COUNSELING

Handbook

Master of Science in Education

Wayne State College
School of Education and Counseling
1111 Main St.
Wayne, Nebraska 68787
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Revised June 16, 2015
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Welcome to Wayne State College!

The Counselor Education Faculty of Wayne State College is pleased with your interest in our program. We are proud of the program. We believe it provides a strong base of theory and practical skills that enable our graduates to thoughtfully and respectfully provide assistance to people in need. The program is based on a philosophy of empowerment: counselors helping people to make decisions and take actions that they choose in their lives.

The official description of the requirements for the program is printed in the WSC catalog. This handbook was assembled to provide easily accessible information. It includes a list of the outcomes we intend for each person who graduates. This is what you can expect to know and to be able to do at the completion of our program. Admission requirements and typical programs of study are included. The Checklist for Graduate Admission / Progress in Counseling enables students to keep track of their progress as they move through the program.

The handbook also provides copies of forms that are required in making application for admission through graduation. It is our hope that having these materials collected in one place will make it easier to accomplish these necessary tasks.

The handbook is not intended to answer all of your questions. Additional information including a student orientation video is found on the WSC website at [http://www.wsc.edu/schools/edc/clsp/graduate/](http://www.wsc.edu/schools/edc/clsp/graduate/) Please feel free to contact any of us with further questions or simply to talk about counseling as a profession.

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Brandenburg Education Building  
402-375-7164
Checklist for Graduate Admission / Progress in Counseling

(Refer to the WSC General & Graduate Catalog for official information about admission.)

LEVEL 1 Admission to Graduate Studies (Complete the steps below before beginning courses)

___  a. Complete a baccalaureate degree from an accredited institution.

___  b. Complete and submit the online Graduate Application for Admission form at http://www.wsc.edu/graduate_program

___  c. Request official transcripts for all college work be sent to the WSC Office of Admissions.

___  d. Submit the Application to the Graduate Program in Counseling (page 20-22 of this handbook) to the School of Education and Counseling Office (via mail or scan and email). Verify your undergraduate grade point average of 2.75 or submit request for conditional admission by summarizing factors to support your ability to perform graduate work with the application.

___  e. Submit to the School of Education and Counseling Office a writing sample (an academic essay of five or more pages on a topic of their choice). The essay should be formatted as follows using current APA guidelines:

   i. Title Page (not included in the total of 5).
   ii. Introduction
   iii. Statement of the Educational Issue or Problem.
   iv. Supportive Information cited from their reading of Related Literature from professional journals, books and electronic resources.
   v. Conclusion section with classroom/job-related Applications.

___  f. Students pursuing school certification in Nebraska must currently hold or have held a valid teaching certificate; school counseling students without a teaching certificate must sign a waiver (page 26).

___  g. Have two individuals complete a recommendation form on your behalf. Select individuals who have observed your effectiveness in working with people, preferably faculty, administrators, or employers. Submit those to the address provided on the recommendation form (page 25 of this handbook).

___  h. Sign a notarized Student Affirmation (page 23-24) stating that you have no felony convictions, nor misdemeanor convictions involving abuse, neglect, or injury to any person, nor any other convictions involving moral turpitude. If you have convictions, submit court records with an explanation of actions taken to prevent additional convictions.

Upon completion of Level 1 requirements, you will receive a letter informing you of the acceptance decision with the name of an advisor to contact for help registering for initial courses. Students needing financial aid will also need to contact the financial aid office and complete step a. in Level 2 prior to beginning courses.
LEVEL 2 Admission Requirements to Counseling Program
(to be completed within the first 15 credit hours of coursework; to include Wayne State and/or other transfer credits - the maximum number of hours that can be transferred is 9 from an out-of-state college or 15 from a Nebraska college)

_____ a. Meet with advisor to plan a Program of Study prior to or during the first graduate course. The Program of Study will need to be approved by the Advisor, Department Chair, and Dean of Education and Counseling.

_____ b. Review and sign the MSE Counseling Learning Agreement (page 27).

_____ c. Earn a minimum grade of B- in CSL 600 Theories and CSL 660 Pre-Practicum.

_____ d. Maintain a minimum 3.0 cumulative GPA in all graduate course work.

_____ e. Model ethical and personal behavior as described in the ACA Code of Ethics and Standards of Practice.

_____ f. Complete the Self-Assessment of Professional Fitness (page 34) and submit it to your advisor to initiate the departmental approval process.

_____ g. Receive departmental approval on 15 hour form, following a review of academic competency and Professional Fitness. (see Professional Performance Fitness Evaluation in Forms)

LEVEL 3 Approval for Candidacy for Degree

_____ a. Earn a minimum grade of B- in CSL 662 Practicum in Counseling.

_____ b. Model ethical and personal behavior as described in the ACA Code of Ethics and Standards of Practice.

_____ c. Submit the application(s) for internship to the internship instructor(s) and receive approval.

_____ d. Submit the completed internship agreement with appropriate signatures to internship instructor(s).

LEVEL 4 Approval for Graduation

_____ a. Register and complete any professional exam required for your program (beginning Sept. 2015 Clinical Mental Health requires the CPCE and School Counseling requires the Praxis II Professional School Counselor Exam)

_____ b. Earn a minimum grade of B- in CSL 697 Internship.

_____ c. Maintain a minimum 3.0 cumulative GPA in all graduate course work.

_____ d. Model ethical and personal behavior as described in the ACA Code of Ethics and Standards of Practice.

_____ e. File the Application for Graduation as described in the WSC catalog or brochure on or before the second week of the semester that graduation is intended.

_____ f. Complete the MSE non thesis graduate paper (file paper) which demonstrates your competence in a Creating a literature review and research proposal.

_____ g. Complete the Request for Portfolio Review form during the semester prior to submitting the Comprehensive Portfolio to the Counseling Faculty for review.

_____ h. Submit completed MSE portfolio to the department prior to the date indicated by the timeline for graduation (found on the G drive in Graduate College folder).
Wayne State College

Wayne State College is a comprehensive institution of higher education dedicated to freedom of inquiry, excellence in teaching and learning, and regional service and development. Offering affordable undergraduate and graduate programs, the College prepares students for careers, advanced study, and civic involvement. The College is committed to faculty-staff student interaction, public service, and diversity within a friendly and collegial campus community.

School of Education and Counseling

The mission of the School of Education and Counseling is to facilitate the development of dynamic professional educators who collaborate for the benefit of self and others, school, community, and the profession. This mission is accomplished through inquiry, reflection, excellence in teaching and learning, and regional service.

Counselor Education Program

The mission of the counselor Education Program is to facilitate the development of dynamic professional counselors who collaborate with others for the benefit of self and others, school, community, and the profession. This mission is accomplished through (a) inquiry and reflection about people, counseling theories, counseling process, and ethics that have supported our field, and (b) development of professionals with a personal model of counseling and the skills to facilitate effective service to people.

Counselor Education Program Outcomes

WSC advanced candidates strive to:
1. know the professional dispositions that pervade every aspect of their profession.
2. understand the unique nature of individuals—cognitively, linguistically, socially, emotionally, and physically.
3. know the content required for their assigned position.
4. use effective strategies that foster engagement and build the relationships that lead to success.
5. exhibit the professional responsibility and skills required for their position.
Outcomes for Advanced Candidates

1. Advanced Candidates further develop their Professional Dispositions in order to:

1.1 Lead inquiries about relevant issues to affirm current practice or initiate constructive changes.
1.2 Reflect skillfully on relevant issues with breadth, depth, and rigor to maintain effective professional practice.
1.3 Model life-long learning by inquiring and reflecting upon personal and professional progress and engaging in meaningful professional development.
1.4 Communicate their belief that all people can learn by setting appropriately high expectations for all stakeholders.
1.5 Model fairness and honesty by attending to multiple perspectives in ethical/equitable decisions in meeting the needs of all stakeholders.

