

**MASTER OF ARTS IN EDUCATION DEGREE PROGRAM IN  
SCHOOL COUNSELING  
INFORMATIONAL PACKET I**

**Department of Educational Leadership, Counseling,  
and Postsecondary Education**

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[www.uni.edu/coe/elcpe](http://www.uni.edu/coe/elcpe)

**This program is accredited by the Council for Accreditation of Counseling  
and Related Educational Programs**

## Testimonials

*What former students think about the UNI School Counseling Program ...*

*“Comprehensive. Challenging. Relevant. These words describe my career as a school counselor, and they describe the MAE program in School Counseling at UNI. I found the UNI curriculum, experiences, and professors prepared me thoroughly for the “never a dull moment” world of school counseling. And the support I still get from the UNI staff, especially Dr. Vernon, has been invaluable.”*

*Christine Sikula, Counselor,  
Jesup Schools*

*"I feel the UNI program prepared me very well for the real world as a school counselor. I found the training I received in developmental stages to be invaluable, and felt well prepared with appropriate interventions to handle most situations."*

*Kathie Barry, Aplington-Parkersburg Middle  
School, Aplington*

*“The UNI School Counseling Program prepared me to deal with the many diverse issues I have encountered in both rural and inner-city settings. I graduated feeling confident and equipped with an abundance of practical tools ready to use.”*

*Jayne Rouse, Elementary School Counselor  
Guthrie Center Elementary*

*"As a graduate of the UNI School Counseling program, I found the program to be very thorough in teaching the skills I need to be a successful school counselor. The classes, for the most part, are very applicable to my day-to-day duties as a K-12 school counselor. If I think I still need support, I feel comfortable contacting professors for consultation. I also value the "sense of community" I had with other students."*

*Kelly Luzum, K-12 Counselor, Elgin*

*“Following completion of the UNI Masters Degree in School Counseling I felt very prepared for my work as a school counselor. Through a variety of supervised counseling practicum, internship, and coursework experiences I was confident that I was ready to work independently in a school setting. Following my graduation, professors from the UNI counseling department were still available for consultations, to answer questions, and/or to serve as resources.”*

*Teresa O'Meara, MAE '91, NCC NCSC  
(National Certified Counselor,  
National Certified School Counselor).*

Department of Educational Leadership,  
Counseling, and Postsecondary Education

College of Education  
University of Northern Iowa

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.

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Print Name

---

Date

Signature

This form needs to be returned (prior to 2<sup>nd</sup> level screening) to:

Department of Educational Leadership,  
Counseling, and Postsecondary Education  
508 Schindler Education Center  
University of Northern Iowa  
Cedar Falls, IA 50614-0604

Failure to return this by the 2<sup>nd</sup> level screening date will result in delay of admission, which means that you cannot take further coursework until admission is granted.

\* Available on the web site at [www.uni.edu/coe/elcpe](http://www.uni.edu/coe/elcpe)

## AGREEMENT CONTRACT

[To be placed in the student's file]

I, \_\_\_\_\_ (student name), have received and carefully read the Informational Packet from the University of Northern Iowa's Department of Educational Leadership, Counseling, and Postsecondary Education.

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 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 Educational Leadership, Counseling, and Postsecondary Education Department will not provide or pay for my legal counsel in the event I am sued for malpractice while doing my counseling practicum and internship or other related laboratory experiences, nor will the University 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 Level II courses and I will hold UNI harmless if I am sued and found liable.

If in the opinion of the faculty, any and/or all of the above stated points are in question, I agree to abide by the faculty's decision about required remediations or termination from the program.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please submit this completed form as soon as possible to:

Marlene Shea  
Department of Educational Leadership, Counseling, and Postsecondary Education  
508 Schindler Education Center  
University of Northern Iowa  
Cedar Falls, IA 50614-0604

Failure to return this by the 2<sup>nd</sup> level screening date will result in delay of admission, which means that you cannot take further coursework until admission is granted.

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## SCHOOL COUNSELING PROGRAM

We are pleased that you have expressed interest as a prospective student in the **School Counseling** program. This packet contains **IMPORTANT** information that will guide you through the entire program, beginning with the application process. **PLEASE KEEP THIS PACKET 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. Ann Bartlett, Associate Program Coordinator, at [jan.bartlett@uni.edu](mailto:jan.bartlett@uni.edu) or [319] 273-2226.

### School Counseling: A Definition

*"A comprehensive school counseling program is developmental in nature. It is systematic, sequential, clearly defined and accountable. The program's foundation is developmental psychology, educational philosophy and counseling methodology. Proactive and preventive in focus, the school counseling program is integral to the educational program. It assists students in acquiring and using lifelong skills through the development of academic, career, self-awareness and interpersonal communication skills. The goal of the comprehensive school counseling program is to provide all students with life success skills."*  
(ASCA, 1997)

### Introduction/Program Philosophy

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 as described in the National Standards for 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 in dysfunctional 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 6 additional hours of coursework to meet state department requirements (see program planning sheet for non-teaching majors).**

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 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 150 clock hours (40 of which are direct client contact hours), 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. A program planning sheet which lists all required courses and their appropriate sequencing within the program is included in this packet. 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 54- or 60-semester hour UNI programs also reflect the national trend for longer preparation programs that include both a practicum and an internship which most students complete with a temporary certificate that allows them to practice as a counselor while receiving supervision and completing coursework. (Please note: students without teaching certificates are not eligible for temporary certification according to State Department regulations unless they are hired as at-risk counselors.)

