam: ______ Yes ______ No

Attempts: ___1___2 ___Remediation option after 2 failed attempts
REQUIREMENT 9: SUCCESSFUL COMPLETION OF THE RESEARCH PAPER

Upsilon Nu Iota Chapter of Chi Sigma Iota
Counselor Education Research and Scholars Symposium
Poster Presentation Requirements

The graduation requirement is to promote continued professional development as you enter the counseling field. First, you must pick a topic for exploration. You may use a topic/paper from a class you previously took or pick a new topic. This project will consist of completing three components all to be in APA format:

1. Write a 150 word abstract which briefly describes your topic
2. A visual poster displaying the main points of your work
3. In APA format a 5 to 15-page paper

There will be a formal presentation once a year during the spring semester. Copy of the paper will be submitted to the Counseling Program secretary in Latham Hall 235 (only Fall 2015 Cohort will upload their paper to eLearning). Graduating students are encouraged to meet with their advisors to discuss their topics and plans to meet these expectations.

____________________________________________________________  ________________________________________________________
Date Signature of Faculty Member
Counseling Program Check List

_____ Submit the following documents to: Office of Admissions-Grad Admissions, 002 Gilchrist Hall, Cedar Falls IA 50614-0018, or via email admissionsprocessing@uni.edu.

_____ 1) Application for Graduate Admission-Be sure to attach a $60.00 check to the application (not necessary for applicants who earned a bachelor’s degree from UNI).

_____ 2) Intent to Apply for Graduate Study in School/Mental Health Counseling-Please send in Immediately.

_____ 3) Official Transcript of all previous graduate and undergraduate credit.

_____ 4) Three letters of recommendation (.pdf-can be filled out online and then printed out) from professionals who are familiar with your work or volunteer experience. You cannot use personal friends or relatives.

_____ 5) Personal narrative

_____ 6) Resume

_____ 7) Writing Sample (e.g. course project, honors thesis)- Your writing sample should be written in some form of a writing style (e.g. APA, MLA, Chicago). This paper should be a formal document such as a research paper, literature review or something closely resembling these documents. This paper should be typed.

_____ Students will be informed in writing of decision regarding admission to coursework 4-5 weeks after the application deadline. (It takes this long for all professors to review all materials for each applicant.)

_____ If you are admitted, you will be assigned to an advisor. Contact this individual [by phone, e-mail, or in person] now (and each subsequent semester) to plan course schedules, and discuss program requirements.

_____ Carefully read and comply with the information in the program information handbook and the university catalog.

_____ After 9 hours of coursework, submit forms for 1st Semester Requirements for Advancement. Instructions in handbook.

_____ After being admitted, any course substitution requires a Student Request form. [Form must be submitted through MyUNIverse].

_____ Practicum/Internship. After conferring with your advisor about your program of study and determining when you are eligible to take practicum and internship, make sure to refer to the Handbook for your program area and to your program worksheet as you progress through you graduate experience. This handbook contains specific information on requirements. It is important to follow course rotation; practicum and internships have a limited number of places. If you move out of your rotation a spot may not be available when you want one. You may have to wait for an opening.

_____ Obtain Professional Liability Insurance prior to advancement courses. This is required. Refer to the information about ACA Professional Liability Insurance in the handbook and consult your advisor. Master of Arts in Counseling Program Handbook, pg 30.

_____ Research paper, project, or thesis. Refer to the HANDBOOK OF GUIDELINES before meeting with advisor for topic approval. Check with your advisor and watch for notices from faculty via email for deadlines which must be followed. Deadlines will be posted and clearly communicated, usually via email. Generally students do a research paper in connection with a class, unless they plan to pursue a doctoral degree, in which case they may want to consider a thesis. This is not as critical as in years past. Many people pursue doctoral studies and do not complete a thesis.
Comprehensive Exam. CPCE (taken in the semester that you graduate, offer fall and spring semesters).

MAKE SURE THAT YOU HAVE COMPLETED ALL OF YOUR EXIT REQUIREMENTS: personal counseling, a diversity experience, participation in a group, attendance at a professional development workshop or conference, service or advocacy requirement, program orientation, and completion of a child abuse reporting seminar.

Fill out Application to Graduate [this form must be submitted through MyUNIverse] and submit by the deadline found on the Office of Registrar’s website. If you do not graduate the semester you applied, you must reapply for the next semester. There is a university fee for each time you apply to graduate.
Program Related Information

1. Graduate Assistantships/Scholarships/Professional Development Assistance
A limited number of graduate assistantships are available, depending on allocation from the Graduate College. Forms are on the Graduate College website. Typically second year students are given priority because completion of COUN 5105 is essential in order to work as a lab assistant.

Students who will have completed 9 hours may apply for the Robert L. Frank Scholarship. The amount varies depending on the account balance. Applications may be obtained on-line, information will be sent out by the Counseling Division Chair if deadlines or information changes. The deadline is April 20.

