

Counseling Student Handbook

MASTER OF ARTS IN COUNSELING

STUDENT HANDBOOK

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Division of Counseling
School of Applied Human Sciences
University of Northern Iowa, Cedar Falls, IA
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Counseling Program Website: <https://csbs.uni.edu/sahs/counseling>

*The UNI Program has been accredited by the Council for Accreditation of Counseling
and Related Education Programs (CACREP) since 1990*
UNI: Preparing Counselors Since 1953

Updated 8/31/22

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IMPORTANT

Please, make sure your current email address is updated with Linda Davis, our counseling program secretary, 3190273-6414, linda.davis@uni.edu. This will ensure that your name is added to the counseling listserv. The program leadership posts information about scheduling, job openings, conferences, volunteer opportunities, student advisement, Chi Sigma Iota, and other critical information that will benefit your progress in the program. **PLEASE, KEEP THIS INFORMATION UP-TO-DATE THROUGHOUT YOUR TENURE IN THE PROGRAM.**

MASTER OF ARTS IN COUNSELING PROGRAM

Introduction to the 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. Darcie Davis-Gage, Associate Professor and Counseling Division Chair at darcie.davis-gage@uni.edu or [319] 273-4243 or your advisor. **THIS HANDBOOK IS AVAILABLE ON OUR WEB SITE.**

Counseling Faculty

Dr. Darcie Davis-Gage, Division Chair of Counseling , 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. Currently, she is licensed at a Licensed Mental Health Counselor in the state of Iowa.

Dr. Davis-Gage is passionate about her role as a counselor educator. Her teaching interests are in the areas of wellness, brain based interventions, career counseling, and trauma and crisis courses. She brings 20 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 She is a Certified Compassion Fatigue Professional, completed a certification in Integrated Behavioral Health from the University of Massachusetts College of Medicine, and completed her Expressive Arts Therapy certification.

Dr. Davis-Gage's research interests are in the area of self-care and compassion fatigue, group counseling, expressive arts therapy, career development of adolescents, trauma informed design and integration of neuroscience and holistic health into counselor training programs. Dr. Davis-Gage has published in the Journal of Counseling and Development and numerous book chapters. She recently co-presented her research on Trauma Informed Design at the International Association of People and Environment Annual Conference. In her spare time, she enjoys spending time with her son and family, creating art, practicing yoga, and laughing.

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Dr. Roberto Swazo, Professor, Assessment Coordinator and CACREP Liaison, holds aPh.D. in Counselor Education from Oregon State University (Emphasis in School counseling and a minor in Mental Health) an M.A. Masters in School Counseling, University of Puerto Rico , and a B.S. Bachelor's in General Sciences (Biology, Chemistry, and Physics). He holds a Professional Service License, K-12 (School Counseling) in the state of Iowa. His research interests include International Counseling and cross-disciplinary integration from a Multicultural position, Microfictions/non-traditional techniques and bilingualism (Spanish/English) with an emphasis on narrative and existential counseling. Also, he holds interest in European

collaboration and cooperation in counseling and related professions. Dr. Swazo has served as a school counselor in private and public schools, college counselor, and as a mental health consultant for private practice and non-profit organizations. He is a full professor of the school and mental health counseling program at the University of Northern Iowa (UNI), Cedar Falls, and has served as Program Director at Florida Agricultural and Mechanical University (FAMU) in Tallahassee, Florida, and Roosevelt University (RU) in Chicago. In addition to teaching, Dr. Swazo is a frequent speaker at professional conferences and conducts workshops throughout the United States and abroad on multicultural issues and psycho-bilingual training (teaching basic Spanish interventions) for schools and mental health agencies. He has presented or has been invited as a keynote speaker in Mexico, Puerto Rico, Nicaragua, Guatemala, Costa Rica, Ecuador, Guatemala, Russia, Spain, Romania, Czech Republic, and Italy. He also teaches frequently as an invited professor at the Universidad del Valle in Guatemala in the school and mental health programs. He is a former Fulbright Scholar at the University of Palermo, Italy where he lived for a period of time. Also, he is a current Peer Evaluator for the U.S. Fulbright Specialist Program. Dr. Swazo is a dual citizen from the European Union (Spain) and the USA, and an active member of the Jewish Community in Malaga, Spain as well as in the Sons of Jacob Synagogue in Iowa, US.

Books by Dr. Swazo

- (1) Swazo, R. & Pelc, N. (2022)*Bilingual Narrative Therapy for Spanish Speaker Clients: Creative Bilingual Strategies for Individual, Family, and Group Sessions (Francis and Taylor: Routledge, NY).*
- (2) *Fantasias e ilusiones desde el exilio (2nd ed.) (2022). Gershon Menashe Books, Chicago. (Fantasies and illusions from the exile) (Amazon) (Collection of short stories written in Spanish)*
- (3)*The Bilingual’s Counselor Guide to Spanish: Basic Vocabulary and Interventions for the Non-Spanish Speaker* (2013, Francis and Taylor: Routledge, NY.
- (4) *Vernon, A. & Swazo, R. (2004)Assessment Interventions with Children and Adolescents: Developmental and Cultural Approaches* (Virginia: American Counseling Association).

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Dr. Olivia (Pei-Chun) Chen, Assistant Professor, Clinical Coordinator of School Counseling 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.

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Dr. Eran Hanke, Assistant Professor, Clinical Coordinator of Mental Health Counseling, received her B.A. in Psychology from Baldwin Wallace University in Berea, Ohio and her M.A. in Counseling from the University of Minnesota – Duluth. She completed her Ph.D. in Counselor Education at the University of Iowa.

Dr. Hanke is licensed in the state of Iowa as a mental health counselor, and she joined the Counseling Program faculty in 2019. Prior to becoming a part of the Counseling Program, Dr. Hanke worked for over a decade at the University of Iowa Carver College Of Medicine. She served as the director of the Medical Student Counseling Center and as a senior staff counselor. She taught in the counseling programs at Bradley University and Buena Vista University, and she taught in the Student Affairs Administration Program at the University of Wisconsin – La Crosse. She also served as an adjunct instructor at UNI. In addition, Dr. Hanke taught and provided academic advising at a branch campus of Kirkwood Community College, and she provided counseling at a non-profit agency serving youth and their families.

Her teaching interests include intervention and prevention across the lifespan, family counseling, professional practice courses, and mental health specialty courses. Her scholarship interests include graduate and professional student mental health and wellbeing; issues of access to education and to mental health care across the lifespan, with special emphasis on counseling older adults and supporting college students in recovery from addictions; professional development in counselor education; and applied improvisation in counseling and counselor education. Dr. Hanke is invested in training counselors to better serve older adults. She works closely with Dr. Elaine Eshbaugh, Professor of Gerontology, and together they run a Dementia Simulation House. The purpose of the house is to educate the community about different forms of dementia and to promote culture change that leads to increased safety and respect for people living with dementia and their caregivers.

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

Mission Statement

The UNI Counseling Program is grounded in a wellness philosophy and is devoted to providing a culturally and developmentally responsive education in which students are encouraged and challenged to be exemplary counselors, innovative practitioners, and active agents of social justice in a diverse world through practical experiences and rigorous academic expectations.