## **MISSION STATEMENT**

The mission of the UNI Counselor Education Mental Health and School Counseling programs is to prepare a diverse graduate student population to be highly competent professional mental health and school counselors who can effectively assume leadership and advocacy roles to promote optimum development for all clients and families, including those from culturally diverse populations.

[Revised 8/05 by Counselor Education Faculty with input from the Mental Health and School Counseling Advisory Committee and the Student Advisory Committee]

Through a program of planned educational experiences, the faculty strive 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**

### **School Counseling**

#### **To prepare future professional who:**

- can effectively counsel students individually and in small groups.
- can develop and implement effective classroom guidance lessons.
- can work effectively with parents, families, teachers, administrators, and other members of the pupil personnel team.
- can work effectively with various human service agencies.
- can function as consultants in the school setting.
- can conceptualize problems from a developmental and cultural perspective and can employ developmentally/culturally appropriate prevention and intervention techniques.
- can deal effectively with situational problems impacting children and adolescents such as loss, relationships, and changing family structures, and can assess and refer students with more serious problems such as substance abuse, eating disorders, or suicide ideation.
- can implement a comprehensive, developmental K-12 program which includes personal/social, academic, and career development components consistent with state and national standards.
- are skilled in assessing and diagnosing problems presented by children and adolescents.
- have the awareness, knowledge, and skills to work with individuals, families, and groups from diverse populations.
- are beginning to develop and consistently apply a counseling theory and understand career development theories.
- are sensitive, genuine, and show positive regard for others.
- have high levels of self-awareness and a commitment to personal growth.
- can communicate effectively and express themselves effectively in writing using APA standards.
- can accurately interpret research and apply it to practice.
- are committed to on-going professional development, will practice legal and ethical behavior at all times, and will employ ethical decision making at all times.

- will assume leadership and advocacy roles as school counselors
- are academically qualified to become licensed and nationally certified.

[These objectives were revised Spring/Fall 2005 by the Counseling Faculty with input from the Mental Health and School Counseling Advisory Committee and the Student Advisory Committee.]

### **Ethical Behavior**

Students entering the Counseling program are required to adhere to ethical standards as presented in the ACA Ethical Standards. Any behavior which is deemed unethical will be grounds for dismissal from the program. Copies of the standards are on reserve in the Counseling Resource Room and on the web site at [www.uni.edu/coe/elcpe/counseling](http://www.uni.edu/coe/elcpe/counseling).

### **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.

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

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 the Office of Disability Services.

Their phone number is (319) 273-2676 (voice) or  
(319) 273-3011 (tty).

**Counseling Faculty**

**Dr. Jan Bartlett**, Associate Professor and Coordinator of Counseling

\* \* \* \* \*

**Dr. Darcie Davis-Gage**, Assistant 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 from the University of Iowa. She currently holds her counseling license from the state of Missouri.

She worked as a counselor in Missouri for seven years in a variety of mental health agencies. During her internship as a master's student, she worked with geriatric clients in a partial hospitalization program conducting various counseling and psycho-educational groups. After graduating, she accepted a counseling position at the Lafayette House, a women's mental health agency, which provided services to families affected by substance abuse, domestic violence, and sexual abuse. While working at the center, she provided individual, group and family counseling to many women and children. She also facilitated group treatment for men who were charged with domestic assault. Following her work at the Lafayette House, she was the counselor and coordinator of outreach at Missouri Southern State University. While at MSSU, she developed and implemented individual and group counseling services and programs designed to address the mental health needs of the students. While working at the Lafayette House and MSSU, she also had a small private practice.

Dr. Davis-Gage's research interests are in the area of group counseling, clinical supervision and diversity issues related to counselor education and practice. Her current research agenda includes examining site supervisor's style of supervision and emphasis in supervision. She also has research interests in groups, multicultural education, and women's issues.

Her teaching interests are in the areas of group process, counseling process, multicultural counseling, and mental health practicum and internship.

In her spare time, Dr. Davis-Gage enjoys spending time with her family and friends, working on art projects, doing yoga, and reading.

\* \* \* \* \*

**Dr. Linda Nebbe**, Assistant Professor, lives with her husband and three (now grown) children on 22 acres of reestablished prairie and hard wood timber near Cedar Falls. She graduated from Iowa State University with a B.S. in child development and elementary education. After teaching for a number of years she returned to school and received an M.S. from Iowa State University in Guidance and Counseling. For ten years she was employed by the Cedar Falls School System as an elementary counselor. She has been a school teacher, a camp director, a counselor at the area community college, a clinical director of a methadone clinic, a therapist, and a counselor at the local jail, and a university professor. Dr. Nebbe received a Ph.D. in Education and Counseling from Iowa State University. She is a licensed mental health practitioner. She has also been an Assistant Professor at Drake University in the Counseling Education program.