2. Advanced Candidates further develop their knowledge of the Unique Nature of Individuals in order to:

2.1 Apply an advanced knowledge of how people learn by designing and implementing developmentally appropriate, challenging, and engaging opportunities.
2.2 Make decisions based on the recognition that individuals differ across cognitive, linguistic, social, emotional, and physical areas and by designing experiences using differentiated approaches.
2.3 Model a proficient knowledge of culture by creating inclusive environments and equitable opportunities for all stakeholders.

3. Advanced Candidates further develop their knowledge of Content in order to:

3.1 Promote the role of formal education in contemporary society by expanding their understanding of professional philosophies and practices.
3.2 Model and promote continuous growth of knowledge and skills by implementing state and professional standards.
3.3 Apply advanced knowledge and skills by independently investigating topics, issues and problems.

4. Advanced Candidates further develop their knowledge of Effective Strategies in order to:

4.1 Apply the knowledge of content, individuals, community, pedagogy and practice by implementing responsible change in a supportive manner.
4.2 Utilize a variety of methods, strategies and approaches and resources, media and technology by empowering individuals to pursue continuous growth.
4.3 Apply advanced knowledge and skills by systematically organizing, analyzing, evaluating and reporting data effectively.
4.4 Provide leadership for educational endeavors by incorporating the reflective capacity to create, organize, facilitate and evaluate caring communities for the benefit of all stakeholders.

5. Advanced Candidates further develop their knowledge of Professional Responsibility and Skills in order to:

5.1 Responsibly make ethical choices in meeting personal and professional obligations, and in forming appropriate ethical relationships.
5.2 Lead the collaborations between individuals, families, colleagues, other professionals, and community members in sharing the responsibility for individual growth and development, learning, and well-being.
5.3 Communicate skillfully (listening, speaking, reading, writing, viewing, and visually representing) through various media with individuals, families, colleagues, other professionals and community members in respectful, tactful, proper and culturally responsive ways.
Counseling
Counseling Department
Brandenburg Education Building

Counselor Education
The master’s degree program in counseling is a CACREP-based model (Council for Accreditation of Counseling and Related Educational Programs) designed to facilitate the development of professional competencies required for the delivery of counseling services within a school, community, or higher education setting. The department of counseling is currently in the process of completing a self-study to be reviewed for accreditation by CACREP. The program is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

School Counseling Areas of Endorsement
Endorsement as a school counselor is accomplished through the Department of Education in the state in which the school counselor is employed. Departments of Education may impose additional requirements beyond the program of study at Wayne State College. These additional requirements may include, but are not limited to, possession of a teaching certificate, verification of successful teaching experience, and the successful completion of a competency test such as the Praxis II. Contact the Certification Officer, School of Education & Counseling, WSC for information about the requirements for an endorsement in school counseling.

1. Secondary Endorsement (7-12) will be granted to students completing the required courses with an internship experience in a secondary school setting. Secondary counselors will also complete CSL 644.

2. Elementary Endorsement (PK-6) will be granted to those students completing the required courses with an internship experience in an elementary school setting. Elementary counselors will also complete CSL 641 and 643.

3. Double Endorsement (PK-6, 7-12) will be granted to those students completing the required courses and two internship experiences, one semester in an elementary and one semester in a secondary school setting. Students will also complete CSL 641, 643, and 644.

Counseling
A student without a teaching certificate may also complete any school counseling program above and earn the MSE in Counseling. Some states (such as Iowa) allow individuals with this degree to serve as school counselors. Some may require a few additional courses. Students will be required to sign a waiver that acknowledges that this degree alone will not make them eligible for a school counseling endorsement in Nebraska.

Clinical Mental Health Counseling
A student may complete the MSE in Clinical Mental Health Counseling as a first step to earning a license to provide counseling services in public or private counseling agencies or in private practice. An additional step to earning a license is to pass a competency test that is approved by the state. Students will be required to take the Counselor Preparation Comprehensive Examination (CPCE) in order to help prepare for the licensure exam.

Student Affairs and College Counseling
A student may serve as a counselor in a technical school, college, or university upon completion of this program of study. These counselors may also facilitate student transitions to professional education and career placement.
Typical Program of Study: Counselor Education (MSE) 48-60 hours minimum

Required courses for all areas of Counseling

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 603</td>
<td>Introduction to Graduate Studies &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>CSL 547</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>580</td>
<td>Professional Counselors/Ethical Standards</td>
<td>3</td>
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<tr>
<td>600</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>615</td>
<td>Career Development and Life Planning</td>
<td>3</td>
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<tr>
<td>625</td>
<td>Individual and Group Assessment</td>
<td>3</td>
</tr>
<tr>
<td>630</td>
<td>Developmental Counseling over the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>642</td>
<td>Consultation</td>
<td>2</td>
</tr>
<tr>
<td>660</td>
<td>Pre-Practicum in Counseling</td>
<td>3</td>
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<td>662</td>
<td>Practicum</td>
<td>3</td>
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<td>665</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
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<td>670</td>
<td>Organization/Administration of Counseling Services</td>
<td>3</td>
</tr>
<tr>
<td>675</td>
<td>Differential Diagnosis &amp; Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>688</td>
<td>Crisis Intervention</td>
<td>2</td>
</tr>
<tr>
<td>CSL 697</td>
<td>Internship in Counseling</td>
<td>3</td>
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Internship Experience

The setting of an internship must be specific to the type of MSE that is selected. Students must acquire hours to satisfy the appropriate certification and licensure requirements.

Additional Content Area Requirements for Elementary School Counselors (PK-6)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CSL 641</td>
<td>Counseling Children</td>
<td>2</td>
</tr>
<tr>
<td>643</td>
<td>Elementary School Counseling</td>
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Content Electives                                                                 | 1     |

Additional Content Area Requirements for Secondary School Counselors (7-12)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CSL 644</td>
<td>Secondary School Counseling</td>
<td>2</td>
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Content Electives                                                                 | 3     |

Additional Content Area Requirements for Clinical Mental Health Counseling

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<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tr>
<td>CSL 575</td>
<td>Psychopathology and Client Strengths</td>
<td>3</td>
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<td>587</td>
<td>Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>641</td>
<td>Counseling Children</td>
<td>2</td>
</tr>
<tr>
<td>645</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>661</td>
<td>Counseling Techniques and Strategies</td>
<td>3</td>
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<tr>
<td>697</td>
<td>Internship in Clinical Mental Health CSL (2nd)</td>
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Additional Content Area Requirements for Student Affairs and College Counseling

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<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tr>
<td>CSL 636</td>
<td>Introduction to Student Services</td>
<td>3</td>
</tr>
<tr>
<td>CSL 646</td>
<td>Student Affairs in Higher Ed Counseling</td>
<td>2</td>
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COURSE DESCRIPTIONS

CSL 509 Human Sexuality Counseling (3)
This course is a study of Human Sexuality Counseling from a Bio-Psycho-Social theory of human development. Emphasis is on an individualized perspective; dynamics of psychological, sociological, and physiological predisposition; and a multidimensional approach to intervention. Assessment of individual needs, intervention problem design and implementation, and documentation of progress is also addressed. Ethology, diagnosis, treatment planning and therapeutic interventions are based on diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning, and therapeutic intervention. Counselees will be presented with specific case studies and videotapes of actual counseling sessions. Ethical issues associated with human sexuality counseling will be considered in detail.