Vision Statement

The UNI Counseling program strives to generate innovative, knowledgeable, and skillful counselors who will effectively address the challenges of the 21st century.

Program Goals & Objectives

There are five outcomes derived from the University of Northern Iowa Graduate Program in Counseling vision and mission that are addressed throughout the coursework and clinical experiences. As a result of their counselor training:

- 1) Students will demonstrate awareness of how their values, beliefs, cultural perspectives, and experiences impact the counseling process and professional relationships with clients and colleagues.
- 2) Students will demonstrate creativity and flexibility in implementing developmentally and culturally responsive interventions.
- 3) Students will evaluate and integrate theory and research in their counseling practice.
- 4) Students will apply a wellness framework to conceptualizing individual, group, and systemic concerns.
- 5) Students will engage in local and/or global service to promote equitable and inclusive counseling practices.

Student Expectations

Students are expected to:

- Attend and actively participate in class discussions.
- Treat yourself and others with respect.
- Complete assignments and hand them in on time.
- Read and think critically about the readings and class.
- Be prepared to discuss assigned readings.
- Consider constructive feedback as a way to expand your knowledge and skills.
- Be able to write effectively using the APA style manual.

Matriculation Requirements

Admission to Counseling Program

Materials Needed to Apply

- Official Transcripts
 - Official transcripts of all previous graduate and undergraduate coursework will need to be submitted
- Intent to Apply Form
 - This online form should be completed when the students commits to apply to the counseling program.
 - When you submit this form, you are indicating that you intend to pursue an application to the Division of Counseling in the School of Applied Human Sciences at University of Northern Iowa.
 - Students must choose one emphasis area on this form. The counseling program has two emphasis areas: School and Clinical Mental Health.
- Personal Narrative
 - Please type a 2-3 page response (single spaced) that addresses **EACH** of the following questions/themes. Please **DO NOT** bullet when writing this document.
 - Describe a time (past or present) where you advocated, demonstrated leadership, or spoke up for something you believe in strongly, in a creative manner.
 - Discuss messages you have received from your family of origin about people who were different from you and how your attitudes and experiences with diverse populations do or do not reflect those messages.
 - Describe significant personal and/or professional experiences that influenced you to pursue the counseling profession?
 - Cite your favorite quote and discuss the reason why it is meaningful to you.
- Resume
 - Students will submit a professional style resume outlining their work and volunteer experiences.
- Writing Sample
 - Your writing sample should be written in APA format
 - This paper should be a formal, typed document such as a research paper, literature review, or something closely resembling these documents.
 - E.g., course project, honors thesis
- 3 Letters of Recommendation
 - Students will provide letters of recommendation from **professionals** who are familiar with your work or volunteer experience. You **cannot** use personal friends or relatives.

How to Apply

Graduate College

- Fill out the Intent to Apply Form found on the Division of Counseling website immediately to indicate that you intend to pursue application.
(<https://csbs.uni.edu/sahs/counseling/counseling-program-intent-apply-form>)
- Create an account to Apply for Admission to UNI through the Graduate College (<https://admissions.uni.edu/apply>)
- Login to your new UNI account with your new CatID.
 - **Be sure to save this information to login in the future.**
- Complete the Application for Admission

At the end of your application, attach your Personal Narrative, Resume, & Writing Sample.

Selection Criteria

The Comprehensive Assessment Committee (full-time faculty) will evaluate all candidates in a comprehensive manner and consider the following elements:

- GPA (ideally 3.00 but exceptions are considered based on other factors)
- Related work experience
- Statement of Interest
- Letters of Recommendation
- Writing Skills
- Affinity of interest with the counseling field

Based on the aforementioned factors, those pre-selected will be invited for a campus interview for the second evaluation stage. Faculty and graduate assistants will conduct group interviews to assess the level of interest, motivation, and compatibility of the applicants with the program. In approximately 2-4 weeks, candidates will be informed of the program's decision. Students will be receive a letter via email of the following potential outcomes:

- Admission to the program
- Placement of the Waitlist
- Denial of Admission

Depending on the outcome, all students will be advised of the next step in the process dependent on the outcome of their applications.

Requirements for Advancement (Tevera Submission)

During the first semester, faculty monitor students carefully to evaluate students' progress. Students will complete the Exit Requirement: Program Orientation which includes submitting a form indicating that they have read and will adhere to the ACA Code of Ethics, the UNI Counseling Program Student Handbook, and the UNI Counseling Program Retention and Review Policy. This form must be completed no later than February 1. Failure to meet the deadline may jeopardize your status with the Graduate College.

Materials uploaded to Tevera

- Exit Requirement: Program Orientation Form
 - Agreement to adhere to ACA Code of Ethics, Retention Review Policy, and Student Handbook
- "B" or better in COUN 5103, COUN 5105, COUN 6104
- Proof of Liability Insurance uploaded to Tevera by February 1.

Evaluation Process for Advancement

Advancement in the program is granted provided that the student has:

- A minimum of a 3.0 grade point during their first semester
- Demonstrate effective counseling skills.
- Evidence of appropriate professional disposition for a counseling professional and adherence to ethical behavior as specified in the ACA Code of Ethics

Failure to demonstrate the above criteria will result in a remediation plan and the student may be placed on academic probation by the graduate college if the student's GPA is below a 3.0

Progress Review

The CACREP standards require systematic progress review 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 on key performance indicators/academic performance, self-awareness/professional disposition, 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: <https://csbs.uni.edu/sahs/counseling/retention-review-policy-counselor-education>).

Key Performance Indicators

- KPI's created for each of the core areas, specialty areas, and professional disposition
- Developed or identified assignments and markers in the curriculum
 - Introduced
 - Reinforced
 - Mastered
- Students will be evaluated on KPI's using a standard rubrics
- Regular feedback will be provided to students regarding performance on KPI's
- Helpful for faculty to view trends, patterns, and themes across time and the curriculum
- Focus on knowledge and skill improvement at the introductory, intermediate, and mastery levels.
- **Professional Disposition (KPI PD):** Students are expected to demonstrate a professional disposition throughout the program. This means learners will demonstrate effective professional communication; cultural humility and sensitivity; responsibility for addressing knowledge, skill, or professional deficits; appropriate interpersonal boundaries; engagement in self-care; and appropriate confidence. This includes:
 - Being on time and prepared
 - Demonstrating appropriate competence in conducting developmentally and culturally responsive counseling activities, and showing developmental progress
 - Following program and site policies and procedures
 - Demonstrating awareness of limitations of knowledge and skill and seeking appropriate supervisory support when needed
 - Demonstrating cultural humility
 - Engaging in open and consistent communication with faculty and site and university supervisors
 - Engaging in respectful interactions with colleagues and peers
 - Addressing miscommunications and concerns in a timely and professional manner
 - Maintaining appropriate interpersonal boundaries
 - Receiving and implementing feedback
 - Taking responsibility for and addressing knowledge, skill, or professional deficits
 - Engaging in self-care and demonstrating appropriate confidence

Program Exit Requirements (see Appendix C): Students are required to complete all of the Exit Requirements prior to graduation. Verification of these activities will require students to upload appropriate documentation and obtain signatures to verify participation and completion of each requirement.