## School Counseling

### Informational Packet #1

#### Page 7

Wildlife Rehabilitation and Animal Assisted Therapy/Activities are her passion and part of Dr. Nebbe's life style. Her home has offered a haven for a multitude of animals and children (foster) through the years. She also is a licensed wildlife rehabilitator and yearly takes in many orphaned or injured wild animals. She has been on the founding board of the Iowa Wildlife Rehabilitator's Association and is a past president. Dr. Nebbe has also helped organize a non-profit group of local volunteers that help with rehabilitation, the Black Hawk Wildlife Rehabilitation Project. In addition, over 20 years ago she helped to organize P.E.T. P.A.L.S., a local Animal Assisted Activities/Therapy program that is affiliated with the Cedar Bend Humane Society, serving as both coordinator and advisor. Animals are also incorporated into her profession as therapist when appropriate. She frequently does educational presentations and speeches on Animal Assisted Activities/Therapy, wildlife rehabilitation, the environment, and human behavior and issues. Dr. Nebbe wrote a book entitled *Nature as a Guide* about the application of animals, plants, and nature in counseling, therapy, and education.

**MASTER'S DEGREE GRADUATE ADMISSION POLICIES:  
ADMISSION TO COURSEWORK AND PROGRAM APPROVAL STATUS**

Admission to the School 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 select the most qualified candidates based on how many part-time and full-time students can be accommodated.

THERE ARE TWO LEVELS OF ADMISSION: **Level One**: Admission to Coursework (provisional status) and **Level Two**: Program Approval (degree) status.

**REQUIREMENTS: LEVEL ONE -- ADMISSION TO COURSEWORK (PROVISIONAL STATUS)**

The first level of admission in the School Counseling program is Admission to Coursework (provisional admission). Students applying for Admission to Coursework are **NOT** automatically guaranteed admission to the program. Decisions for provisional admission are based on careful review of all admission material. Applicants who meet the admissions criteria are admitted **provisionally**.

Submit to the UNI Registrar's Office:

- A. Official transcript of all previous graduate and undergraduate credit which will be forwarded to the department from the Registrar's Office.

Submit to the Department of Educational Leadership, Counseling, and Postsecondary Education:

- A. Application for Graduate Admission [Attached] [can also be submitted on-line]  
**Be sure to attach the \$30.00 check to the application** – not necessary for applicants who earned bachelor's degree from UNI.
- B. Intent to Apply Form [in this packet] **SEND IN IMMEDIATELY**
- C. Three (3) letters of recommendation from professionals who are familiar with your work or volunteer experience [see forms in this packet] You cannot use personal friends or relatives.
- D. Resume, goal statements, and personal statements  
[see information on page 21-22]

NOTE: The GRE is NOT required.

[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.]

### **Pre-Admission Program Orientation**

A pre-admission program orientation 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 Advisory Committee, 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 members of the student Advisory Committee over lunch and will have an opportunity to tour campus and visit the site-based mental health and school counseling practicum centers.

If it is absolutely impossible to attend this meeting to learn important things about the program, arrangements will need to be made for those applicants who are accepted to attend an orientation during the first semester of the program.

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 to the program and assigned an advisor. **Please note: It usually takes 4-5 weeks for all faculty to read all the materials and meet as a committee to make admission decisions. Admission is competitive.**

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**.

**SPRING ADMISSION:** All materials must be submitted by **October 1**.

There is no summer admission.

Prospective students wishing to take courses prior to Level One, Admission to Coursework may **only** take the following courses:

- Introduction to Professional Counseling (290:103g)
- Counseling Skills (290:105g)
- Counseling Theory (290:227) OR another course, as approved by the advisor.

\*If these classes are closed, please contact Dr. Bartlett 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.**

### **REQUIREMENTS: LEVEL TWO -- PROGRAM APPROVAL (DEGREE) STATUS**

Please note that Admission to Coursework, Level One, does not automatically guarantee admission to Level Two, Program Approval (degree) status. In order to be eligible for Level Two admission the following requirements must be completed:

- 290:103g Introduction to Professional Counseling (3)
- 290:105g Counseling Skills (3)
- 290:227 Counseling Theory (3) or another course, as approved by the advisor.

After these required courses have been completed, you **MUST** submit:

- 1) **A video tape** demonstrating counseling skills. This video should be made towards the end of the Counseling Skills class, but should not be a tape which was turned in for graded instructor critique. Video tapes should reflect a demonstration of current skills.