CSL 540 Substance-Related and Addictive Disorder Counseling (3)
This course is a study of substance-related and addictive disorder counseling from a Bio-Psycho-Social theory of human development. Emphasis is on an individualized perspective; dynamics of psychological, sociological, and physiological predisposition; and a multidimensional approach to intervention. Assessment of individual needs, intervention program design and implementation, and documentation of progress is also addressed. Classification of chemicals and their effects on the human body; tolerance, rebound, and withdrawal; and various treatment modalities and settings will be explored. Ethology, diagnosis, treatment planning and therapeutic interventions are based on contemporary diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning and therapeutic intervention. Counselees will be presented with specific case studies and videotapes of actual counseling sessions. Ethical issues associated with substance-related and addictive disorder counseling will be considered in detail.

CSL 545 Clinical Issues in Substance-Related and Addictive Disorder Counseling (2)
This course focuses on counseling approaches for persons with substance-related and addictive disorders and special issues including dual diagnoses, relationship(s) with family members, problems associated with a specific drug of choice and problems common to the populations of women, adolescents, and the elderly. Specific counseling approaches will be suggested for each. Suggestions for helping family members of persons with these issues will also be explored.

CSL 547 Multicultural Counseling (3)
This course explores the special issues involved in working with clients and students who are impacted by cultural influences of minority groups in America. Special counseling techniques and adaptations of traditional counseling approaches when working with diverse cultural groups will be studied.

CSL 549 Alcohol/Drug Assessment, Case Planning and Management (2)
This course describes processes involved in collecting self-report and assessment data as a basis for making decisions regarding the diagnosis and selection of appropriate level of care of persons with substance-related and addictive disorders.

CSL 557 Psychopathology and Client Strengths (3)
This course reviews the risk factors that contribute to mental illness and addictions and the strengths and protective factors that contribute to human wellness. Common problems of infancy, childhood, adolescence and adulthood as well as a broad exposure to the most current diagnostic categories will be presented. Outcome-based research that clarifies the dynamics of these disorders will be explored.

CSL 580 Professional Counselors and Ethical Standards of Practice (3)
This course is designed to encourage reflection on general ethical principles, recognition of ethical issues raised in practice, and use of an ethical decision-making model. Case studies are used for discussion of ethical issues in developing competent, culturally-sensitive professionals. Professional identity is addressed through awareness of our history, professional roles, professional associations (ACA), credentialing, and advocacy.

CSL 587 Advocacy (3)
Students will learn knowledge, skills, and attitudes to advocate for their clients and the counseling profession. Students will explore leadership skills to promote healthy public policies and to advocate for programs and services to meet the unique needs of clients. Students will also learn conflict resolution strategies to utilize in professional settings.

CSL 600 Theories of Counseling (3)
This course is designed to introduce the major theories of counseling with an initial exposure to the counseling relationship and corresponding theoretical techniques. Psychodynamic, humanistic, and cognitive-behavioral theories are emphasized with brief discussion of systems theories, brief therapy, and feminist therapy models. Each student begins to integrate quintessential elements from these theories with their experiences and beliefs toward a personal model that will provide a way to conceptualize client needs and choose appropriate interventions. Professional orientation and the ACA Code of Ethics are introduced, particularly in reference to training standards. (Prerequisite for CSL 641, 642, 645, 661, 662, 665, 688, 697; Minimum grade of B- is required.)

CSL 615 Career Development and Life Planning (3)
This course is designed to prepare graduate level counselor trainees to facilitate career and life planning decisions within an applied professional setting. Typical theoretical perspectives associated with career development and life-planning counseling will be highlighted. An analysis of the psychological, sociological, and physiological aspects of human behavior, which typically impact upon career decisions,
will be emphasized. Career development program planning, organization, implementation, administration, and evaluation will be addressed. Assessment instruments and techniques associated with career planning and decision-making will be explored. Technology-based career development applications and strategies, including computer-assisted career guidance information will be utilized. This class will include such topics as foundations and resources, career-counseling programs for special populations, and techniques for career-counseling interviewing. Career development program planning, organization, implementation, administration, and evaluation will be addressed. Ethical issues associated with career counseling will be considered in detail.

**CSL 625 Individual and Group Assessment (3)**

This course is designed to prepare graduate level counselor trainees to apply relevant principles of assessment and evaluation within an applied professional setting. Typical topics for discussion will include theoretical and historical bases for assessment techniques; reliability and validity dimensions in testing; appraisal methods associated with standardized tests; psychometric statistics upon which assessment is based; strategies for selecting, administering, interpreting, and using assessment instruments; and typical human qualities involved in the assessment process. The assumptions, implications, and effects of assessment on minorities and on public policy will also be addressed. Diverse intervention strategies will be identified to meet the needs of a multicultural society within an ever changing social milieu. Ethical issues associated with appraisal counseling will be considered in detail.

**CSL 630 Developmental Counseling over the Lifespan (3)**

This is a course about basic human growth and development. It is designed to prepare graduate level counselor trainees to apply relevant principles of human transformation to the lifespan to Developmental Counseling Theoretical Perspectives within an applied professional setting. A presentation of personality dynamics and behavioral manifestations at critical stages of development over the lifespan will be provided based on a Bio-Psycho-Social perspective. This class will include such topics as 1) stage wise progression; 2) psychosocial crisis; 3) chemical addiction and dependency; 4) environmental factors impacting on both adaptive and maladaptive adjustment; and 5) strategies for facilitating positive development over the lifespan. Such factors as age, race, religious preference, physical disability, vulnerability to addiction and dependency; sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability will also be addressed in relationship to attitude formation and behavioral response. Diverse intervention strategies associated with developmental counseling will be considered in detail.

**CSL 636 Introduction to Student Services (3)**

An introduction to student services in higher education: history, purpose, policies, legal and ethical issues. Overview of developmental theories and characteristics of college students and their interaction with campus and community influences.

**CSL 641 Counseling Children (2)**

Prerequisite: CSL 600. This course is designed to adapt counseling skills to the developmental needs and special problems of children within a cultural context. Appropriate techniques include play therapy, expressive arts, and bibliotherapy. Ethical considerations in counseling children are addressed.

**CSL 642 Consultation (2)**

Prerequisite: CSL 600, 660. This course is designed to introduce models of consultation through which counselors collaborate with colleagues, teachers, or parents in problem solving directed toward the needs of a third person. Through practice, students engage in skills facilitating development through the stages of consultation and reflection on their performance.

**CSL 643 Elementary School Counseling (2)**

This course is designed to address the role of the elementary school counselor and services provided through the school: counseling, consulting, and coordination. Emphasis is on organizing and managing developmental guidance activities, career education, coordination of student services, referral services, and collaboration with other professionals in the community.

**CSL 644 Secondary School Counseling (2)**

This course focuses on the role of the secondary school counselor and services provided through the school. Emphasis in this practical course is in resources, procedures, and materials available for the career, academic, personal, and social development of secondary school students.

**CSL 645 Marriage and Family Counseling (3)**

Prerequisite: CSL 600. This course is designed to introduce systems theories to include an understanding of (a) family development, issues and concepts, (b) interventions associated with major family therapy models, and (c) social constructivist models, e.g. Solution-Focused Brief Therapy and Narrative Therapy.