Counseling Program

Exit Requirements

Revised for 2022-23 Academic Year

Exit Requirement: Program Orientation

Through Tevera you will submit a form verifying that you have participated in the UNI Counseling Program Orientation Meeting. Furthermore, submitting the form indicates that you have read and will adhere to the:

- A. ACA Code of Ethics
- B. UNI Counseling Program Student Handbook
- C. UNI Counseling Program Retention and Review Policy.

You are aware that you must achieve a grade of “B” or better in the following classes:

COUN 5103 Professional Orientation and Ethics in Counseling
COUN 6104 Counseling Theories
COUN 5105 Counseling Skills

You are also aware that you are required to purchase and maintain professional liability insurance and to keep your policy current for the duration of the program. Proof of liability insurance is to be uploaded to Tevera.

Exit Requirement: Personal Counseling

The UNI Counseling Program encourages all counselors-in-training to engage in on-going self-care and personal growth, and to address personal concerns as a part of being an ethical and professional counselor. Through Tevera you will upload a document verifying that you have participated in a minimum of five (5) individual, couple, or family counseling sessions while enrolled in the program. Please include in the document: the dates of your sessions, your counselor's name and credentials, and the name and location of the practice. Please include your counselor's signature. 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.

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 dual relationship and not make you suitable for the site, so this is an important issue to consider. Please speak with your advisor if you have questions.

Exit Requirement: Program Final Project

As a part of completing graduation requirements, students will submit a final culminating project integrating knowledge and skills acquired throughout the program. The project will be incorporated into third-year requirements, and the counseling faculty will provide additional information and specific details by the end of the first year.

Exit Requirement: Counselor Preparation Comprehensive Exam (CPCE)

Through Tevera you will submit a form verifying that you have completed the Counselor Preparation Comprehensive Exam (CPCE) typically administered the last term of the UNI Counseling Program. You will be asked to include exam results. Please do not submit this form until you have your results.

Coursework and Advising

Advising

Students are encouraged to meet with their assigned advisor to discuss course selection, progress in the program, and adjustment to the current semester. Faculty advisors can answer student questions and provide professional guidance. Faculty are available during office hours or by appointment.

Summer Advising for first Semester

When students are admitted, they are required to participate in a group advising session the summer before they start the program. At this time, the advising process will be explained and students will be approved to register.

Registration Advising

Before registration students will receive an announcement via the counseling list-serv regarding advising. This announcement will list times faculty will be available to advise students and advising forms you will need to bring to the appointment. Appointments will be done on a first come, first serve basis during these times. These meetings usually take 10-15 minutes, so be prepared to wait. Students are strongly encouraged to meet with their advisor as soon as possible as there may be more options available to students who register early. During registration week, faculty will not make individual appointments outside the advising times listed. If you have further questions, you can request an additional meeting outside of registration week. Faculty will sign the registration form and direct you to the counseling office.

Approvals and Permissions

Students will turn their registration forms to Donna Raubs in 235 Latham. Donna will assess availability of courses and enter permission. If a course is full, she will then enter permission for the alternative course you have listed on your registration form. She will notify students via the list-serv when all the permissions have been entered and you will be able to log into My Universe and register for courses. If you are taking courses outside of the department, you will need to contact that department for registration procedures.

Student Requests

At times, students will need to make special requests regarding coursework. Students will prepare these requests within the MyUniverse system. To expedite the process, students should discuss the request with their advisor prior to submission. The request will be approved by the faculty advisor, program coordinator, and graduate dean's office. Approval must be gained **BEFORE** the requested action is taken. Information on how to prepare a student request can be found on the website (<https://csbs.uni.edu/sahs/counseling/important-information-counseling-students>) under information for advanced students.

Thesis Option

Students interested in the Thesis option should consult with their advisor during the first year of classes. Ordinarily only students who plan to pursue a Ph.D. select the thesis option.

Course Rotation

Students must complete courses according to this rotation. If you do not follow the rotation, your graduation will most likely be delayed.



Clinical Mental Health Course Rotation

	Fall	Spring	Summer
Year 1	COUN 5103 COUN 5105 COUN 6104	COUN 6220 COUN 6262 COUN 6207	COUN 6228 COUN 6304
Year	COUN 6254 COUN 6225 COUN 6405	COUN 6503 COUN 6290 COUN 6502	COUN 6256 COUN 6605
Year 3	COUN 6291 MEASRES 6205	COUN 6291 COUN 6805	

School Counseling Course Rotation

	Fall	Spring	Summer
Year 1	COUN 5103 COUN 5105 COUN 6104	COUN 6220 COUN 6262 COUN 6206	COUN 6228 COUN 6304
Year	COUN 6254 COUN 6225 COUN 6406	COUN 6503 COUN 6290 COUN 6506	COUN 6256 COUN 6606
Year 3	COUN 6291 MEASRES 6205	COUN 6291 COUN 6805	

*****Non teachers will need to insert in SPED 3150 Meeting the Needs of Diverse Learners (2) into their schedule**



List of Courses

Core Courses:

- COUN 5103 Professional Orientation and Ethics in Counseling
- COUN 5105 Counseling Skills
- COUN 6104 Counseling Theory
- COUN 6220 Group Counseling Skills and Process
- COUN 6225 Facilitating Career Development
- COUN 6228 Assessment
- COUN 6254 Counseling Children and Adolescents
- COUN 6256 Multicultural Counseling
- COUN 6262 Intervention and Prevention in Lifespan Development
- COUN 6304 Crisis and Trauma Intervention and Management
- COUN 6503 Wellness, Self-Care and Brain-Based Strategies
- MEASRES 6205 Educational Research

Specialty Courses – Clinical Mental Health Counseling:

- COUN 6207 Diagnosis and Psychopharmacology
- COUN 6405 Advanced Psychopathy and Treatment
- COUN 6502 Dynamics of Family, Couples and Human Sex Counseling
- COUN 6605 Counseling Process and Practices for Substance Abuse & Co-Occurring Disorders
- COUN 6805 Integrated Counseling Practice and Clinical Supervision
- COUN 6290 Practicum in Mental Health Counseling
- COUN 6291 Internship in Mental Health Counseling [year long - starting fall only]

Specialty Courses – School Counseling:

- COUN 6206 Developing Comprehensive School Counseling Programs
- COUN 6406 Foundations of School Counseling
- COUN 6506 Counseling Issues with Family and Parents in School
- COUN 6606 Current Issues in School Counseling
- COUN 6805 Leadership, Consultation, and Collaboration in the School
- COUN 6290 Practicum in School Counseling
- COUN 6291 Internship in School Counseling

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**)

Course Descriptions:

<https://catalog.uni.edu/collegeofsocialandbehavioralsciences/appliedhumansciencesschoolof/#counselingMA>



Academic Grievance & Appeal

Purpose

Provide a process for the redress of academic grievances for graduate and undergraduate students within the framework of academic freedom, the integrity of the course, and the prerogative of the faculty to assign grades.