The tape should represent what you consider to be your best counseling skills. Please pick a client (classmate in the program) who has a real issue and who does not dominate the interview! We need to see a demonstration of your skills as you assist your client in focusing on a current problem. You should cue your tape to what you consider to be the best 10-15 minute segment of this piece of work. This tape should be submitted in a manilla envelope along with the **Videotape Summary Form** included in this packet. [For your information, the evaluation sheet used by the faculty to review the 2nd level tapes is included in the back of this packet.]

- 2) **A sample of writing.** This paper should exemplify graduate level work and knowledge of APA. It can be a paper from a course, but if the instructor has made extensive comments, you should rewrite the paper and turn in a good

finished product. Evidence of good writing is essential for successful program completion (in particular, the research paper).

- 3) **A current transcript** (can be a xerox copy of the last grade report). Even if you do not have a grade for graduate coursework, submit a transcript that reflects what you are taking.

Please Note: **No more than 15 hours of coursework can be taken before you are admitted to Level Two.**

The program approval decision will be made by the entire counseling faculty and is based on a performance review of the following:

- A) An analysis of performance in coursework, including grade point average. A minimum of a 3.0 grade point is required.
- B) A minimum of a “B” in 290:105g, Counseling Skills.
- C) 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. See the attached form [Second Level Screening Tape Evaluation] for evaluation criteria.
- D) Evidence of strong writing skills and correct use of APA.
- E) Demonstration of effective interpersonal relationship skills, openness to self-disclosure and personal growth, and sensitivity and flexibility in relating to others.
- F) 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) Provisional status may be continued for a short period of time with a specific plan and timeline for improvement outlined.

\* Occasionally provisional 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.

**Deadlines for submission of second level program approval materials:**

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

**April 20** for students **who will complete** all of the required courses in the spring.

**July 20** for students **who will complete** all of the required courses in the summer.\*

Failure to submit materials on time will delay the program approval decision and may jeopardize your status with the Graduate College if you have taken over 15 hours prior to Level II admission. It is very important that you take responsibility for having all materials in on time.

Program approval decisions for fall and spring terms will be made within three (3) weeks after the deadline for submission of materials. Admission decisions will be mailed to each candidate. \*Summer applicants cannot be evaluated until early fall; written notification will be mailed prior to the second week in September.

**If you are admitted to the program at the second level, please obtain a *Student Informational Packet II*** from your advisor or the Departmental office or download it from the web site at [www.uni.edu/coe/elcpe/counseling](http://www.uni.edu/coe/elcpe/counseling). This packet contains important information for the completion of your program. Please read this thoroughly. If you are admitted, the GF1 form on file in the Graduate College is your official program of study. If you make any changes in this program, you must complete a Student Request form. Advisor approval must be obtained for any substitutions. 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.

### **Practicum and Internship**

Please sign up for practicum and internship now by contacting Dr. Bartlett or Marlene after discussing with your advisor when you think you will be eligible (these courses are taken at the end of your program). Please obtain a **Practicum and Internship Informational Packet** from the office or from Dr. Bartlett or your advisor, read it carefully, and adhere to the guidelines. Enrollment is limited (per CACREP standards) to five (5) students per section, and we can only offer one or two sections each semester due to staffing and site limitations.

If you receive a “C” in 290:105g you must retake it before taking 290:254. If you receive a “C” in 290:254 you must retake the course before taking 290:290, Practicum. A minimum of “B” grade is required in both courses.

If you have questions about these procedures, please contact your advisor or Dr. Bartlett.

### **Coursework**

Informational Packet II contains a description of all the courses, and a program planning sheet listing all courses is included in this packet. You are strongly encouraged to take the courses in the order listed, keeping in mind that core courses (see list below) are usually offered twice a year or once a year and summer), whereas specialty courses (those pertinent to only school or mental health counseling), are offered once a year. We do not follow a prescribed course sequence because how many courses we can offer depends on the number of sections of practicum and internship we need to offer (maximum of two per semester), and we also survey students to see what courses they need to take and try to offer these. For this reason, it is important to communicate with your advisor and/or Dr. Bartlett about course scheduling.

Please Note: For courses outside the department (non 290: prefix), prerequisites are not required.

### **Core Courses**

Counseling Skills (290:105g)  
Introduction to Professional Counseling (290:103g)  
Group Process (290:220)  
Counseling Theory (290:227)  
Family Counseling (290:250)  
Facilitating Career Development (290:225)  
Educational Research (250:205)  
Assessment Techniques in Counseling (290:228)  
Multicultural Counseling (290:256)  
Consultation (290:226)  
Theories of Human Development (200:235)

### **Specialty Courses - School**

Counseling Children and Adolescents (290:254) [fall only]  
Intervention and Prevention with Children, Adolescents, and Parents (290:262) [spring only]  
Developing Comprehensive School Counseling Programs (290:210) [usually summer only]  
Foundations of Instructional Psychology (200:214)  
Practicum in School Counseling (290:290)  
Internship in School Counseling (290:291)

For non-teaching majors only:

200:148 Learning and Instruction in Classroom Contexts  
200:128 Field Experience: Teacher as Change Agent  
220:150 Meeting the Needs of Diverse Learners in Classrooms

### **Progress Review**

The CACREP standards require a systematic progress for all students admitted to the School and Mental Health programs. Once each year in February, the faculty will review each student's progress (after level II admission) in three areas: academic performance, personal growth/interpersonal skills, and clinical skills. Following this review, each student will receive a copy of the evaluation and can discuss any concerns or suggestions for improvement with his or her advisor or the program coordinator. Any recommendation or requirements noted on the review form MUST be followed. A copy of the Progress Review Form is included at the back of this packet and students are advised to familiarize themselves with the criteria and adhere to the points outlined on the review form. 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 Student Informational Packet II).