The Norene Smith Scholarship is open only to School Counseling graduate students. The amount varies depending on the account balance. Applications may be obtained on-line, information will be sent out by the Counseling Division Chair if deadlines or information changes. Applications may be obtained from the counseling secretary or on-line. The deadline is April 20.

The Ida Mae Wilson Scholarship is also open to graduate students, and carries up to a $5,800 stipend. For application forms and more information on the Ida Mae Wilson contact the Associate Dean’s office (319) 273-2719.

Limited funding is available for students who are presenting at a professional conference. Pending availability of funds, student attendance at a conference may also be considered. Application forms for the Intercollegiate Academics Fund are available from the Office of the Provost. Consult the web site for information - www.uni.edu/vpaa/iaf/.

Contact the Financial Aid Office for information pertaining to student loans or other forms of financial assistance.

2. Thesis Option
If you are interested in a thesis option, please discuss this with your advisor so that you can begin to select a committee. Ordinarily only students who plan to pursue a Ph.D. select the thesis option.

3. Comprehensive Exam (CPCE and Comprehensive Essay Question)
You are eligible to take the Counselor Preparation Comprehensive Exam (CPCE) your last semester after your research paper is completed! The CPCE is given at approximately the following times:

    Fall - late October or early November
    Spring - late March or early April

The CPCE exam is a 160 questions multiple choice exam administered by the National Board for Certified Counselors (NBCC). The UNI Counseling Program utilizes the CPCE for the multiple choice portion of the comprehensive examination. In addition, the exam will contain two essay questions related to the specific area of study (Clinical Mental Health Counseling or School Counseling). For more information on the CPCE please visit the official site by clicking on the following link:

Information on CPCE
http://www.cce-global.org/org/cpce
The CPCE covers eight major sections:

Human Growth and Development
Helping Relationships
Social and Cultural Foundations
Group Work
Career Lifestyle Development
Appraisal
Research and Program Evaluation
Professional Orientation and Ethics

The CPCE contains 20 questions in each of the eight sections. Three questions in each area are field test questions, so you will only be graded on 17 of the questions. A perfect score on the CPCE would be 136; however your score will depend on the national average at the time of the exam.

4. Counseling Resource Room
The Counseling Resource Room is housed in 136 of the Schindler Education Center or the large office (301 B) in Sabin Suite 301. Often students gather to share information, relax, or study. The hours of operation will be posted on the door. The Resource Room contains some counseling journals, counseling games, and books which may be used in the room or checked out. A graduate assistant is usually available and is a helpful resource person. A bulletin board outside the Resource Room is a good place to check for announcements of workshops, deadlines, etc. Catalogs, course schedules, a directory of professional counselors to consult for projects or job shadowing, a list of approved sites for internships, and other informational items relevant to the program are also available in this room.

5. Job Placement
Frequently employers call instructors in the program to announce job openings. Information on these openings will be posted in room 136, the Counseling Resource Room, or posted on the listserv. Students are also encouraged to use the UNI Placement and Career Services Center for assistance in developing a resume and seeking employment.

6. Membership in Professional Counseling Associations/Professional Development
We strongly encourage students to become involved in professional associations such as the American Counseling Association of Iowa, the Iowa School Counselors Association (ISCA), and the Iowa Mental Health Counselors Association (IMHCA). We also strongly encourage membership in national organizations such as the American Counseling Association (ACA) and divisions (ASCA, AMHCA, as well as other divisions). As a member of a national organization such as ACA, ASCA, or AMHCA you will receive excellent newsletters and scholarly journals, as well as information about outstanding professional development workshops and conferences which you can attend at reduced rates. Also liability insurance is offered as part of a student membership. Check out student rates: ACA (806) 347-6647 web site at: www.counseling.org. ASCA (800) 306-4722/web site at: www.schoolcounselor.org. AMHCA (800) 326-2642.

Students are also strongly encouraged to attend state and regional professional development workshops and conferences. Attendance at one event must be documented prior to graduation (See Exit Requirement on the web site).
7. Professional Liability Insurance
You must have professional liability insurance prior to taking Level Two courses. UNI is not liable for any malpractice claims made against them while working with clients. A good source is the American Counseling Association (www.counseling.org). The amount of coverage you should obtain is one million dollars. With both ACA and ASCA insurance is included as part of membership.

8. School Counseling Licensure/Endorsement
Once you have completed the K-12 School Counseling program, with practicum and/or internship experience at elementary, middle school, and secondary levels, you will be endorsed as a school counselor who can practice in an elementary, middle school, junior high or secondary setting. The program does not endorse you to practice counseling in any other setting. It is your responsibility to pick up the application materials and submit it with a check to the Departmental secretary who will forward it to the UNI registrar and then the Iowa Department of Education, BOEE.