Policy and Procedures

A. General Considerations

The procedures described in this policy shall be the sole and exclusive means for the redress of a student's academic grievance.

Recognizing that grade determinations are an integral part of a faculty member's academic freedom, administrative officers cannot substitute their judgment for that of the faculty concerning the assignment of a grade except as a result of the grievance process outlined in this policy or as defined by circumstances requiring an administrative grade change as documented in University policy regarding administrative grade changes.

Grievances regarding make-up work for absences should refer to Section 7 of this document. See below.

Grievances involving alleged acts of discrimination or harassment of students based on age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or Iowa law, should be reported to the Office of Compliance and Equity Management/Title IX Officer no later than the time at which the student files a formal grievance under Section C below.

If the Office of Compliance and Equity Management (OCEM) receives a student complaint of discrimination that also involves an academic grievance, the academic matter will be referred to the Office of the Executive Vice President and Provost and handled through this student academic grievance process. The OCEM will be notified of the findings of the Student Academic Appeals Board regarding the academic matter.

If a faculty member or administrator fails to respond by any applicable deadline specified in this procedure, the student may move the grievance to the next step in the process. If a student fails to respond by any applicable deadline specified in this procedure, the grievance shall be closed and documentation stating such shall be prepared by the relevant academic administrator, sent to the department and kept in the student's departmental file for ten years.

At any time during the informal or formal grievance process either party may elect to be accompanied to meetings or hearings by an advisor. At the student's request, the Dean of Students Office or Northern Iowa Student Government (NISG) may designate a representative to accompany and assist the student. At the faculty member's request, United Faculty may designate a representative to accompany and assist the faculty.

Throughout this document, "class days" refers to university class days during the regular fall and spring semesters.

B. Informal Procedures

A student who feels academically aggrieved because of something that a faculty member has or has not done shall make every reasonable effort to resolve the grievance informally with the faculty member of record.

- a. The student must inform the faculty member of his/her grievance in writing, via electronic communication, within ten class days of the first day of the semester following the semester or summer session in which the alleged offense occurred.
- b. The faculty member must respond within ten class days from the date notification of the grievance is sent by the student unless both the student and the faculty member agree in



writing to continue the informal process.

If the student is an undergraduate, then the faculty member's department head may act as a mediator to help the faculty member and student come to an informal resolution of the issue.

If the student is a graduate student, the Associate Dean of the Graduate College or the faculty member's department head may assume the mediator role as appropriate.

- c. If the student remains dissatisfied with the resolution of the grievance proposed by the faculty member or with the solution offered through the mediated process described above, the student may initiate the first stage of a formal appeal, using the procedures described under Section C below.

C. Formal Procedures

A student who is dissatisfied with the resolution of her/his grievance using the informal procedures specified in Section B above may initiate a formal process by completing the Appeal Form available in the following locations:

- The Office of the Executive Vice President and Provost, Seerley Hall Room 1 or online at http://www.uni.edu/provost/sites/default/files/pdf-files/formal_grievance_form_2013a.pdf
- Departmental offices

The Appeal Form requires the student to state the specific nature of the grievance and to describe, in detail and through specific examples, how the faculty member's policy or conduct has affected the student's academic outcomes. Only evidence pertinent to the grievance will be considered.

If the student at any point in the grievance process wishes to withdraw his/her grievance, he/she must notify all parties involved of his/her intent to do so. A copy of this notification shall be kept in the student's departmental file for ten years.

If there is a dispute about the timeliness of sending the Appeal Form, the person responsible for sending the Appeal Form at that step has the burden of proving that the Form was sent within the time limit specified.

Throughout this policy, whenever the use of e-mail or electronic transmission of a document is specified it indicates that the official, assigned UNI e-mail address for the student, faculty member or relevant administrator must be used for these communications.

Pre-Hearing Stages of Formal Procedure

- a. The first stage of the formal appeal must be initiated within five class days following the completion of the informal appeal process. The formal process is initiated by the student sending the Appeal Form electronically to the faculty member who is involved in the grievance at the faculty member's UNI e-mail address.
- b. The faculty member has ten class days from the initiation of the formal process to complete the response section of the Appeal Form and send it to the student electronically at the student's assigned, official UNI e-mail address. In the response the faculty member must either propose a means of redressing the grievance or give reasons why s/he believes the grievance is without merit or cannot be redressed.
- c. If the student is satisfied, s/he need take no further action. If no further action is taken within ten class days of the faculty member sending the completed Appeal Form, the student will be deemed to have agreed with the faculty member's response. If the faculty member's response proposes redress requiring an action by the faculty member or student then the responsible party has ten class days from the date the Appeal form is sent by the faculty member to the student to take such action. If the faculty member fails to complete an action proposed in the



agreed upon redress within ten class days then the student may resume the appeal process by sending the Appeal Form to the faculty member's department head with an explanation for reviving the appeal. If the student fails to complete an action necessary to achieve the agreed upon redress within ten class days of the sending of the Appeal Form by the faculty member the grievance will be considered closed.

- d. If the student is dissatisfied with the faculty member's response on the Appeal Form, the student must indicate her/his continuing disagreement on the Appeal Form and send it to the faculty member's department head electronically within ten class days of the date the Form is sent by the faculty member to the student.
- e. Within ten class days (the consultation period) of the Appeal Form being sent by the student to the department head, the department head must consult with the student and the faculty member separately to discuss the basis for the grievance. Based on the Appeal Form and the consultations, the department head has two alternative courses of action.
 - i. If the department head concludes the grievance is unfounded or without merit, s/he must complete the department head's section of the Appeal Form, indicating the reasons for his/her judgment. The Appeal Form must be sent to the student electronically with a copy to the faculty member, within five class days of the expiration of the consultation period. If the student is satisfied, s/he need take no further action. If no further action is taken within ten class days of the department head sending the completed Appeal Form, the student will be deemed to have agreed with the department head's response.
 - ii. If the department head concludes there are reasonable grounds for the student's complaint, the department head may meet with the faculty member and student separately or together to facilitate resolution of the grievance to which all parties must agree. Such facilitation must conclude within ten class days (the facilitation period) of the end of the consultation period, unless both the faculty member and student agree in writing to extend the time for facilitation. In no case may the facilitation period exceed fifteen class days. If a resolution is reached with which both parties agree, a written statement of resolution will be appended to the Appeal Form, which will be kept in the student's departmental file for ten years.