### **Program Exit Requirements**

In addition to a comprehensive exam (multiple choice and essay) and a 15 page research paper, students are required to complete program exit requirements that reflect the values and beliefs upon which the program is based. These requirements are described in this packet. It is advisable to begin working on these soon after entering the program. Please see your advisor or Dr. Bartlett if you have questions.

### **Packet II**

Informational Packet II contains information about graduate assistantships, scholarships, Mental Health electives, insurance, professional organizations, and so forth. Obtain a packet from the web site at [www.uni.edu/coe/elcpe/counseling](http://www.uni.edu/coe/elcpe/counseling) or the departmental office.

## PROGRAM EXIT REQUIREMENTS

*In addition to taking comprehensive exams and completing a research paper, all students in the program must complete exit requirements prior to graduation. **You should begin working on these requirements early in the program and document them as they are completed.** These requirements reinforce what we believe all future counselors need: high levels of personal and professional development and sensitivity to diversity. Verification forms are in **Informational II Packet** and the **Comprehensive Exam Informational Packet**. You may want to refer to the Mental Health and School Counseling Resource Directory (Department web site or in the Counseling Resource Room) for contacts for some of these requirements.*

### **Requirement 1**

*Participate in at least one annual Student Growth Retreat. These are held on a week day during the summer.*

### **Requirement 2**

*Participate as a client in a minimum of five (5) counseling sessions (individual, couple, or family) with a professional counselor. Lists of area clinics where you could use health insurance or receive a reduced fee based on income, as well as professionals who will counsel students at no charge (members of the School/Mental Health Advisory Committee), are on file in the Counseling Resource Room.*

### **Requirement 3**

*Participate in a minimum of five (5) personal growth, self help, support, or psychoeducational group counseling sessions. Examples of groups include singles groups, AA (open meetings), personal growth groups (such as assertion, self-esteem), Pflag, ACOA, grief groups, parent ed groups. Lists of local groups are on file in the Counseling Resource Room or check the local newspaper or the UNI Counseling Center. This 5-hour minimum requirement should be completed prior to taking practicum, if possible. If this requirement was met within the past year, documentation is all that is required. (This is in addition to the Applied Group Dynamics group experience.)*

### **Requirement 4**

*Attend a professional development conference or workshop. Professors generally announce upcoming conferences in classes or on the listserv, and flyers are posted on the bulletin board outside the Counseling Resource Room.*

### **Requirement 5**

*Interact (minimum 5 hours) with a culture different than your own by becoming involved with the activities at a site that represents other cultures such as: El Centro Latino Americana, Jesse Cosby Center, People's Clinic, Western Home (elderly), Meskwaki Reservation, Menaste (spiritual center), Bosnian Center, UNI International Student Associations. These are in Waterloo community; check other cities for other alternatives. There is also a list in the resource room. What you plan to do for this exit requirement must be preapproved by your advisor. Attach a copy of the proposal with your advisor's signature to the description you submit for the exit requirement.*

### **Requirement 6**

*Attend a Program Orientation Meeting.*

### **Requirement 7**

*Attend an Abuse Reporting Seminar for non-school counseling majors (this is also a new requirement for Iowa Mental Health Counselors).*

**PROGRAM EXIT REQUIREMENTS**

Name \_\_\_\_\_

**REQUIREMENT 1: STUDENT GROWTH RETREAT**

Attended the Student Growth Retreat Date: \_\_\_\_\_

Signature of faculty member: \_\_\_\_\_

**REQUIREMENT 2: PERSONAL COUNSELING**

Attended a minimum of five (5) individual, couple, or family counseling

Dates of visits: \_\_\_\_\_

Signature of counselor: \_\_\_\_\_ Place of employment: \_\_\_\_\_

**REQUIREMENT 3: GROUP COUNSELING**

Attended a minimum of five (5) support, self help, personal growth, or psychoeducational group sessions.

Dates of visits: \_\_\_\_\_

Signature of group leader: \_\_\_\_\_

Name of agency sponsoring the group: \_\_\_\_\_

**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 sponsor or designee)  
\_\_\_\_\_ Date \_\_\_\_\_

**REQUIREMENT 5: DIVERSITY**

Describe what you did and the impact it had on you on a separate sheet. Also attach the proposal with the advisor's signature.