**CSL 646 Student Affairs and College Counseling (2)**

Prerequisite: CSL 636. Unique needs of students in higher education are explored. Models of programs to meet these needs are examined. Development of essential skills and competencies of student affairs professionals are described.

**CSL 660 Pre-Practicum in Counseling (3)**

Introduction, practice, and mastery of basic skills for structuring a counseling interview. (Minimum grade of “B-” and the ability to relate empathetically and therapeutically is required.)
CSL 661 Counseling Techniques and Strategies (3)
Prerequisites: CSL 600, 660. The explanation, demonstration, and implementation of evidence-based practices commonly used in counseling. In addition the course will utilize a clinical decision making model to select treatments that fit client characteristics/needs.

CSL 662 Practicum (3)
CSL 600, 660 and admission to program. Provides for the development of individual and group counseling skills beyond the initial practicum with direct service to clients. This course is designed to model, demonstrate, and train for clinical application. (A minimum grade of “B-” and the ability to relate empathically, therapeutically, and ethically is required.)

CSL 665 Group Counseling (3)
Prerequisites: CSL 600, 660, and admission to the program. This course is designed to provide theoretical and experiential understanding of group counseling with emphasis on types of groups, planning, orientation, stages of group development, group member roles and behaviors, effective leadership skills, theoretical implications for methodology and leadership style, and ethical issues related to a group environment. This course includes supervised practice.

CSL 670 Organization/ Administration of Counseling Services (3)
This class is an introduction to the historical development of counseling services and significant societal changes impacting on the evolution of the helping profession. The class is designed to prepare graduate level counselor trainees to develop, deliver, and maintain outcome/performance-based counseling service programs that facilitate the academic, personal/social and career development of individuals. An emphasis is placed on the integration of counseling services within either a school or agency setting.

CSL 675 Differential Diagnosis/ Treatment Planning in Counseling (3)
This course is a study of the most common personality disorders manifested within American society, schools, and community counseling settings. It is designed to facilitate collaboration among school and community counselors and other primary care providers. The primary focus is on contemporary diagnostic descriptions; advances in differential diagnostic procedures; current theoretical perspectives; and prevalent treatment planning strategies that guide the intervention process. Assessment of individual needs, intervention program design and implementation, and documentation of progress is also addressed. Etiology, diagnosis, treatment planning and therapeutic interventions are based on contemporary diagnostic descriptions. Diverse intervention strategies will be identified to meet the needs of a multicultural society. Specific protocols will be illustrated for diagnosis, treatment planning, and therapeutic intervention. Psychological disorders will be presented in specific case studies, counseling transcripts, films, and videotapes of actual counseling sessions. Ethical issues associated with counseling those with psychological disorders will be considered in detail.

CSL 688 Crisis Intervention Counseling (2)
Prerequisite: CSL 600. This course will identify the immediate and long-term impact of crises, disasters, and trauma on individuals and organizations. The principles of risk assessment and management, crisis intervention, and the role of the counselor in emergency management teams will be described. Guidelines for professional, school, and community responses to suicidal threats and completions, violence, bereavement, substance abuse crises, and other trauma will be emphasized. Self-care strategies for counselors working with trauma and crises will also be explored.

CSL 697 Internship in Counseling (3-12)
Prerequisite: CSL 600, 662, 665 and instructor approval. Specializations require the completion of CSL 643, 644, 646 or 662. The internship involves required field experience in a setting appropriate to the student’s program. The student should have the required coursework to function effectively at the internship site and have demonstrated the ability to be helpful to students or clients (acceptable videotape practicum). Emphasis will be placed on (a) direct services to students and/or clients and (b) indirect services to include the use of best practices in planning, reflection on their work, accountability, and supervision. Direct service will include individual and group counseling for all interns and additional area-specified activities in relation to certification and endorsement requirements. Interns are required to provide video or digital reproduction of direct service for use in supervision and demonstration of competencies. (Minimum grade of “B-” and modeling ethical and personal behavior articulated in the ACA Code of Ethics and Standards of Practice is required).
Financial Aid

Students may be eligible for Federal Title IV grants, institutional aid, or private aid. Contact the Financial Aid office for information about the guidelines and applications for this aid. The office is located in the Niobrara Room of the Student Center until remodeling is completed in of Hahn Administration Building. They will move back to Room 102 in Hahn at the end of 2012. Their telephone number is 402-375-7230.

Nebraska Rural Health Loans
Students who plan to seek licensure as a Licensed Mental Health Practitioner may also apply for the Nebraska Student Loan Program for Rural Health Professionals. Applicants must be Nebraska residents who have been admitted to the Counseling program. Approved applicants may receive up to $10,000 in loans over 2 years toward their graduate education. These loans will be forgiven when the student practices for 2 years in a shortage area of Nebraska. More information is available from the Nebraska Office of Rural Health, telephone 402-471-2337 and at their website, http://dhhs.ne.gov/publichealth/Pages/hew_orh_loansstate.aspx

National Health Service Corps
http://nhsc.hrsa.gov/loanrepayment/
Pay off your student loans while serving communities in need.
The 2013 NHSC Loan Repayment Program (LRP) application cycle is now open. The program offers primary care medical, dental, and mental and behavioral health providers the opportunity to have their student loans repaid while serving in communities with limited access to care.
NHSC Loan Repayment Program is open to licensed primary care medical, dental, and mental and behavioral health providers who are employed or seeking employment at approved sites.
Students to Service Loan Repayment Program is open to allopathic and osteopathic medical students in their fourth year at an accredited medical school.
State Loan Repayment Program is open to primary care providers deemed eligible in participating States. Providers apply to the individual State program, not to the NHSC.

WSC Graduate Assistantships
Students may apply for the position as a graduate assistant who is assigned to provide teaching or research support for counseling faculty for up to 20 hours a week. The position includes an annual stipend of $5,000 and the waiver of tuition for up to 18 hours a year. Details about this are found at http://www.wsc.edu/graduate_program/assistantships/
The following tests are required for students before completing the final internship in either Clinical Counseling or School Counseling.

**SCHOOL COUNSELING (K-6 and/or 7-12)**
A degree in school counseling requires completing and passing the Praxis II exam: Professional School Counselor 5421. ETS offers study material, some free of charge. Testing centers nearest to Wayne are located in Sioux City, Vermillion, Columbus, Orange City, IA (Northwestern College), Omaha, Sioux Falls, York, and Lincoln. Please see the site for additional testing locations. A passing score requires a 156 or higher. Please see the following link to register and for additional information:

http://www.ets.org/praxis/prepare/materials/5421

**CLINICAL MENTAL HEALTH COUNSELING**
A degree in clinical mental health counseling requires completing the Counselor Preparation Comprehensive Exam, CPCE. There is no official study guide for the CPCE exam. However, there are applicable study guides for the National Counselor Exam, which may be helpful to review before testing. Students are required to take the CPCE before their final internship.
The following certifications and licenses are available to professionals with a minimum of the MSE in Counseling. Graduation requirements for the MSE in School Counseling vary with the area chosen, from 48 to 54 credit hours. Internship requirements vary with the type of certification or license.