Alternatively, if the department head is unable to resolve the grievance by mutual agreement between the faculty member and the student within the specified facilitation period, the department head must complete the appropriate section of the Appeal Form indicating that no mutual resolution was possible and making any recommendations s/he has for resolution of the grievance. The department head must send the Form electronically to the student grievant, the faculty member and the appropriate dean within five class days of completion of the facilitation period.
 - iii. For undergraduates, the appropriate dean is the faculty member's dean. For graduate students, the appropriate dean is the Dean of the Graduate College.
- f. Within ten class days (the consultation period) of the Appeal Form being sent by the department head to the dean, the dean must consult with the student and the faculty member separately to discuss the basis for the grievance. Based on the Appeal Form and the meeting with the student, the dean has two alternative courses of action.
 - i. If the dean concludes the grievance is unfounded or without merit, s/he must complete the dean's section of the Appeal Form, indicating the reasons for his/her judgment. The Appeal Form must be sent electronically to the student, to the faculty member and the faculty member's department head within five class days of completion of the consultation. If the student is satisfied, s/he need take no further action. If no further action is taken within ten class days of the dean sending the completed Appeal Form, the student will be deemed to have agreed with the dean's response.



If the dean concludes there are reasonable grounds for the student's complaint, the dean may either meet with the faculty member and student separately or together to facilitate resolution of the grievance to which all parties must agree. Such facilitation must conclude within ten class days (the facilitation period) of the end of the consultation period, unless both the faculty member and student agree in writing to extend the time for facilitation. In no case may the facilitation period exceed fifteen class days. If a resolution is reached with which both parties agree, a written statement of resolution will be appended to the Appeal Form, which will be kept in the student's departmental file for ten years.

- ii. Alternatively, if the dean is unable to resolve the grievance issue by mutual agreement between the faculty member and the student within the period of time specified in paragraph b. above, the dean must complete the appropriate section of the Appeal Form indicating that no mutual resolution was possible and making any recommendations s/he has for resolution of the grievance. The dean must send the Form electronically to the student grievant, the faculty member, the faculty member's department head, and the Executive Vice President and Provost within five class days of completion of the facilitation period.
- g. Upon receipt of the Appeal Form, the Office of the Executive Vice President and Provost will send a copy of the Form to the pool of potential Appeals Board members and will initiate the Academic Appeals Board process within ten class days of receipt of the Form.

D. Student Academic Appeals Board

a. Membership of the Board

The Committee on Committees will hold elections each year to create a pool of ten faculty who can serve as appeal board members in the event a student files a grievance appeal with the Office of the Executive Vice President and Provost. The pool shall consist of two faculty representatives who have been duly elected by and from the graduate instructional faculty of each undergraduate college and two representatives who have been elected at large. Faculty members are initially elected for a three-year term and may be elected for additional three-year terms. The faculty members shall be tenured at the rank of assistant professor or higher. The Chair of the Board shall be elected annually from among the pool of ten elected faculty members.

All student members shall be appointed by the Northern Iowa Student Government (NISG) Senate. Student members are appointed for one-year terms; students may be reappointed for additional one year terms. The President of the NISG will notify the Office of the Executive Vice President and Provost of the names and contact information of the students who have been appointed at the start of each academic year.

The Student Academic Appeals Board has final student/faculty authority for adjudicating student academic appeals, except as provided in Part E of this policy.

A student academic appeal will be heard by a panel consisting of five faculty members drawn from the pool and four students who are of the same status, undergraduate or graduate, as the student who is making the appeal to the Board.

When notified of an appeal by the Provost's office, the Chair will randomly select four faculty members from the pool to constitute the panel and will notify the designated administrative assistant for the Board in the provost's office, who will contact the selected panel members. The president or vice president of NISG will also notify the designated administrative assistant with the names of the designated student representatives for the panel.

If a faculty member or student who has been selected for the panel has a conflict of interest, s/he shall recuse him/herself from the Board and not be involved in deliberations involving the Appeal. A conflict of interest for faculty members in the pool is created when the grievance is



against a faculty member in the same department, one with whom the faculty member collaborates on scholarly work, or to whom the faculty member is related by blood, marriage or other personal relationship or if the grievant is an advisee, current student of the panel member or is related by blood, marriage or other personal relationship. A conflict of interest for a student panel member is created when s/he has a familial, romantic or friend relationship with the grievant or is in a course with the faculty member, is advised by the faculty member or is related by blood, marriage or other personal relationship to the faculty member.

If a member of the faculty or student pool is unable to fulfill her/his duties or if the faculty or student member has been derelict in his/her duties such as by nonattendance at hearings which have been confirmed, then, as applicable, either – (1) the faculty member may be permanently removed from the pool by a majority vote of the faculty members, including the Chair of the Board, or (2) the student member may be permanently removed from the pool by a majority vote of the student members and the Chair of the Board. If a faculty or student member is permanently removed, the body responsible for electing or appointing that person will be notified by the Chair of the Board of the need for a replacement.

b. Student Appeal Board Procedures

The Executive Vice President and Provost or his/her designee places a case on the Board docket, arranges the time and place for the hearing, and provides the materials for Board review prior to the hearing. Notice of the hearing and rules governing the Board are made available in advance to both parties. The hearing will be held within twenty class days after the appeal has been filed with the Office. The Board Chair in consultation with the Provost or designee has discretionary power to delay the hearing due to mitigating circumstances.

Hearings are closed to the public. Only those individuals with a specific role in the hearing, as described in these procedures, may be present at the hearing. In addition to the parties to the grievance, their witnesses and advisors, and the members of the appeal board, a staff member from the Executive Vice President and Provost's office will be present at the hearing to make an audio recording of the proceedings and the Associate Provost for Academic Affairs or designee will be present to answer procedural questions. In the event that a student or faculty member brings an attorney as an advisor, then the University Counsel will also be present at the hearing.

The audio recording is a confidential record and will not be disclosed except as required by law. After resolution of the appeal, the recording will be maintained in the Office of the Executive Vice President and Provost for a period of seven years.

If the faculty member and/or the student prepares a written statement for presentation at the hearing, the other party to the grievance will be provided with a copy of the written statement at least two class days prior to the hearing.

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. Additional evidence may include testimony by members of the university community (students, faculty, staff). In making judgments on the relevance of such evidence including testimony, the Board will, consistent with the gravity of such proceedings, admit such evidence unless it is clearly not relevant to determining the outcome of the appeal. Generally, parties are limited to fifteen minutes for presentation of their case.

The student may be accompanied to the appeals hearing by an advisor, who may be an attorney. If a student will be advised by an attorney, written notice must be provided to the Executive Vice President and Provost or his/her designee at least two class days before the hearing. The Chair of the Board will be notified by the Executive Vice President and Provost or designee. The advisor cannot address the review panel, examine witnesses, ask questions of any participants or otherwise interrupt or interfere with the conduct of the hearing. A student



may ask for one recess, not to exceed ten minutes in length, to consult with her/his advisor outside the hearing room. It is the student's responsibility to make the advisor aware of her/his role in the appeal process. The Chair of the Board may exclude the advisor from the hearing if s/he does not comply with these rules.

The faculty member may also be accompanied to the hearing by an advisor, such as a representative from United Faculty or by a private attorney. The advisor cannot address the review panel, examine witnesses, ask questions of any participants or otherwise interrupt or interfere with the conduct of the hearing. A faculty member may ask for one recess, not to exceed ten minutes in length, to consult with her/his advisor outside the hearing room. It is the faculty member's responsibility to make the advisor aware of her/his role in the appeal process. The Chair of the Board may exclude the advisor from the hearing if s/he does not comply with these rules.