The state of Iowa (and many other states) no longer requires a teaching certificate or teaching experience in order to become licensed as a counselor. However, non-teaching majors will need to complete 6 additional hours of coursework in order to satisfy state requirements. Refer to the program planning sheet for non-teaching majors.

Please note:
While teaching majors can receive temporary certification and practice as a counselor prior to receiving an M.A. degree, students without a teaching certificate are eligible for temporary certification only after completing all courses and are enrolled in Practicum. However, districts often hire non-certified teachers in other non-teaching positions.

You will need to have fingerprinting and a criminal background check done the semester you plan to graduate (even if you already have done this previously). In addition you will need to attend an Abuse Reporting Seminar. Information concerning this will also be sent to you along with your application for licensure.

9. Clinical Mental Health Counseling Licensure
Students will be provided with supervision and education on the licensure process during their internship supervision based on the current Iowa Board of Behavioral Science’s Bureau of Professional Licensure guidelines.
http://www.idph.state.ia.us/licensure/BehavioralScience.aspx?pg=Application

The Mental Health Program at the University of Northern Iowa, prepares students for licensure as counselors. Each state in the United States has different set of criteria (although they are similar) for licensure. Be sure to check the requirements for the state in which you plan to reside. (American Counseling Association or American Mental Counselors Association web sites give detailed state information.)

In Iowa you may be eligible for Temporary Licensure through the Behavioral Science Board of the State of Iowa. The next step is to become a licensed mental health counselor. To learn more about the process of becoming licensed or to request a handbook, please go to the web site for the Iowa Department of Public Health, Iowa Board of Behavioral Science Examiners (http://www.iowapublichealth.org or http://www.idph.state.ia.us/licensure/) or call or write to:
After acquiring temporary or professional licensure, the next step is to become registered on the various panels of 3rd party payers which include Medicaid and various insurance companies. Some of these will accept a temporarily licensed mental health counselor (LMHC) and some will require further experience, education, supervision, or other requirements. If you work with an agency, they often will help you to acquire what you need. If this isn’t part of the agreement with the agency or job site, you will need to arrange this for yourself.

Graduates of this program are endorsed to practice mental health counseling in appropriate settings. Graduating from a CACREP-accredited program with a degree in Mental Health Counseling provides you with the academic preparation for some certification and licensure. NOTE: This degree does not license you as a mental health counselor. There are additional requirements that (for Iowa) can be obtained from the State Board for Behavioral Sciences Examiners in Des Moines (515) 281-4422.

10. Instructor Accessibility
Instructors want to be accessible, but since many students do not live in the area and are not on campus during the day, it is more likely that some contact will be by phone or e-mail. Please leave a message at the counseling secretary (273-6414) if you are unable to reach your instructor in his/her office and need assistance.

11. NBCC Exam (Optional for School Counseling students)
One of the credentials you can work for after graduating is NCC (Nationally Certified Counselor). The first step of this process is to take the NCE exam which is offered each year in April at the University of Northern Iowa as a special NBCC test site. Students may take the exam the semester in which they will graduate (summer graduates should take the exam in April). Scores will not be released by the NBCC office until after graduation. Brochures and applications are available in the departmental office. Sign-up dates are announced on the listserv.

This is the examination that is necessary for mental health counselor licensure in Iowa. Check the website www.nbcc.org or call (336) 547-0607 for more information about the exam and NCC certification requirements. School counselors may also take it; some states pay more for NCC counselors.

12. Progress Review
The CACREP standards require a systematic progress review for all students admitted to the School and Mental Health programs. Once each year, the faculty will review each student’s progress (after Level Two admission) in three areas: academic performance, personal growth/interpersonal skills, and clinical skills. Students will receive documentation of their progress. Students will receive an evaluation of Exemplary, Satisfactory or Concerns about their progress.

13. Writing Center
As a faculty, we place a high priority on good writing. Points are given in all courses for correct adherence to APA and good written expression. If this is a weak area for you, or if you get feedback about your
writing from an instructor, please work closely with the Writing Skills Center [214 Student Services Center, 273-2346].

Important tips for writing papers are available on the web site. Please read this and follow the guidelines; they are included for your benefit.

14. Recommendations and Letters of Recommendation
Students may request letters of recommendation from professors for jobs or want prospective employers to contact faculty regarding qualifications. If you want them to be able to speak to these professionals, you should sign a release of information. This form is in the front of this handbook.

Course Work

Core Courses:
- Counseling Skills (COUN 5105)
- Introduction to Professional Counseling (COUN 5103)
- Group Process (COUN 6220)
- Counseling Theory (COUN 6227)
- Family Counseling (COUN 6250)
- Facilitating Career Development (COUN 6225)
- Educational Research (MEASRES 6205)
- Assessment Techniques in Counseling (COUN 6228)
- Multicultural Counseling (COUN 6256)
- Ethics, Supervision, Crisis & Consultation (COUN 6226)
- Intervention and Prevention in the Developmental Life-span (COUN 6262)

Specialty Courses – Clinical Mental Health Counseling:
- Counseling Processes with Individuals and Systems (COUN 6205)
- Treatment Procedures in Mental Health Counseling (COUN 6241)
- Practicum in Mental Health Counseling (COUN 6290)
- Internship in Mental Health Counseling (COUN 6291) [year long - starting fall only]
- Electives (6 hours)

Note: For courses outside the department (non COUN prefix), prerequisites are not required.