**SCHOOL COUNSELING ENDORSEMENTS (K-6 and/or 7-12): Nebraska**
An endorsement in school counseling to a Nebraska teaching certificate requires a Masters’ Degree in Counseling from an approved institution and two years of successful teaching experience. The most up-to-date information about an endorsement in school counseling may be obtained from:

Donna Hoffman, School Counseling Specialist
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509
Phone: (402) 471-4811
Fax: (402) 471-0117
Email: donna.hoffman@nebraska.gov
http://www.education.ne.gov/CARED/

**SCHOOL COUNSELING ENDORSEMENTS (Elementary and/or Secondary) with Teaching License or Class G License: Iowa**
A graduate of Clinical Mental Health Counseling program may be eligible for a school counselor position in Iowa with the completion of two additional courses: Exceptionalities or Special Education and Classroom Management. The most up-to-date information about school counseling in Iowa may be obtained from:

Iowa Board of Educational Examiners
Mike Cavin (515) 281-3437
Grimes State Office Building
400 E 14th St.
Des Moines, IA 50319-0146
www.state.ia.us/boee

**SCHOOL COUNSELING ENDORSEMENTS (other states)**
The ASCA website links to requirements for all states. It is found at:
http://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements

**LICENSED MENTAL HEALTH PRACTITIONER: Nebraska**
Application for a license as a provisionally licensed mental health practitioner in Nebraska requires a masters’ degree from a regionally accredited counseling program with at least 54 hours of coursework, including two internships. The graduate must complete at least 600 hours during these internships, of which 300 hours must be direct client contact. Additional requirements beyond the masters’ degree and an application may be obtained from the following address:

Licensure Unit
PO Box 94986
Lincoln, NE 68509-4986
http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_mental_mentalindex.aspx

**MENTAL HEALTH COUNSELOR LICENSE: Iowa**
Up-to-date information about licensure in mental health counseling in Iowa may be obtained from:

Iowa Department of Public Health ((515) 281-7689 or toll-free at 1-866-227-9878))
Professional Licensure
Lucas State Office Building
321 E. 12th St.
Des Moines, IA 50319-0075
http://www.idph.state.ia.us/licensure/
Contact information for the credentialing board in other states may be obtained from:

NATIONAL CERTIFICATION/LICENSURE:
Up-to-date information about national certification with the National Board for Certified Counselors (NBCC) may be obtained from:

National Board for Certified Counselors, Inc. and Affiliates (336-547-0607)
3 Terrace Way, Suite D
Greensboro, NC 27403
www.nbcc.org

LICENSED ALCOHOL/DRUG ABUSE COUNSELOR (PLADC & LADC): Nebraska
State of Nebraska
Division of Alcoholism, Drug Abuse & Addiction Services
P.O. Box 94986
Lincoln, NE 68509-4986
Kris Chiles, Section Administrator
Phone: (402) 471-2117
Fax: (402) 471-3577
e-mail: kris.chiles@nebraska.gov
http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_adc_adc.aspx (Click Alcohol and Drug Counselor)

ALCOHOL AND DRUG COUNSELOR CERTIFICATION: Iowa
Iowa Board of Certification
225 NW School Street, Ankeny, Iowa 50023
Phone: (515) 965-5509 Fax: (515) 965-5540
e-mail: info@iowabc.org
http://www.iowabc.org/

ALCOHOL AND DRUG PROFESSIONAL CERTIFICATION: South Dakota
Certification Board for Alcohol and Drug Professionals (CBADP)
3101 West 41st Street, Suite 205
Sioux Falls, SD 57105
Phone: 605-332-2645 Fax: 605-332-6778
Email: cbadp@midconetwork.com
www.dss.sd.gov/behavioralhealthservices/licensingboards
LADC (Licensed Alcohol/Drug Counselor)  
Core Education Requirements for the State of Nebraska

A Wayne State College student who plans to become a licensed alcohol and drug counselor (LADC) must complete the core education courses listed in the left column below. These courses are offered by Training for Addiction Professionals (TAP), 402-483-4581. Their website is [http://www.lmep.com/TAP.aspx](http://www.lmep.com/TAP.aspx). WSC offers courses that have been approved as equivalents in the past. The state of Nebraska now reviews the syllabi of the WSC courses in order to determine equivalence with core courses. The WSC courses are listed in the right column below. Completion of the MSE in Clinical Mental Health Counseling and completion of the P.L.M.H.P. (provisional licensed mental health practitioner) will satisfy the requirements for five of the core education courses: Counseling Theories and Techniques; Group Counseling; Human Growth and Development; Professional Ethics and Issues; and Multicultural Counseling. MSE students will also need to complete the following three WSC courses in order to complete the core education requirements for the state of Nebraska: CSL 449/549, CSL 445/545, and PSY 440/540. Further information about WSC courses is available from Dr. Keith Willis at 375-7210. Additional LADC requirements for the state of Nebraska include internship experience with substance abuse clients. Details of the required experience are found at [http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_adc_adc.aspx](http://dhhs.ne.gov/publichealth/Pages/crl_mhcs_adc_adc.aspx)

<table>
<thead>
<tr>
<th>Core Course (CEU hours)</th>
<th>WSC Courses approved by the Division of Alcoholism, Drug Abuse and Addiction Services (credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theories and Techniques (45 hours)</td>
<td>CSL 324 (3) Fundamentals of Counseling and CSL 342 (3) Interviewing Skills or CSL 600 (3) Theories of Counseling and CSL 660 (3) Pre-Practicum in Counseling (formerly CSL 685 Practicum in Counseling)</td>
</tr>
<tr>
<td>Group Counseling (45 hours)</td>
<td>CSL 403 (3) Group Strategies in Counseling or CSL 665 (3) Group Counseling</td>
</tr>
<tr>
<td>Human Growth and Development (30 hours)</td>
<td>PSY 230 (3) Life Span Development or CSL 630 (3) Developmental Counseling over the Life Span</td>
</tr>
<tr>
<td>Professional Ethics and Issues (15 hours)</td>
<td>CSL 580 (3) Professional Counselors &amp; Ethical Standards of Practice</td>
</tr>
<tr>
<td>Alcohol/Drug Assessment, Case Planning and Management (30 hours)</td>
<td>CSL 449/549 (2) Alcohol/Drug Assessment, Case Planning and Management</td>
</tr>
<tr>
<td>Multicultural Counseling (30 hours)</td>
<td>CSL 447/547 (3) Multicultural Counseling</td>
</tr>
<tr>
<td>Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse and Addiction (45 hours)</td>
<td>CSL 440/540 (3) Substance-Related and Addictive Disorder Counseling and PSY 440/540 (3) Psychopharmacology</td>
</tr>
<tr>
<td>Clinical Treatment Issues in Chemical Dependency (30 hours)</td>
<td>CSL 445/545 (2) Clinical Issues in Substance-Related and Addictive Disorder Counseling</td>
</tr>
</tbody>
</table>

Revised 3/1/14
Professional Organizations in Counseling

American Counseling Association (ACA)  
http://www.counseling.org/
The ACA is a nonprofit professional and educational organization. This organization puts out the code of ethics for counseling professionals. ACA also provides access to research in the counseling field. As a member you are able to begin to build your professional identity, gain knowledge in the counseling field, and access professional liability insurance.

American School Counseling Association (ASCA)  
http://www.schoolcounselor.org/
ASCA provides support and resources for school counselors so that the students they help can achieve success. As a member of ASCA you will have access to professional development. ASCA also provides guidelines for best practice for school counselors.

Nebraska Counseling Association (NCA)  
http://www.necounseling.org/
NCA works to enhance the counseling and human development profession. This organization provides students an opportunity to build their professional development and build connections with professionals in the counseling field. NCA advocates for mental health service in communities and schools through legislative process.