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.

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

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

Upon request from the Board, the faculty member shall make available any records which are pertinent to the appeal. The confidentiality 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.

The student bears the burden of persuasion. Board members will be persuaded by clear and convincing evidence that the faculty member has acted arbitrarily or unfairly. "Clear and convincing" evidence means that Board members must believe that the facts alleged are highly probable or reasonably certain.

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

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 dean (and Dean of the Graduate College as appropriate), and to the Executive Vice President and Provost.

If the Appeals Board makes a decision that a grade must be changed, the Registrar receives a copy of the decision authorizing a change in the grade on the student's official records. If the grade change decision by the Appeals Board affects a decision by the Committee on Admission, Readmission and Retention (CARR) regarding suspension of a student from the University, the CARR should also receive a copy of the decision so that it can reevaluate the suspension decision.

E. Appeal Based on Violations of Student Academic Appeals Board Procedures

Within fifteen class days of being notified of the Board's decision, either party may appeal the decision of the Board on the grounds that stated procedures were not followed. An appeal is initiated by filing a written statement with the Office of the President of the university which clearly outlines the claimed violations of procedure and indicates how the procedural violation prejudiced the decision of the Board. The President or her/his designee will examine the transcript of the Board proceedings created from the recording and all exhibits entered as evidence to make a decision. A decision must be made and communicated within ten working days of the receipt of the appeal. The President or designee may either remand the case back to the Board with direction to reconsider the case in the light of the specified procedural problems or uphold the Board's decision as procedurally sound. The substance of the Academic Appeals Board's decision cannot be appealed.



F. Extension of Time Limits

It may be necessary, in the interest of justice, to extend a specified time limit when the parties involved in a grievance cannot be reached in a timely fashion by telephone, mail, email or other form of communication, or when the principal(s) may be absent from the campus or temporarily indisposed due to illness, accident, injury or other extenuating circumstances. Time limits may be extended in these circumstances by the Executive Vice President and Provost or his/her designee, as appropriate.

G. Special Procedures for Make-Up Work Grievances Arising from Absences

Should an instructor refuse to allow a student to make up missed work, the instructor's decision can be appealed by the student using the grievance process outlined below. This process reflects the constraints that both instructors and students face in dealing with the timely make up of missed work:

- a. The student must contact the instructor, the instructor's department head, the instructor's dean, and a Northern Iowa Student Government (NISG) Executive Officer in writing electronically requesting a review of the instructor's decision within three (3) class days of the denial of make-up work.

The NISG Executive Officer will organize a meeting between the student, the instructor, the instructor's department head, and a minimum of two (2) tenured faculty members drawn from the pool of faculty elected to serve on the Academic Appeals Board and one student who has been appointed to the Academic Appeals Board within two (2) class days of receipt of the letter. The meeting shall take place within five class days of the receipt of the appeal letter. At the meeting the NISG Executive Officer will attempt to facilitate an informal resolution of the situation.

- b. If no informal resolution is reached at the meeting, the three person committee (two faculty members and the student representative) shall designate a chair of the committee, and review the cause of the absence and the instructor's reasons for denial and stated policies regarding attendance and make-up work. This committee will render a final decision on whether the student will be allowed to make up missed work within two class days of the meeting. This decision is final and binding upon the instructor and the student. Any make-up work or exam must be equivalent in academic demand to the original assignment or exam, although it may differ in form.
- c. The specific findings of the committee will be strictly confidential, and reported only to the student, instructor, department head, and instructor's dean to ensure that the committee's decision is acted upon in cases where a student's appeal is granted.

Failure of a faculty member to comply with the committee's decision to allow make-up work will provide the student with grounds for an academic grievance in accordance with the terms of this policy.



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 professional disposition which could include 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 counseling program. Please note that these procedures occur after a student has successfully completed their advancement paperwork requirements. 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 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.

The Retention Review Process

Every effort is made to handle faculty concerns about student performance and progress in the program and to work together with the student to resolve these concerns. The remediation process may begin informally or formally depending on the severity of the concern. If the behavior violates the ACA Code of ethics, is egregious, or occurs during practicum or internship, the process may begin at the formal level. Students may be removed from practicum or internship during remediation if the faculty or site supervisors believe students or clients are at risk. 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.

Step 1: Addressing the Concern

Faculty members 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.

Step 2: Creating a Remediation Plan

Following this meeting, the student's advisor, program coordinator, or initiating faculty member will meet with the student to share the concerns and suggest a 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 student must reply in writing within 10 days that they have received the plan and they are made aware of the appeal process outlined by the Graduate College. The intent of the remediation plan is to remediate a concern and return the students to good standing. 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.

If the student is in clinical placement, 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. The plan may have additional requirements. 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.

Step 3:

Completion of Remediation Plan

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 and the student is placed back in good standing. Ordinarily if a student is removed from practicum or internship and agrees to follow the remedial plan, he or she is allowed to retake the course after it has been determined that sufficient progress has been made and that the student is ready to work with actual clients.

OR

Failure to complete Remediation Plan

If it is determined that the remediation plan has not been satisfactorily achieved, the student is invited to meet with the faculty again. 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 meeting.
2. The student may be placed on a second remediation plan with specific outcomes and criteria specified for remediation. These procedures will be placed in writing, with copies to the student, Program coordinator, School Director, Dean of the College of Social and Behavioral Sciences, and Graduate College. 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. 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 program coordinator and in writing to the student,



faculty, Department Head and Graduate Dean.

3. The student is dismissed from the program for a designated period of time or permanently if the situation warrants this level of action to ensure future client safety.

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 counseling program believes that the stated procedures are in accord with accepted educational practices and the guidelines of the American Counseling Association. Through continual student evaluation and appraisal, faculty 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 out from the program those individuals who are unable to provide competent services.

Student Resources

The Learning Center

All students are encouraged to use The Learning Center at Rod Library for assistance with writing, math, science, and college reading and learning strategies. The writing support and learning strategies may be particularly useful to students adjusting to graduate school or needing assistance with things like *mastering APA style*. Beginning Week 2, The Learning Center (TLC) operates on a walk-in basis and is open 10:00 am to 10:00 pm Monday through Thursday. For more information, go to <https://tlc.uni.edu/tutoring>, email TheLearningCenter@uni.edu, call 319-273-6023, or visit the TLC desk located on the main floor of Rod Library. If you are unable to come in during normal tutoring hours, online tutoring is available through Smarthinking. You will need your CATID and passphrase to gain access. To access the Smarthinking platform go to <https://tlc.uni.edu/schedule>.

Office of Compliance and Equity Management

The University of Northern Iowa does not discriminate in employment or education. Visit 13.03 Equal Opportunity & Non-Discrimination Statement (<https://policies.uni.edu/1303>) for additional information.

Discrimination, Harassment, and Sexual Misconduct

Members of the UNI community are entitled to an educational and working environment free of discrimination, harassment, and retaliation. Visit 13.02 (<https://policies.uni.edu/1302>) for additional information.