Specialty Courses – School Counseling:
- Counseling Children and Adolescents (COUN 6254)
- Developing Comprehensive School Counseling Programs (COUN 6210)
- Foundations of Instructional Psychology (EDPSYCH 6214)
- Practicum in School Counseling (COUN 6290)
- Internship in School Counseling (COUN 6291)

For non-teaching majors only:
- SPED 3150 Meeting the Needs of Diverse Learners  (you may have taken this or a similar course as an undergraduate, consult with your adviser)

Note: The following is a comprehensive, detailed list of courses and electives required for the Clinical Mental Health Counseling program. For additional information, please see the university catalog online under the Office of the Registrar.
Course Descriptions

COUN 5103 (3) Introduction to Professional Counseling
Introduction to counseling in school (K-12), mental health and community agency settings. Emphasis on professional roles, current trends, and legal/ethical issues. Prerequisite(s): junior standing, consent of department head.

COUN 5105 (3) Counseling Skills
Focus on developing counseling skills with emphasis on self-understanding. Verbal and non-verbal counseling skills are developed through lecture, demonstration, and extensive laboratory practice. Prerequisite(s): consent of department head.

COUN 6227 (3) Counseling Theory
Overview of predominant counseling and human development theories, including emphasis on learning and personality development and normal and abnormal human behavior. Stresses practical applications in school and mental health settings. Prerequisite(s): consent of department head. Prerequisite(s) or corequisite(s): 290:103 and/or 290:105.

400:142g (3) Abnormal Psychology
Definition classification and characteristics of abnormal behaviors and major mental disorders. Review of the causes and treatment of major mental disorders. Prerequisite: 400:008; junior standing. (Student Request Form is also required)

** Counseling students do not have to take prerequisites. If you took this course as an undergraduate, substitute an elective for it on your Program of Study.

COUN 6220 (3) Group Counseling Skills and Processes
Emphasis on theoretical and experiential understandings of group dynamics, development, theories and methods. Focus is on group leadership and group membership. Experiential laboratory participation incorporated. Prerequisite: COUN 5103; COUN 5105; consent of department head

COUN 6205 (3) Counseling Processes with Individuals and Systems
Develops advanced-level counseling skills necessary for clinical practice in mental health settings. Focus on case conceptualization and specific interventions for initiating, sustaining and terminating a counseling experience. Extensive skill practice/lab. Prerequisites: COUN 5103, COUN 5105 [“B” or higher], COUN 6227 [highly recommended]; consent of department head.

COUN 6250 (3) Family Counseling
Emphasis on a family systems perspective. Includes theoretical foundations, family developmental life cycles, identification of functional/dysfunctional family systems, survey of interventions and general process of family counseling. Prerequisite: COUN 5103, COUN 5105, COUN 6227 (highly recommended); consent of department head.

COUN 6225 (3) Facilitating Career Development
Exploration of career development theory and career counseling techniques. Emphasis on significance of occupational choice; examination of sociological, psychological and economic factors. Prerequisites: COUN 5103, COUN 5105, consent of the department head.
COUNS 6254 (3) **Counseling Children and Adolescents**
Normal and abnormal child/adolescent development, problem conceptualization from an individual as well as a systems-based perspective, and development of advanced-level counseling skills with emphasis on age-appropriate assessment and interventions. Lab practice and actual counseling experience with young clients. Prerequisite(s): COUN 4105/5105 (290:105g) (grade of B or higher); COUN 6227 (290:227) (highly recommended); consent of department head.

COUN 6262 (3) **Intervention and Prevention in Lifespan Development**
Explores crises and challenges during developmental stages, which may bring individuals, couples, or families to counseling. Discussion of diversity, human development theory, and ethical considerations in lifespan development for application to counseling. Prerequisite(s): COUN 4103/5103 (290:103g); COUN 4105/5105 (290:105g); consent of department head.

COUN 6241 (3) **Treatment Procedures in Mental Health Counseling**
Emphasis on the diagnosis of psychopathology and corresponding treatment procedures. Includes etiology, diagnosis, and treatment of mental and emotional disorders and dysfunctional behavior. Prerequisites: COUN 5103, COUN 5105, MEASRES 6205, COUN 6227, COUN 6228 (highly recommended), PSYCH 5403, consent of department head.

COUN 6226 (3) **Consultation Skills**
Principles, procedures, and process of consultation with emphasis on developing consultation skills. Prerequisites: COUN 5103, COUN 5105, MEASRES 6205 or COUN 6254 (highly recommended), consent of department head.