Student memberships are available for a reduced fee. Also division and interest groups associations include mental health, professional school counselor, and college counselor.

Nebraska School Counseling Association (NSCA)  
http://www.neschoolcounselor.org/
NSCA is affiliated with ASCA the national division. NSCA provides professional development and educational opportunities for school counselors. NSCA provides opportunities for networking with other professionals in this field. NSCA advocates for student success overall and helps school counselors build the frame work to make this a reality for each of them.

Chi Sigma Iota (CSI)  
http://www.csi-net.org/
CSI is an international honor society that values academic and professional excellence in counseling. CSI promotes professional identity and strives to foster wellness and human dignity. CSI also provides information for career resources and networking opportunities in the counseling field.
To be a member of CSI at Wayne State College you must be a graduate student accepted into the program, hold at least a 3.5 GPA, and demonstrate exemplary professional and ethical judgment. Members are chosen by faculty advisors and there is a $50.00 membership fee.
Accessing WSC Graduate College Information and Forms Electronically

To access Graduate College Forms, Catalogs, and Course Schedules
1) connect to webpage www.wsc.edu
2) move cursor to Academics, when pop up list appears, move cursor to Graduate Programs and click
3) click on appropriate link in list at the left of the page

To access the Graduate Counseling Handbook
1) connect to webpage https://ecampus.wsc.edu
2) move cursor to Academic Schools, when pop up list appears, move cursor to Education & Counseling and click
3) move cursor to Handbooks/Applications and click
4) locate Graduate Counseling Handbook in list

To register for courses
1) connect to webpage www.wsc.edu
2) move cursor to Academics, when pop up list appears, move cursor to Graduate Programs and click
3) click on online registration in the list of topics or the WildcatsOnline box in the middle of the page
You will need your student id and pin to register; contact the Registrar if unable to locate pin; no advisor approval is needed to register

To access information about online education
1) connect to webpage www.wsc.edu
2) move cursor to Academics, when pop up list appears, move cursor to Graduate Programs and click
3) move cursor to Academics, when pop up list appears, move cursor to continuing education and click
Application to the Graduate Program in Counseling
Wayne State College

Name (last, first): _________________________________________________________

Address: (street or box no.)______________________________________________
   City, State, zip code ____________________________________________________

Telephone:  
   Home or work: ____________________________________
   Cell: __________________________

Email address: __________________________________________________________

Bachelor’s Degree:  
   College: ____________________________________________________________
   Year: ________________
   Major: ________________
   Minor: ________________
   Grade point average: ____________ (if your g.p.a. is below the minimum of 2.75, you may request conditional admission by attaching a statement summarizing factors to support your ability to complete graduate courses satisfactorily)

Select one area of emphasis in Counseling that you plan to study:  
   __ School Counseling (NE requires teacher certification)
   __ Counseling (for those interested in school counseling from out of state)
   __ Clinical Mental Health Counseling
   __ Student Affairs and College Counseling

If your major was not in a human service field (psychology, counseling, sociology, social work, criminal justice), list any courses you have completed in these areas:

Previous Graduate education (institution(s) and degree(s), or hours completed): also send an official transcript of graduate education from each institution to WSC Admissions Office

List graduate counseling courses that you request to transfer from another institution: Courses are eligible only if not applied to a previous degree and current (completed within 7 years of future planned date of graduation). The maximum number of hours that may be transferred to Wayne State College for this program is 15 from Nebraska colleges and 9 from an out of state institution.

List professional certifications or licenses that you hold:

List employment in a school or human service setting:
List volunteer experience in human services area:

How do you see the WSC program fitting your career goals?

How do you plan to reach these goals, while balancing responsibilities in other areas of your life?

What qualities do you have that you believe will be an asset to you as a counselor?

What circumstance, issue, or crisis has occurred in your life which has challenged your coping abilities? How did you cope with this?

What special needs and accommodations do you need to help complete graduate course work?
Rate yourself on the following areas according to the key below:

1 = Does not meet criteria for program level  
2 = Progressing  
3 = Proficient  
4 = Advanced

**Counseling Competence:**
1 2 3 4 Demonstrates ability to conceptualize and comprehend abstract concepts  
1 2 3 4 Demonstrates counseling skills necessary to effectively and professionally interact with clients, students, faculty, and staff.

**Interpersonal Fitness:**
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.  
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

**Integrity:**
1 2 3 4 Refrains from making statements that are false, misleading or deceptive.  
1 2 3 4 Respects the fundamental rights, dignity and worth of all people.  
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

**Maturity:**
1 2 3 4 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.  
1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervisors to enhance skills or performance.  
1 2 3 4 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.  
1 2 3 4 Exhibits awareness of own belief systems, values, needs and limitations and of the potential effects of these on her or his work.

**Professional Responsibility/Fitness (summative assessment):**
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors and others in a manner consistent with recognized professional standards.

Signature __________________________________________ Date________________

Return this form directly or through the mail to:
Wayne State College  
School of Education and Counseling  
Attn: Brook Jech  
1111 Main Street  
Wayne, NE 68787
STUDENT AFFIRMATION of APPROPRIATE CONDUCT

The School of Education and Counseling follows state regulations regarding the qualification and training of teachers. Rules 20 & 21 of the Nebraska Administrative Code address the need to make certain that students have no felony or misdemeanor convictions involving abuse, neglect, or sexual misconduct. The Department of Counseling follows these regulations for students in all areas of emphasis (school, community, and higher education). Therefore, all counseling students will need to complete this form, regardless of whether they are in a school or community setting.

NO STUDENT WILL BE ALLOWED TO PARTICIPATE IN CLINICAL COURSES (ADVANCED PRACTICUM AND INTERNSHIPS) UNTIL THIS NOTARIZED AFFIRMATION HAS BEEN PRESENTED FOR APPROVAL TO DEPARTMENT OF COUNSELING.
Do not sign this form until you are in the presence of a notary with your picture identification.

Student Name: (please print) ____________________________ Student ID#:____________________

Please answer the following questions by circling either yes or no:

1. Have you ever had a professional license, certificate, permit, credential, or other document authorizing the practice of a profession suspended, revoked, voided, denied, rejected, or voluntarily surrendered?  Yes or No

2. Are you currently the subject of any inquiry or investigation, or is any action currently pending against you by any licensing agency, governmental body, or criminal justice agency?  Yes or No

3. Have you ever been found guilty of a felony or misdemeanor or entered a plea of guilty or no contest to a felony or misdemeanor in any criminal, drug, or juvenile court?  (Misdemeanor convictions for Driving Under the Influence or Minor in Possession of Alcohol must be disclosed to Wayne State College, but will not prevent you from participating in clinical experiences. Minor traffic infractions need not be reported).  Yes or No

4. Is an order or determination currently in effect by a court or any other governmental body which finds you to be any of the following: a mentally ill and dangerous person; mentally incompetent to stand trial; acquitted of criminal charges because of insanity; an incapacitated person in need of a guardian; or unable to manage your property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication?  Yes or No

5. Are you currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional?  Yes or No

You must complete reverse side.
I, _______________________________________ swear/affirm that the information I have furnished on this document is true, correct, and complete to the best of my knowledge and belief. I further affirm that I will immediately notify the WSC Department of Counseling office of any event that takes place (after the signed date below) which would change my responses to the questions herein.