**REQUIREMENT 6: PROGRAM ORIENTATION**

Attended Program Orientation (Date) \_\_\_\_\_ Signature of faculty member \_\_\_\_\_

**REQUIREMENT 7: CHILD ABUSE REPORTING SEMINAR**

Attended Abuse Reporting Seminar (attach copy of certificate)

### CHECK LIST FOR STUDENTS MAJORING IN THE SCHOOL COUNSELING PROGRAM

- \_\_\_\_\_ Fill out the Application for Graduate Study (attached or available at our web site)  
[Be sure to send in your \$30.00 application fee if you did not receive your undergraduate degree from UNI.]
- \_\_\_\_\_ Fill out the Intent to Apply Form and send to the Departmental office immediately.
- \_\_\_\_\_ Submit the two above-mentioned forms and written statements to the Department of Educational Leadership, Counseling, and Postsecondary Education. Careful adherence to deadlines is imperative. Call the office at (319) 273-2605 before the application deadline to make sure your admission file is complete. Late applications will not be reviewed.
- \_\_\_\_\_ Attend a pre-admission program orientation. You will be informed about the date for this meeting on or before the application deadline.
- \_\_\_\_\_ Students will be informed in writing of decision regarding provisional admission to coursework (Level One) 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, discuss program requirements, and **complete the Application for Program Approval (GF1) form** [this form is to be submitted on WebCT]. The filing of the GF1 does not change your status as a provisional student until after you have successfully completed second level screening. (You may also want to sign up for practicum and internship since enrollment per section is limited to 5 students and the number of sections per semester is limited.)
- \_\_\_\_\_ Obtain and read the Student Informational Packet II [available from the Departmental office or your advisor or on the web site at [www.uni.edu/coe/elcpe](http://www.uni.edu/coe/elcpe)].
- \_\_\_\_\_ Carefully read and comply with the information in the program information packets (I, II), the research paper packet, the comprehensive examination packet, the practicum/internship packet, and the university catalog.
- \_\_\_\_\_ After 9 hours of coursework, materials for Level Two (Program Approval status) must be submitted. [Instructions in Informational Packet I.]
- \_\_\_\_\_ After being admitted, any course substitution requires a Student Request form after consultation with advisor. [This form to be submitted on WebCT.]

- \_\_\_\_\_ Practicum/Internship. After conferring with your advisor about your program of study and determining when you are tentatively eligible to take practicum and internship, **PICK UP AN INFORMATIONAL PACKET** from the Departmental office (either prior to or after Level Two Program Approval). This packet contains specific information on requirements. You should also sign up with Dr. Bartlett to hold a spot in practicum and internship. Early sign-up is imperative; enrollment and sections are limited. In the event that a section is full for the semester you wish to sign up for, you will be put on a wait list for that semester and if we can offer two sections, you will be in for that semester. Otherwise, you will be put on the list for the following term.
- \_\_\_\_\_ If you receive a “C” in 290:105g you must retake it before taking 290:254. A minimum “B” grade is expected in 290:105g and 290:254. If you receive a “C” in 290:254, you must retake the course before taking 290:290, Practicum.
- \_\_\_\_\_ Obtain Professional Liability Insurance prior to Level Two courses. This is required. Refer to the information about ACA Professional Liability Insurance in packet II and consult your advisor.
- \_\_\_\_\_ Research paper, project, or thesis. **PICK UP PACKET OF GUIDELINES** from Departmental office or at our web site before meeting with advisor for topic approval. Check with your advisor or the departmental office for deadlines which must be followed. Deadlines are also posted on the bulletin boards in the Schindler Education Center and by the Counseling Resource Room. This process starts two semesters prior to the semester you plan to graduate. Generally students do a research paper or project unless they plan to pursue a doctoral degree, in which case they may want to do a thesis.
- \_\_\_\_\_ Comprehensive Exam. **PICK UP PACKET FROM DEPARTMENTAL OFFICE** or at our web site (semester prior to anticipated graduation).
- \_\_\_\_\_ MAKE SURE THAT YOU HAVE COMPLETED ALL OF YOUR EXIT REQUIREMENTS WHICH ARE EXPLAINED IN THIS PACKET:  
personal counseling, a diversity experience, participation in a group, attendance at a professional development workshop or conference, and attendance at a Student Growth Retreat, and completion of a child abuse reporting seminar (non-teaching majors only). Verification sheets are included in Packets I, II, and in the Comprehensive Exam Packet.
- \_\_\_\_\_ Fill out Application to Graduate [**this form must be submitted through WebCT**] and the Exit Requirement Verification form (included in Comprehensive Examination packet) and submit to the departmental office **BY THE END OF THE 2<sup>ND</sup> WEEK OF FALL OR SPRING SEMESTERS. IF YOU ARE PLANNING TO GRADUATE SUMMER SESSION, PLEASE SUBMIT YOUR APPLICATION ON SPRING DEADLINE DATE** (indicating on the form “Summer” graduation). If you do not graduate the semester you applied, you must reapply for the next semester. There now is a university fee for each time you apply to graduate.