COUN 6256 (3) **Multicultural Counseling**
Emphasizes examination of personal attitudes, perceptions, and behaviors regarding women, ethnic minorities, elderly, gays and lesbians, and persons with disabilities, and concepts such as oppression. Increases understanding of counseling theories and techniques within a multicultural paradigm. Prerequisites: COUN 5103, COUN 5105; COUN 6227, consent of department head.

COUN 6290 (3) **Practicum: Mental Health Counseling**
First-level intensive experience designed to further develop individual and group counseling skills. Offered on credit/no credit basis only. You must sign up with Area Coordinator and have been approved before taking this course.) MUST HAVE HAD COUN 5103, COUN 5105, MEASRES 6205 [B or higher], COUN 6220, COUN 6227, COUNS 6241 (recommended), COUN 6250 (recommended), PSYCH 5403, consent of department head.

MEASRES 6205 (3) **Educational Research**
Evaluation of educational research concepts, including purposes, hypotheses, principles of research design, data collection, and interpretation of results.

COUN 6228 (3) **Assessment Techniques in Counseling**
Assessment and appraisal procedures of individuals and groups. Primary focus on the understanding and use of standardized and non-standardized tests, inventories, observations, and case data for diagnosis in counseling. Prerequisite: COUN 5103, COUN 5105, COUN 6205 [highly recommended], consent of department head.
COUN 6291 (6) Internship
Advanced intensive experience designed to integrate counseling and consultation skills in a work setting. Prerequisite: COUN 6290 Practicum, consent of department head.

6 hours of electives in specialized study area

Retention Review Policy

In agreement with the Ethical Guidelines of the American Counseling Association, the UNI Counselor Education Program has developed the following student evaluation and retention procedures. The faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has appropriate levels of maturity, judgment, emotional stability, professionalism, sensitivity to others, self-awareness, good interpersonal relationship skills, and ethical behavior.

The following procedures apply in instances where there are concerns about retaining students in the counselor education, School or Mental Health Counseling programs. Please note that these procedures occur only after a student has been admitted to the program after Level Two admission. Level One admission is Admission to Coursework and is not to be confused with program acceptance. This retention review process is initiated when the faculty has questions about a student's progress or performance in the program after Level Two admission and is not the same as a student grievance which is initiated by a student who feels aggrieved because of something that an instructor has or has not done. Copies of the grievance procedure guidelines and grievance forms are available in the Office of the Graduate College.

The Retention Review Process
Every effort is made to handle faculty concerns about student performance and progress in the program on an informal basis and to work together to resolve these concerns. There are two levels to the process: informal and formal review.

I. The Informal Review Procedure
(A) A counselor education faculty member meets with a student and expresses his/her concerns about performance and status in the program. During this meeting, the student is given time to respond to the concerns, and together the faculty member and the student establish a plan to remedy the situation. At this time, the faculty member informs the student that she/he will discuss the concern and plan of action with the counselor education faculty. Following this meeting with the faculty, the faculty member who initiated the discussion with the student will again meet with the student to share any additional pertinent information or additions to the action plan. Following student-faculty discussion, the plan is finalized and a written copy is sent by the initiating faculty member to the student and all members of the counselor education faculty. The plan should include specific steps to enhance performance and will include a timeline which the faculty member will monitor.

OR

(B) In some circumstances, a faculty member may raise a question or concern about a student's progress or competence in a faculty meeting. As a group, faculty share perceptions and suggest
alternatives for remediation. Following this meeting, the student's advisor, program coordinator, or initiating faculty member will meet with the student to share the concerns and suggested plan for remediation. The student has the opportunity at this time to respond to the concerns and give input on the plan, or may request a meeting with the faculty to clarify the issues and develop a plan of action. After agreement on the plan, it will be put in writing by the advisor, coordinator, or initiating faculty member with copies to the student and other faculty members. The advisor will monitor progress according to the agreed-upon timeline.

The intent in (a) and (b) is to develop a specific plan of action to remediate a concern at an informal level. Suggestions for remediation may include individual or group counseling, focused reading in a particular area, attending a course for a second time, receiving more specific feedback and assistance from a particular faculty member, developing tapes and practicing clinical skills, doing volunteer work to gain experience, or receiving personal counseling.

At the end of the agreed upon timeline, the advisor, program coordinator, or initiating faculty member meets with the student to discuss goal attainment. Following this meeting, the initiating faculty member meets with the counselor education faculty to discuss attainment of the specific goals. If the faculty agrees that satisfactory progress has been made, this information is shared in writing with the student by the advisor, program coordinator, or initiating faculty member, with a copy to the faculty. If the faculty think that satisfactory progress has not been made, the formal retention review process is initiated.