____________________________________  ______________________________________
Please Print Your Name Here               Please Sign Your Legal Signature Here

Subscribed/sworn before me this________day of_________________, 20___.  
(seal)                                               Signature of Notary Public:__________________________________________

If you have been convicted of any criminal charges (other than routine traffic violations and MIPs) in any criminal, drug, or juvenile court, please list the convictions below. Expunged charges may be omitted.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Copies of all court documents must be provided to the Department of Counseling.

NOTE: If you have had a conviction, there is an appeal process for continuing in the program. If you are interested in information about the appeal process, please ask us for assistance.
Reference for MSE/Ed.S. Applicant

Name of Applicant: _____________________________________________________________

Program of Study (check one)
Ed.S.: ___
MSE, School Administration: P-8 _____ 7-12 _____ K-12 _____ Added Endorsement _____
MSE, Curriculum and Instruction-Instructional Leadership:
   Emphasis: _____________________________________________ Community of Learning format _____
MSE, Counseling: School Counseling _____ Clinical Mental Health _____ College Counseling _____
MSE, Exercise Science _____

Thank you for your willingness to serve as a reference for this applicant who is applying for graduate study at Wayne State College. In order for the graduate faculty to assess the candidate’s potential for completing an academic program of study and for continuing as a successful educational professional, we ask that you complete and return the questionnaire below. Your response will be kept in a secure electronic file, but we cannot offer a guarantee of absolute confidentiality.

Please use the following rubric in responding to the questions:
1 = poor, 2 = average, 3 = good, 4 = exceptional, 5 = unsure

1. Academic potential _____ 6. Collaborative decision making _____
2. Leadership potential _____ 7. Conflict Management _____
3. Verbal Communication _____ 8. Organizational skill _____
4. Written communication _____ 9. Technology skill _____
5. People skills _____ 10. Ethical character _____

Additional comments:

Name: ___________________________________________ Position: _________________________________

Phone: _________________________________ Email: _________________________________

Thank you for your cooperation and prompt response. Please feel free to contact the School of Education and Counseling Office at (402) 375-7164 should you have any questions or concerns. Return this form directly or through the mail to: School of Education and Counseling, Brandenburg 141, Wayne State College, 1111 Main Street, Wayne, NE 68787.
Master’s Degree in School Counseling and School Counseling Endorsement/Certification/Licensure

I understand that an endorsement as a school counselor in the State of Nebraska requires at least two years of experience teaching and a master’s degree in School Counseling. Completing a master’s degree in School Counseling at Wayne State College without at least two years of experience teaching will NOT be sufficient for an endorsement in school counseling in the state of Nebraska.

I understand that it is my responsibility to contact the state in which I am seeking employment as a school counselor to obtain their current information and minimum requirements for school counselors.

Dated this __________ day of __________________, _______.

_________________________________________
Signature of Applicant

_________________________________________
Applicant’s Printed Name

_________________________________________
Applicant’s Student ID No.

_________________________________________
Notary Public
MSE Counseling Learning Agreement

Welcome,

The need for counselors is growing in school and mental health agencies. Faculty and students at Wayne State College are embarking on a shared experience of learning to fill this need. We are working to develop are competent, ethical, and confident counselors.

Students often enter the program with experiences that suggest they will be effective as counselors. Within the program, students will learn how to provide professional counseling services beyond the intuitive, through the study of ethical practice, social and cultural diversity, human growth and development, helping relationships including theories and techniques of counseling, group work, assessment, research, and evaluation.

You should expect faculty to be knowledgeable about both theory, practice, and teaching. You should expect us to be thoughtful in creating learning experiences that will facilitate your acquisition of knowledge, skills, and ethical practice. You should expect a syllabus at the beginning of classes that indicates the key concepts and the learning activities. You should expect us to respect the experiences you bring with you and allow you to develop them and increase their meaning. You should expect faculty feedback on your work. You should expect faculty to be knowledgeable about ethical and professional standards of counselors.

Your faculty want to be sure you understand our expectations of you. We expect you to read the syllabi at the beginning of classes. In your learning, we expect you to read the texts, attend classes, and complete assignments as they are scheduled. Late assignments often lose meaning. We understand that you are adults and will have life events that will interfere in your study. We will attempt to assist. When you miss class, however, you miss both significant content and the social construction of meaning that occurs in the classroom. We believe that interferes with your learning.

We believe honesty, including academic honesty, is a core value of counselors. We expect you to develop responsibility and skills serving in counseling roles, including dressing professionally. We expect you to participate, through group work and discussion, in the preparation of all students.

We expect that you will be developing a professional identity while a graduate student. This is a process that takes time. We see this as a journey we are taking together. We invite your questions. We all need to be engaged in the questions, the curiosity, the skepticism, and the passion. “To do this you will have to agree to participate, to do your part by reading and thinking about the ideas addressed.... Together we can work to make this experience one that matters in your life” (Warren and Fassett, 2011, p. 4).

I have read the MSE Counseling Learning Agreement and have an understanding of the expectations of student and faculty.

Student signature ____________________________

The counseling faculty: Kathleen Conway, Steven Dinsmore, Branislava Knezevic, Keith Willis, Tara Wilson
PROGRAM OF STUDY – MSE – SCHOOL COUNSELING PK-6

This form should be completed by the student and advisor(s). Return the completed form with the appropriate signatures to the Graduate Office.

PROGRAM: **SCHOOL COUNSELING PK-6**

**THESIS:** ☐ **NON-THESIS:** ☒ **FOR TEACHER CERTIFICATION:** ☐ **NOT FOR TEACHER CERTIFICATION:** ☐

MSE Minimum 48 hours

**PROFESSIONAL EDUCATION CORE COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 603</td>
<td>Introduction to Graduate Studies &amp; Research (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

**PROGRAM COURSES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 547</td>
<td>Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 580</td>
<td>Prof. Counselors &amp; Ethical Standards of Practice</td>
<td>3</td>
</tr>
<tr>
<td>CSL 600</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 615</td>
<td>Career Development &amp; Life Planning</td>
<td>3</td>
</tr>
<tr>
<td>CSL 625</td>
<td>Individual &amp; Group Assessment</td>
<td>3</td>
</tr>
<tr>
<td>CSL 630</td>
<td>Developmental Counseling over the Lifespan</td>
<td>3</td>
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**ELECTIVES (600 level or approval) AND/OR DEFICIENCIES (if any)**

| Elective approved by Counseling Department | 1 |

**TOTAL PROGRAM HOURS (48 hours minimum)**

48

---

Student Name

Signature of Student

Date

Address

Signature of Advisor

Date

City / State / Zip Code

Signature of Department Chair

Date

Student ID No.

Signature of Director of Graduate Studies

Date

Home Telephone / Work Telephone / Cell Phone

Signature of School of Education and Counseling Dean

Date

E-mail Address

---

28
PROGRAM OF STUDY – MSE – SCHOOL COUNSELING 7-12

This form should be completed by the student and advisor(s). Return the completed form with the appropriate signatures to the Graduate Office.

**PROGRAM**: SCHOOL COUNSELING 7-12
**THESIS**: ☐ NON-THESIS: ☒ FOR TEACHER CERTIFICATION: ☒ NOT FOR TEACHER CERTIFICATION: ☐

**MSE Minimum 48 hours**

**PROFESSIONAL EDUCATION CORE COURSES**

<table>
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**ELECTIVES (600 level or approval) AND/OR DEFICIENCIES (if any)**

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**TOTAL PROGRAM HOURS (48 hours minimum)**

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**Student Name**

**Signature of Student**

**Date**

**Address**

**Signature of Advisor**

**Date**

**City / State / Zip Code**

**Signature of Department Chair**

**Date**

**Student ID No.**

**Signature of Director of Graduate Studies**

**Date**

**Home Telephone / Work Telephone / Cell Phone**

**Signature of School of Education and Counseling Dean**

**Date**

**E-mail Address**
This form should be completed by the student and advisor(s). Return the completed form with the appropriate signatures to the Graduate Office.