Counseling: UNI's Counseling Center offers free and confidential counseling sessions to enrolled students. The sessions must be voluntary and cannot be used for academic or Counseling Program requirements. To make an appointment, call (319) 273-2676 (8:00-5:00 M-F). For urgent situations outside of office hours, call the Counseling Center at 273-2676 and press 2 to speak to a crisis counselor. In case of immediate danger, call 911.

Because many students in the Counseling Program will participate in training at the counseling center, they need to find personal counseling resources off campus. Some options will be included in the Resources folder in Course Content on eLearning/Blackboard. Students may also contact the counseling center to request a referral, speak with program faculty, or use other campus resources for a referral such as Military and Veteran Student Services.

Military and Veteran Student Services

Military and Veteran Student services support military members, veterans, and their families as they transition between military duty, college, and their careers. Staff members connect students with resources on and off campus and engage in networking and advocacy throughout military members' and veterans' time at UNI. Please contact Chiquita Loveless, (319) 273-3040 or see information at



<https://military.uni.edu/campus-resources>

Panther Pantry

Many students experience food insecurity while working to earn their degrees. The Panther Pantry offers food and necessities. Find additional information at <https://pantherpantry.uni.edu/>

Additional Campus Resources

- Center for Multicultural Education - <https://cme.uni.edu/>
- Diversity Matters - <https://diversity.uni.edu/>
- Gender and Sexuality Services - <https://lgbt.uni.edu/>
- International Students and Scholars Office - <https://isso.uni.edu/> .

Disability Services

Student Accessibility Services

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations, please contact Student Accessibility Services (SAS), located at ITTC 007, for more information either at (319) 273-2677 or accessibilityservices@uni.edu

Licensure and Employment

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.

SPED 3150 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. 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.

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: <https://idph.iowa.gov/Licensure/iowa-Board-of-Behavioral-Science/Licensure>

The Mental Health Program at the University of Northern Iowa, prepares students to practice 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 website give detailed state information.)

In Iowa you may be eligible for Temporary License upon graduation through the Behavioral Science Board of the State of Iowa. 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 (<https://idph.iowa.gov/Licensure/iowa-Board-of-Behavioral-Science/Licensure> or <https://www.idph.iowa.gov/Licensure>) or call or write to:

Iowa Board of Behavioral Science Examiners
Lucas State Office Building
321 E. 12th Street
Des Moines, IA 50319
(515) 281-4422



After acquiring temporary or professional licensure, some counselors choose 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.

NCE or NCMHCE

One of the credentials you can work for after graduating is NCC (Nationally Certified Counselor) or NCCMHC (National Certified Clinical Mental Health Counselor). Students must take the NCE/NCMHCE exam which is offered through Person Vue. Students may take the exam the semester in which they will graduate. 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 but is not required by the program. 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.

Job Placement

Frequently employers call instructors in the program to announce job openings. Information on these openings will be 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.

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.

Funding

Graduate assistantships and Scholarships

Graduate Assistantships & Scholarships

A limited number of graduate assistantships are available, depending on allocation from the Graduate College. Forms are on the Graduate College website. The following link also includes information on assistantships and scholarships offered through the graduate college. Also includes the Graduate Assistant Handbook, forms, and other requirements.

<https://grad.uni.edu/graduate-assistantships-scholarships>



Robert L. Frank Scholarship

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 online, information will be sent out by the Counseling Division Chair if deadlines or information changes. The deadline will be emailed through the listserv

Norene Smith Scholarship

The Norene Smith Scholarship is open only to School Counseling graduate students. The amount varies depending on the account balance. Applications may be obtained online, 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 will be emailed through the listserv

Ida Mae Wilson Scholarship

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.

Additional Funding

- 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 website for information - www.uni.edu/vpaa/iaf/.
- Contact the Financial Aid Office for information pertaining to student loans or other forms of financial assistance.

Professional Development

Membership in Professional Counseling Associations/Professional Development

We strongly encourage students to become involved in professional associations such as the American Counseling Association, 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 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 (800) 347-6647 web site at: www.counseling.org. ASCA (800) 306-4722/web site at: www.schoolcounselor.org. AMHCA (800) 326-2642. The amount of coverage you should obtain is one million dollars.

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).



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.

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

<https://grad.uni.edu/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.

Degree Status Admission Requirements

<https://www.grad.uni.edu/degree-status-admission-requirements>

Information on requirements for provisional or unconditional status. Also information on status acceptance and waivers.

Non-Degree Status Requirements

<https://grad.uni.edu/requirements-admission-non-degree-status>

Information for students wishing to take classes for self-enlightenment or for admission to a graduate program at a later time.

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

<https://grad.uni.edu/important-dates>

This page is updated every academic calendar year with important dates for graduate students.

Graduate College FAQs

<https://csbs.uni.edu/sahs/gerontology/graduate-school-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.

School Counseling- DOE webpage

<https://www.educateiowa.gov/school-counseling>

Iowa Board of Educational Examiners Licensure Applications

<https://boee.iowa.gov/>

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

<https://boee.iowa.gov/licauthorization/initial-professional-service>

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

<https://www.boee.iowa.gov/licauthorization/conditional-license-executive-director-decision>

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.

Career Sites

<https://amhca.nationalhealthcarecareers.com/>

American Mental Health Counseling Association Career Center provides resources for employment resources, featured jobs, and job searches by position and region.

<https://www.counseling.org/careers/aca-career-central>

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.



Appendix A

	Key Performance Indicators
Professional Orientation and Ethics	<p>KPI 1K. Learners will demonstrate their knowledge of professional roles, responsibility, and components of professional identity</p> <p>KPI 1S. Learners will apply ethical decision making model to determine a course of action necessary for current ethical practices</p>
Social and Cultural	<p>KPI 2K: Learners will demonstrate awareness of values, beliefs, and cultural norms and identify how their perspective, experience, and related biases impact the counseling process and interventions.</p> <p>KPI 2S: Learners will demonstrate culturally responsive counseling and advocacy skills.</p>
Human Growth and Development	<p>KPI 3K: Learners will apply developmental theories to determine differing abilities and levels of functioning, recognize environmental factors that impact development, and select developmentally appropriate interventions.</p> <p>KPI 3S: Learners will implement developmentally and culturally responsive strategies to promote wellness</p>
Career	<p>KPI 4K: Learners will select appropriate career assessments and design interventions based on knowledge of theories and resources.</p> <p>KPI 4S: Learners will demonstrate the ability to effectively facilitate developmentally responsive career counseling and planning.</p>
Helping Relationships	<p>KPI 5K: Learners will apply counseling theories to generate a case conceptualization and design a culturally and developmentally responsive treatment plan.</p> <p>KPI 5S: Learners will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session</p>
Group	<p>KPI K6: Learners will apply group counseling theories to select appropriate group types, to recognize and respond to group developmental level, and to determine an effective leadership style.</p>