II. The Formal Review Process and Retention Review Meeting
If it is determined that the plan of action outlined in the informal review process has not been satisfactorily achieved, the student is invited to meet with the faculty. During this retention review meeting, the student is first given the opportunity to share pertinent information about the plan of action. The faculty also share perceptions at this time with the student. After the student has had adequate time to be heard, she or he is excused from the meeting and the counselor education faculty engages in further discussion and review as necessary in order to make a decision which consists of three options:

1. The student will be allowed to continue in the program without restrictions because the concerns do not warrant further action, as determined by the information provided by the student in the retention review meeting.

2. The student may be placed on "professional probation" with specific outcomes and criteria specified for remediation. These procedures will be placed in writing, with copies to the student, faculty, Department Head and Graduate Dean. During this probationary period, the student is not usually allowed to enroll in practicum or internship. The probationary plan will be monitored by the student's advisor. At the end of the time period specified for remediation, the faculty will meet to discuss whether to remove the student from probation, continue probation with a new set of recommendations and timeframe, or suspend from the program.

3. If the student is suspended from the program, he/she may not enroll in further coursework in counseling. After this decision is made, it will be communicated in person to the student by the Coordinator of Counseling and in writing to the student, faculty, Department Head and Graduate Dean.

The student may appeal to the Department Head within 10 days after being notified of the decision. This appeal procedure is outlined in the Student Policies and Regulations Affecting Students document available in the Vice President's office, Student Services Center.
The UNI Program of Counselor Education believes that the stated procedures are in accord with accepted educational practices and the following guidelines of the American Counseling Association: Members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. The instructor must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.

**Retention in Practicum or Internship**
Occasionally during practicum or internship the instructor or site supervisor(s) may have significant concerns about an individual's skill levels or professional deportment that are sufficient enough to remove the student from the clinical setting. In this case, concerns are expressed verbally and in writing to the student and a remedial plan is developed. This plan may include one or more of the following: attending a skills course for a second time, practicing skills with peers and reviewing tapes with faculty members, doing further reading, or getting personal counseling. The decision to remove a student from this clinical setting is made by the instructor, with input from site supervisors and consultation with the area coordinator. Ordinarily if a student is removed from practicum or internship and agrees to follow the remedial plan, he or she is allowed to re-take the course after it has been determined that sufficient progress has been made and that the student is ready to work with actual clients. If the student does not agree to the remedial plan, the program retention review is initiated because in accordance with ACA and ACES ethical guidelines, we cannot jeopardize clients' welfare by allowing students to counsel them if their skill level or professional deportment is inadequate.

**Academic Grievance**

**12.01 Graduate Student Academic Grievance**
A process for the redress of academic grievances must be available to graduate students within the framework of academic freedom, the integrity of the course, and the prerogative of the faculty to assign grades. In recognition of this, the University of Northern Iowa hereby establishes the following procedures. These procedures shall be the sole and exclusive means for the redress of an academic grievance, including the change of a student's grade. Grievances involving alleged acts of discrimination based on protected classes, including sexual harassment, are subject to Affirmative Action procedures.

**Informal Procedures:**
A graduate student who feels aggrieved because of something that a faculty member has or has not done shall make every effort to resolve the grievance informally and in a timely fashion. The student must state the grievance to the faculty member, orally or in writing, before the end of twenty school days from the beginning of the semester following the semester or summer session in which the alleged offense occurred. The faculty member must respond within ten school days from notification of the grievance.

**Formal Procedures:**
If the graduate student remains dissatisfied with the response, the student may initiate the first stage of a formal appeal by completing the Appeal Form available in departmental offices or the Graduate College (Lang 122). The first stage of a formal appeal must be commenced within twenty school days following the faculty member's response to the student. To complete the Appeal Form, the student is required to state in writing the specific nature of the grievance. The grievance must allege specific errors or improprieties in the faculty member's discharge of academic duties. Only evidence pertinent to the
grievance should be included. The student shall then send or deliver the appeal form to the faculty member against whom the grievance has been filed. The faculty member is obligated to complete the Appeal Form within ten school days of its receipt, by either (a) redressing the grievance or (b) stating in writing why in her or his judgment the grievance is without merit or cannot be redressed.

The matter may end here if the student is satisfied.

If the student remains dissatisfied with the redress, or lack thereof, the student shall contact the faculty member's department head within ten school days from receipt of the form from the faculty member. The department head shall hear the student's grievance. If, in the department head's opinion, the grievance seems to have no reasonable ground, the department head shall complete the department head's portion of the Appeal Form by stating in writing why in her or his judgment the grievance is without merit. If, on the other hand, the department head sees reasonable ground for the student's complaint, the head shall meet with the faculty member and/or with student and faculty member together in an effort to resolve the student's grievance.

In such meetings, the department head may suggest to the faculty member that redress be granted for what seems to be a real grievance. In such cases, the faculty member may accept or reject the department head's suggestion(s). These meetings shall be held within ten school days of the meeting, by either (a) suggesting a resolution of the grievance or (b) stating in writing why in her or his judgment the grievance cannot be redressed.