\_\_\_\_\_ Obtain an application form from the Departmental office for state counseling licensure, which is the endorsement to practice as a school counselor. This is not to be confused with being licensed as a mental health counselor. Return the completed form(s) and a check made payable to the Board of Educational Examiners. The office will send in the materials for you. **Please note:** if you have a teaching degree and did not receive it at UNI, be sure to send in the transcript from the other university along with the materials you submit to verify teaching certification.  
**Non-teaching majors have additional requirements that will be explained with graduation requirements.**

## INTENT TO APPLY FORM -- SCHOOL COUNSELING PROGRAM

Semester Planning to Apply:

\_\_\_\_\_ Fall 20\_\_  
\_\_\_\_\_ Spring 20\_\_

This is to be sent in IMMEDIATELY to the Department. All other materials (see pages 8-9) are not due until the deadlines listed on page 9. Applicants are strongly advised to contact the office several weeks prior to the deadline to verify that all materials have been submitted and monitor submissions accordingly. Incomplete folders will not be reviewed until the following semester.

I intend to pursue application to the School Counseling program, Department of Educational Leadership, Counseling, and Postsecondary Education, University of Northern Iowa.

Name \_\_\_\_\_

Address (H) \_\_\_\_\_

(W) \_\_\_\_\_

Phone (H) \_\_\_\_\_

(W) \_\_\_\_\_

E-mail address: \_\_\_\_\_

Please indicate whether you intend to be

A full-time student [9 hours or more] \_\_\_\_\_

A part-time student [6 hours or less] \_\_\_\_\_

Please indicate whether or not you hold a teaching certificate:

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

Please list graduate counseling courses you have taken or are currently enrolled in:

<u>Course Number</u>	<u>Course Title</u>	<u>Semester Taken</u>
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## Resume

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Please list all previous work experience, starting with most current employment.

Position

Company and Location

Dates Employed

Volunteer-Related Experience

Experience in Leadership Positions

## **I. GOAL STATEMENTS**

Please type a 3-4 page response (single spaced with the following headings) that addresses **each** of the following questions:

- What significant personal experiences influenced you to pursue the counseling profession?
- What significant professional experiences influenced you to pursue the counseling profession?
- What personal characteristics do you think will contribute to your success as a counselor?
- What are some personal or interpersonal factors which might interfere with your ability to relate to clients or colleagues?
- What is your career goal and what do you think will be your contribution to the profession?

## **II. PERSONAL STATEMENTS**

Please type a 3-4 page response (single spaced with the following headings) that addresses **each** of the following questions:

- Describe a personal crisis or a difficult situation and how you coped with it.
- Describe a time (past or present) where you advocated or spoke up for something you believed in strongly.
- Discuss how you or others see you as a leader (or potential leader) and how you will use these leadership skills as a school or mental health counselor.
- Discuss messages you received from your family of origin about people who were different than you and how your attitudes and experiences with diverse populations do or do not reflect those messages.
- Discuss any strong convictions about right or wrong (such as sexual orientation, suicide, abortion, birth control) that might interfere with your ability to be nonjudgmental in working with certain types of client problems.

One of the underlying assumptions of our program is that people entering the counseling profession need to work on their own personal growth issues by participating in counseling. Have you sought counseling? If so, how did you feel about this experience? If you have not been in counseling, are you willing to do so? Explain your degree of computer literacy.



School Counseling  
 Informational Packet #1  
 Page 24

Please rate the candidate compared to other potential Counselor Trainees you have known/worked with/supervised by circling the most accurate response. Please note that a 4, 5, 6, or 7 would constitute an AVERAGE response. Use "Don't Know" ONLY if you have never observed or have absolutely no knowledge of the respective variable!