	KPI 6S: Learners will demonstrate the ability to attend to group dynamics and effectively facilitate a group counseling session.
Assessment	<p>KPI 7K: Learners will select appropriate assessment instruments considering clients’ concerns, culture, development, and context; the strengths and limitations of the instruments; and counselors’ ethical responsibility.</p> <p>KPI 7S: Learners will demonstrate the ability to interpret and communicate assessment results.</p>
Research and Evaluation	<p>KPI 8K: Learners will evaluate research and integrate evidence-based practices appropriate to clients’ concerns, culture, development, and context and counselors’ scope of practice.</p> <p>KPI 8S: Learners will design and implement an evaluation of a counseling intervention or program</p>
KPI Professional Disposition	KPI PD: Learners will demonstrate effective professional communication, cultural humility and sensitivity, responsibility for addressing knowledge, skill, or professional deficits, maintain appropriate interpersonal boundaries, and engage in self-care and demonstrate appropriate confidence.
KPI CMHC Knowledge	CMHC 1: Learners will apply developmental, neurobiological, sociocultural, and diagnostic frameworks to a counseling case (co-occurring) to explain the concerns and to interpret assessment results, and to generate a case conceptualization and treatment plan.
KPI CMHC Skill	CMHC 2: Learners will demonstrate a culturally sensitive therapeutic relationship including diagnostic intake, risk assessment, goal setting, and implementation and documentation of a treatment plan.
KPI CMHC Context	CMHC 3: Learners will apply a comprehensive ethical decision making model to a case addressing scope of practice; levels of care, legal issues, and responsibilities within an integrated behavioral health team.
KPI SC : Knowledge	SC1: Learners will apply models of school counseling programs, career development and school-based collaboration and consultation.
KPI SC 2: Skill	SC 2: Learners will implement k-12 school counseling programs that emphasize academic and personal/social development that are measured through data-driven strategies.



KPI SC2: Context	SC 3:Learners will demonstrate knowledge in the areas of leadership and advocacy, and how these intersect with legislation, government, legal and ethical aspects of schools and community systems.
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Appendix B

KEY PERFORMANCE INDICATORS ORGANIZED BY SEMESTER

KPI	I,R,M	Class/Assignment Title	Done
Semester 1 - First Year Fall Semester			
1	I	Professional Orientation & Ethics Site Visit Paper	
5	I	Final Skills Recording	
5	R	Theories Selection & Mastery of Counseling Theory	
Semester 2 - First Year Spring Semester			
2	I	Intervention & Prevention Reflection Paper	
3	I	Intervention & Prevention Lesson Plan	
6	I	Group Counseling: Group Skills Demonstration	
MH3	I	Diagnosis & Psychopharm: Ethics Case Final Test Question (evidence-based treatment)	
SC1	I	Developing Comprehensive School Counseling Programs: Portfolio	
SC2	I	Developing Comprehensive School Counseling Programs: Group Teaching a Lesson Plan	
Semester 3 - First Year Summer Semester			
4	I	Assessment: Career Assessment Report	
6	R	Crisis Counseling: Group Reflection Paper	
7	I	Assessment: Suicide Assessment and Report	
MH2	I	Assessment: Video (Diagnostic, Risk Assessment)	
Semester 4 - Second Year Fall Semester			
1	R	Career Final Project	
4	R	Career Final Project	
7	R	Assessment of Children and Adolescents Session	
MH1	I	Advanced Psychopathology: Case Study	
MH1	R	Counseling Child and Adolescent: Case Study with Child/Adol Focused	
Semester 5 - Second Year Spring Semester			



3	R	Wellness, Self-Care, & Brain Based Strategies, Self-Care Plan & Reflection	
6	M	Practicum Reflection of Group Roles (Mental Health Students Only)	
8	I	Practicum: Counseling Intervention Evaluation (Mental Health Students Only)	
MH1	R	Dynamics of Human Sexuality, Family, and Couples: Case Study with Systematic Lens	
MH2	R	MH Practicum: Residency Video (plus treatment plan interventions)	
SC1	R	Leadership, Consultation, and Collaboration in Schools: Leadership/Consultation and Collaboration Theoretical Plan	
SC3	R	Leadership, Consultation and Collaboration in Schools: (as evidenced by Evaluation Form of School Representative and Summative/Evaluative Reflection Paper)	
Semester 6 - Second Year Summer Semester			
2	R	Multicultural Counseling-Cultural Engagement Paper	
MH3	R	Counseling Process/Co-Occurring: Ethics Case (addiction, legal issues, child)	
SC3	I	Current issues in School Counseling: Case	
Semester 7 - Third Year Fall Semester			
4	M	Practicum Systematic Roles & Duties Reflection Paper	
6	M	Practicum Reflection of Group Roles (School Counseling Students Only)	
8	I	Practicum: Counseling Intervention Evaluation (School Counseling Students Only)	
8	R	Research Course - Action Research Paper	
SC2	R	School Counseling Practicum: School Counseling Curriculum or Small Group Lesson Plans	
Semester 8 - Third Year Spring Semester			
1	M	CPCE Career Score	
2	M	Internship Case Conceptualization	
3	M	Internship Case Conceptualization	
5	M	Internship Video	



7	M	CPCE Score Assessment Section	
8	M	CPCE Research Section Score	
MH1	M	Comprehensive Assessment Essay Questions: Case Study	
MH2	M	MH Practicum Internship II: Residency Video (plus addiction, interdisciplinary)	
MH3	M	Integrated Counseling Practice: Ethics Case (interdisciplinary, supervision)	
SC1	M	School Counseling Internship: Video	
SC2	M	School Counseling Internship: Video (Teaching a lesson or lead a group)	
SC3	M	School Counseling Internship: Reflection	



Appendix C

Name: _____

Counseling Program

Exit Requirements

Revised for 2022-23 Academic Year

Students are required to complete all of the Exit Requirements prior to graduation. Verification of these activities will require students to upload appropriate documentation into the Tevera system and obtain signatures to verify participation and completion of each requirement.

Exit Requirement: Program Orientation

Through Tevera you will submit a form verifying that you have participated in the UNI Counseling Program Orientation Meeting.

Exit Requirement: Personal Counseling

The UNI Counseling Program encourages all counselors-in-training to engage in on-going self-care and personal growth, and to address personal concerns as a part of being an ethical and professional counselor. Through Tevera you will upload a document verifying that you have participated in a minimum of five (5) individual, couple, or family counseling sessions while enrolled in the program. Please include in the document: the dates of your sessions, your counselor's name and credentials, and the name and location of the practice. Please include your counselor's signature. 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.

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 dual relationship and not make you suitable for the site, so this is an important issue to consider. Please speak with your advisor if you have questions.

Exit Requirement: Program Final Project

As a part of completing graduation requirements, students will submit a final culminating project integrating knowledge and skills acquired throughout the program. The project will be incorporated into third-year requirements, and the counseling faculty will provide additional information and specific details by the end of the first year.

Exit Requirement: Counselor Preparation Comprehensive Exam (CPCE)

Through Tevera you will submit a form verifying that you have completed the Counselor Preparation Comprehensive Exam (CPCE) typically administered the last term of the UNI Counseling Program. You will be asked to include exam results. Please do not submit this form until you have your results.