The matter may end here if the student is satisfied.

If the student remains dissatisfied with the redress, or lack thereof, the student shall contact the Graduate Dean within ten school days from the receipt of the form from the department head. The dean shall hear the student's grievance. If, in the Graduate Dean's opinion, the grievance seems to have no reasonable ground, the dean shall complete the dean's section of the Appeal Form by stating in writing why in her or his judgment the grievance is without merit. If, on the other hand, the dean sees reasonable ground for the student's grievance, the dean shall meet with the faculty member and/or with the student and faculty member together in an effort to resolve the student's grievance. In such meetings, the dean may suggest to the faculty member that redress be granted for what seems to be a real grievance. In such cases the faculty member may accept or reject the dean's suggestion(s). These meetings will be held within ten school days of the dean's receipt of the student's Appeal Form. The Graduate Dean is obligated to complete the Appeal Form by either (a) suggesting a resolution of the grievance or (b) stating in writing why in her or his opinion the grievance cannot be redressed. The matter may end here if the student is satisfied. If the student remains dissatisfied with the redress, or lack thereof, the student may initiate the second state of the formal appeals procedure by filing the Appeal Form at the Graduate College Office (Lang 122) within ten school days from the receipt of the form from the Graduate Dean. When the Appeal Form is filed at the Graduate College Office, the Office will send a copy of the grievance to the student, the faculty member involved, the faculty member's department head and dean, the Graduate Dean, and to the chair of the Appeals Board.

The Graduate Student Academic Appeals Board has final student/faculty authority for adjudicating graduate academic appeals. The Board consists of 10 members, five faculty and five graduate students. The faculty members shall be tenured with the rank of assistant professor or higher, have Regular Graduate Faculty status, one to be elected by and from the Graduate Faculty of each undergraduate college for a three-year term. Faculty members may be reelected to a second three-year term. Graduate
student members shall be appointed by the Graduate College for one-year terms; students may be re-appointed to serve second terms.

The Chair shall be elected from among the five faculty members. The Chair shall vote only in the case of a tie. The Chair places a case on the Board docket, arranges the time and place for the hearing, and provides the Board review of the appeal papers prior to the hearing. Notice of the hearing the rules governing the Board are made available in advance to both parties. It is expected that the hearing will be held within twenty school days after the appeal has been received by the Chair. The Board has discretionary power to delay the hearing due to mitigating circumstances.

The board follows these procedures in hearing an academic appeal:

1. Hearings are closed unless an open hearing is requested by the student.

2. Hearings are informal, but a taped transcript is made; this transcript is confidential. After resolution of the appeal, the tape will be filed in the Graduate College Office.

3. The faculty member and the student will have access to written statements of the other prior to the hearing, or prior to any questioning by members of the Board at the time of the hearing.

4. Both parties to the appeal have the right to present additional evidence to the Board, subject only to the Board’s judgment that such evidence is relevant to the case. Similarly, either party may ask members of the university community (students, faculty, staff) to present testimony, again subject only to the Board’s judgment that such testimony is relevant to the case. In making judgments on the relevance of such evidence or testimony the Board will, consistent with the gravity of such proceedings, admit such testimony or evidence unless the Board judges it clearly not to be germane to the case.

5. Both parties to the appeal have the right to ask questions of the other during the hearing. Questions must be relevant to the issues of the appeal.

6. The members of the Board may question both parties to the appeal. Questions must be relevant to the issues of the appeal.

7. Whenever the Appeals Board feels the need for expert advice within a particular area of scholarship, the Board shall have the authority, and University shall provide the necessary means, to seek the advice from experts either associated with the University or not connected with the institution.

8. Upon request from the Board, it is expected that the faculty member shall make available such records as are pertinent to the appeal. The confidential nature of these records will be safeguarded. Failure to provide the records without sufficient cause may result in a finding in favor of the student at the discretion of the Appeals Board.

9. The student shall bear the burden of proof in the appeal.

10. Appeals are decided by a majority vote of a quorum of the Board.
11. A quorum consists of six members, excluding the Chair, three of whom must be faculty.

12. The Board shall decide the case by a clear and convincing evidence standard. The Board's ruling and the reasons for the decision are reported in writing to both parties, to the faculty member's department head and to the Graduate Dean. If the Appeals Board changes a grade, the Registrar receives a copy of the decision, authorizing a change in the grade on the student's official records. If the case involves suspension from the University and is resolved in favor of the student, the Committee on Admission and Retention receives a copy of the decision authorizing it to reinstate the student if appropriate. The student pursuing the grievance may, within ten school days of being notified of the Board's decision, make a written request to the Office of the President of the University for a review of the Appeals Board procedures which led to that decision. Such a request must include a statement of any perceived Appeals Board procedural irregularities involved in the decision. In such cases, the President or designee will examine the transcript of the Board proceedings, and all exhibits entered as evidence, and will render a decision within two weeks of their reception. The President or designee may either remand the decision back to the Board on the grounds of procedural irregularities (in which case the Appeals Board is obligated to reconsider the case in the light of the specified procedural problems), or uphold the Board's decision as procedurally sound.