	Don't Know	1	2	3	4	5	6	7	8	9	10
		Lowest			AVERAGE				Highest		
1. Relationship Ability	DK	1	2	3	4	5	6	7	8	9	10
2. Communication Skills	DK	1	2	3	4	5	6	7	8	9	10
3. Sense of Responsibility	DK	1	2	3	4	5	6	7	8	9	10
4. Empathy/Understanding	DK	1	2	3	4	5	6	7	8	9	10
5. Warmth/Acceptance	DK	1	2	3	4	5	6	7	8	9	10
6. Openness/Genuineness	DK	1	2	3	4	5	6	7	8	9	10
7. Honesty/Integrity	DK	1	2	3	4	5	6	7	8	9	10
8. Cooperation with Others	DK	1	2	3	4	5	6	7	8	9	10
9. Sensitivity to Others/Diversity	DK	1	2	3	4	5	6	7	8	9	10
10. Recognition of Limits	DK	1	2	3	4	5	6	7	8	9	10
11. Ability to be Objective	DK	1	2	3	4	5	6	7	8	9	10
12. Self-Assessment/Insight	DK	1	2	3	4	5	6	7	8	9	10
13. Flexibility/Adaptability	DK	1	2	3	4	5	6	7	8	9	10
14. Time Management/Efficiency	DK	1	2	3	4	5	6	7	8	9	10
15. Sense of Humor/Perspective	DK	1	2	3	4	5	6	7	8	9	10
16. Self-Reliance/Confidence	DK	1	2	3	4	5	6	7	8	9	10
17. Aspiration/Motivation	DK	1	2	3	4	5	6	7	8	9	10
18. Knowledge of Real World	DK	1	2	3	4	5	6	7	8	9	10
19. Eagerness/Enthusiasm	DK	1	2	3	4	5	6	7	8	9	10
20. Energy/Industriousness	DK	1	2	3	4	5	6	7	8	9	10
21. Leadership Ability	DK	1	2	3	4	5	6	7	8	9	10
22. Goals/Direction/Purpose	DK	1	2	3	4	5	6	7	8	9	10
23. Emotional Stability	DK	1	2	3	4	5	6	7	8	9	10
24. Ability to Cope/Adjust	DK	1	2	3	4	5	6	7	8	9	10
25. Crisis/Problem Solving	DK	1	2	3	4	5	6	7	8	9	10
26. Punctuality/Sense of Time	DK	1	2	3	4	5	6	7	8	9	10
27. Intellectual Capacity	DK	1	2	3	4	5	6	7	8	9	10
28. Maturity Level	DK	1	2	3	4	5	6	7	8	9	10
29. Acceptance of Supervision	DK	1	2	3	4	5	6	7	8	9	10
30. Positive Attitude/Optimistic	DK	1	2	3	4	5	6	7	8	9	10

Signature

Date

Complete and Mail to: Department of Educational Leadership, Counseling, and Postsecondary Education,  
 University of Northern Iowa, Cedar Falls, IA 50614-0604

**Program Approval Status Application  
Videotape Summary Form  
[To Be Submitted with the Tape for Level II Screening]**

Date of Session \_\_\_\_\_

Session Number \_\_\_\_\_

Presenting Problem \_\_\_\_\_

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Goals for Session \_\_\_\_\_

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Brief Statement of What was Accomplished \_\_\_\_\_

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Your Name \_\_\_\_\_

**Second Level Screening Tape Evaluation**

Name \_\_\_\_\_

- 1 = unacceptable–highly ineffective application of skill
- 2 = not seen, but should have been; missed the point with response–poor application of skill
- 3 = acceptable
- 4 = helpful to client; moves the client in a positive direction–good application of skill
- 5 = very helpful to client–excellent application of skill
- NA = skill not appropriate to this particular session
- NO = skill not observed

1. Demonstrated appropriate attending skills, and communicated acceptance, empathy, and respect  
1      2      3      4      5      NA      Comment:

2. Accurately reflected content of client’s messages through paraphrases and summarization  
1      2      3      4      5      NA      Comment:

3. Accurately reflected client’s feelings and the appropriate degree of intensity  
1      2      3      4      5      NA      Comment:

4. Kept own issues out of session  
1      2      3      4      5      NA      Comment:

5. Showed respect by not trying to immediately problem solve  
1      2      3      4      5      NA      Comment:

6. Fostered specific and concrete communication  
1      2      3      4      5      NA      Comment:

7. Used open-ended questions and closed-ended questions as appropriate  
1      2      3      4      5      NA      Comment:

8. Demonstrated at least 3 different skills  
1      2      3      4      5      NA      Comment:

9. Actively confronted client discrepancies when appropriate  
1      2      3      4      5      NA      Comment:

10. Kept the session well-focused (on the client, the main theme or problem, and/or others as appropriate)  
1      2      3      4      5      NA      Comment:

11. Used advanced techniques (immediacy, interpretation, reflection of meaning, reframing, etc.) in an effective manner  
1      2      3      4      5      NA      Comment:

**ANNUAL STUDENT PROGRESS REVIEW**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Academic Performance**

1. Attendance/on time for classes  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
2. Class preparation and participation  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
3. Writing skills/APA  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
4. Overall academic performance  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*

Comments\*:

**Personal Growth/Interpersonal Skills**

1. Communication skills  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
2. Interactions with other students and professors  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
3. Presents self in a mature, professional manner  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
4. Openness to feedback from peers and faculty  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*

Comments\*:

**Clinical Skills**

1. Establishes rapport/relationships with clients  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
2. Applies advanced level counseling skills as well as basic skills (as appropriate/length of time in program)  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
3. Is empathic, nonjudgmental, and sensitive to diversity in client interactions  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*
4. Problem conceptualization  
\_\_\_Excellent \_\_\_Good \_\_\_Satisfactory \_\_\_Needs improvement \_\_\_Requires remediation\*

Comments\*:

*See Program Planning Sheet Links on Website:*

*For Teachers:*

*<http://www.uni.edu/coe/elcpe/counseling/resources/SCTeachPPS.pdf>*

*For Non Teachers:*

*<http://www.uni.edu/coe/elcpe/counseling/resources/SCNonTeachPPS.pdf>*