**Extension of Time Limits:**
It may be necessary, in the interest of justice, to extend a specified time limit when the principal(s) involved in a grievance cannot be reached in a timely fashion by telephone, mail, or other form of communication, or when the principal(s) may be absent from the campus or be temporarily indisposed due to illness, accident, injury or other extenuating circumstances. Time limits may be extended, in extraordinary circumstances, by the Graduate Dean or his or her designee.

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**Helpful Links and Information**

*Note to Students: When obtaining information via phone, please keep record of who, when, and what you spoke with/about during the call as information is updated regularly.*

**UNI Graduate College** Active as of 10/2013  
Graduate Coordinator:  
Dr. Roberto Swazo  
Phone: (319) 273-2675  
Email: roberto.swazo@uni.edu

[Graduate College Website](http://www.grad.uni.edu/)  
Helpful links for navigating graduate school at the University of Northern Iowa

[Counseling (MA) Degree Information](http://www.grad.uni.edu/counseling-ma)  
Information on degree requirements, coursework, contact information and other helpful information about the program. Note: the GRE is NOT required.
Graduate College Application Process page http://www.grad.uni.edu/admission/application-process
This page describes the process to apply to the graduate college for U.S. students and International students. This page also has information for degree and non-degree seeking students, official and unofficial transcripts, GRE/GMAT exams, and application checklists.

Application for Admission http://www.uni.edu/admissions/apply
Application to UNI’s graduate college. Online, printable PDF can be found at: http://www.uni.edu/admissions/sites/default/files/content/graduate_app.pdf

Degree Status Admission Requirements
http://www.grad.uni.edu/admission/degree-status-admission-requirements
Information on requirements for provisional or unconditional status. Also information on status acceptance and waivers.

Non-Degree Status Requirements
http://www.grad.uni.edu/admission/non-degree-status-admission-requirements
Information for students wishing to take classes for self-enlightenment or for admission to a graduate program at a later time.

Graduate Assistantships and Tuition Scholarships
http://www.grad.uni.edu/assistantships-and-graduate-college-tuition-scholarships
Includes information on assistantships and scholarships offered through the graduate college. Also includes the Graduate Assistant Handbook, forms, and other requirements.

Graduate Student Policies
http://www.grad.uni.edu/graduate-policies
These policies and procedures are specific to graduate students at the University of Northern Iowa.

Important Dates
http://www.grad.uni.edu/important-dates-graduate-students-%E2%80%94-academic-year-2013-14
This page is updated every academic calendar year with important dates for graduate students.

Graduate College FAQs
http://www.grad.uni.edu/graduate-college/frequently-asked-questions
This page contains frequently asked questions about the graduate college, procedures, applications, policies, student living and more at the University of Northern Iowa

Counseling Program webpage http://www.uni.edu/csbs/sahs/counseling
University of Northern Iowa Counseling (MA) program webpage.

Iowa Department of Education
Active as of 10/2013
For questions, please contact:
Janice Kuhl 515-281-3552
janice.kuhl@iowa.gov

School Counseling - DOE webpage
**Credentialing**

**Iowa Board of Educational Examiners Licensure Applications**
http://www.boee.iowa.gov/licensure/licensure_forms_menu.html
Includes information on adding endorsements for students who hold a teaching license, professional service license applications, renewal information and other necessary forms.

**Application for Initial Professional Service License - Iowa Institution**
http://www.boee.iowa.gov/forms/PSLIowaInst.pdf
This is needed to obtain a license in Iowa after attending an Iowa university for counseling. This form may be downloaded as a PDF or Word document.

**Conditional License Application**
http://www.boee.iowa.gov/forms/ClassG.pdf
For use by counselors who have NOT completed a teacher education program and have completed all requirements except the internship/practicum of a counseling program. This form may be downloaded as a PDF or Word document.

**Employment**

http://careers.amhca.org/
American Mental Health Counseling Association Career Center provides resources for employment resources, featured jobs, and job searches by position and region.

http://counseling.org/careers/aca-career-center
The American Counseling Association Career Center provides information, resources, and advice for the employment search, licensure information, and job listings for both clinical and academic positions.

http://www.schoolcounselor.org/school-counselors-members/careers-roles
The American School Counselor Association posts job openings through their ASCA SCENE program. Also job search and interview tips are provided through the ASCA website.

**CACREP Practicum Standards**

2009 CACREP Standards:

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.

3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.

4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.

5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

**CACREP Internship Standards**

2009 CACREP Standards:

The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.

2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.

3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.

6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.