**PROGRAM:** School Counseling PK-6 & 7-12

**THESIS:** [ ] Non-Thesis: [x] For Teacher Certification: [ ] Not For Teacher Certification: [ ]

**MSE Minimum 48 hours**

### PROFESSIONAL EDUCATION CORE COURSES

<table>
<thead>
<tr>
<th>Course Description</th>
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### PROGRAM COURSES

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**TOTAL PROGRAM HOURS** 52

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**Student Information**

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<tr>
<td>E-mail Address</td>
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Wayne State College
### PROGRAM OF STUDY – MSE – COUNSELING

This form should be completed by the student and advisor(s). Return the completed form with the appropriate signatures to the Graduate Office.

**PROGRAM:** COUNSELING (OUT-OF-STATE SCHOOL COUNSELING) (MUST HAVE NOTARIZED WAIVER ON FILE)

**THESIS:** ☐ NON-THESIS: ☒ FOR TEACHER CERTIFICATION: ☐ NOT FOR TEACHER CERTIFICATION: ☒

**MSE Minimum 48 hours**

**PROFESSIONAL EDUCATION CORE COURSES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<th>Grade</th>
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**PROGRAM COURSES**

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**ELECTIVES (600 level or approval) AND/OR DEFICIENCIES (if any)**

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**TOTAL PROGRAM HOURS (48 hours minimum)**

| *By Advisement | 48    |      |       |

---

**Student Name**

Signature of Student/Date

**Address**

Signature of Advisor/Date

**City / State / Zip Code**

Signature of Department Chair/Date

**Student ID No.**

Signature of Director of Graduate Studies/Date

**Home Telephone / Work Telephone / Cell Phone**

Signature of School of Education and Counseling Dean/Date

**E-mail Address**
PROGRAM OF STUDY – MSE – CLINICAL MENTAL HEALTH COUNSELING

This form should be completed by the student and advisor(s). Return the completed form with the appropriate signatures to the Graduate Office.

PROGRAM: **CLINICAL MENTAL HEALTH COUNSELING**

**THESIS:** ☐ NON-THESIS: ☒ FOR TEACHER CERTIFICATION: ☐ NOT FOR TEACHER CERTIFICATION: ☒

---

**MSE Minimum 60 hours**

**PROFESSIONAL EDUCATION CORE COURSES**

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**PROGRAM COURSES**

- CSL 547 Multicultural Counseling 3
- CSL 575 Psychopathology and Client Strengths 3
- CSL 580 Prof. Counselors & Ethical Standards of Practice 3
- CSL 587 Advocacy 3
- CSL 600 Theories of Counseling 3
- CSL 615 Career Development & Life Planning 3
- CSL 625 Individual & Group Assessment 3
- CSL 630 Developmental Counseling over the Lifespan 3
- CSL 641 Counseling Children 2
- CSL 642 Consultation 2
- CSL 645 Marriage & Family Counseling 3
- CSL 660 Pre-Practicum 3
- CSL 661 Counseling Techniques & Strategies 3
- CSL 662 Practicum 3
- CSL 665 Group Counseling 3
- CSL 670 Organization & Adm. of Counseling Services 3
- CSL 675 Differential Diagnosis & Treatment Planning 3
- CSL 688 Crisis Intervention 2
- CSL 697 Internship in Clinical Mental Health Counseling 3
- CSL 697 Internship in Clinical Mental Health Counseling 3

**ELECTIVES (600 level or approval) AND/OR DEFICIENCIES (if any)**  

**TOTAL PROGRAM HOURS (60 hours minimum)** 60

---

**Student Name**  
**Signature of Student**  
**Date**

**Address**  
**Signature of Advisor**  
**Date**

**City / State / Zip Code**  
**Signature of Department Chair**  
**Date**

**Student ID No.**  
**Signature of Director of Graduate Studies**  
**Date**

**Home Telephone / Work Telephone / Cell Phone**  
**Signature of School of Education and Counseling Dean**  
**Date**

**E-mail Address**
## PROGRAM OF STUDY – MSE – STUDENT AFFAIRS AND COLLEGE COUNSELING

This form should be completed by the student and advisor(s). Return the completed form with the appropriate signatures to the Graduate Office.

**PROGRAM:** STUDENT AFFAIRS AND COLLEGE COUNSELING

**THESIS:** ☐  NON-THESIS: ✗  FOR TEACHER CERTIFICATION: ☐  NOT FOR TEACHER CERTIFICATION: ✗

### MSE Minimum 48 hours

**PROFESSIONAL EDUCATION CORE COURSES**

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<th>Course</th>
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### PROGRAM COURSES

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<tr>
<td>CSL 697 Internship in Counseling</td>
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**TOTAL PROGRAM HOURS (48 hours minimum)** 48

---

**Student Name**

**Signature of Student**

**Date**

**Address**

**Signature of Advisor**

**Date**

**City / State / Zip Code**

**Signature of Department Chair**

**Date**

**Student ID No.**

**Signature of Director of Graduate Studies**

**Date**

**Home Telephone / Work Telephone / Cell Phone**

**Signature of School of Education and Counseling Dean**

**Date**

**E-mail Address**
Self-Assessment of Professional Fitness

Name ______________________________

Candidates for Professional Counselors need to demonstrate personal fitness as well as personal qualities that will help them become effective in working with others. Please rate yourself on each of the items below. Faculty rate MSE candidates on the same items. Satisfactory ratings of 2 or higher are needed for final admission to the program. The following scale defines the meaning of each number on the rating scale.

1 = Does not meet criteria for program level
2 = Progressing
3 = Proficient
4 = Advanced

Counseling Competence:
1 2 3 4 Demonstrates ability to conceptualize and comprehend abstract concepts
1 2 3 4 Demonstrates counseling skills necessary to effectively and professionally interact with clients, students, faculty, and staff.

Interpersonal Fitness:
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

Integrity:
1 2 3 4 Refrains from making statements that are false, misleading or deceptive.
1 2 3 4 Respects the fundamental rights, dignity and worth of all people.
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

Maturity:
1 2 3 4 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.
1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervisors to enhance skills or performance.
1 2 3 4 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.
1 2 3 4 Exhibits awareness of own belief systems, values, needs and limitations and of the potential effects of these on her or his work.

Professional Responsibility/Fitness (summative assessment):
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors and others in a manner consistent with recognized professional standards.
Professional Performance Fitness Evaluation (PPFE2)*

Student: ___________________________________  Semester/Year ________________________

Program Area: Clinical Mental Health_____; School Counseling_____; Student Affairs and College Counseling_____

Faculty members: _________________________________________________________________

1 = Does not meet criteria for program level
2 = Progressing
3 = Proficient
4 = Advanced

Competence:
1 2 3 4 Demonstrates the ability to conceptualize needed to effectively and professionally interact with clients, students, & faculty.
1 2 3 4 Demonstrates counseling skills** necessary to effectively and professionally interact with clients, students, faculty, and staff.
(**examples of such interpersonal skills include, but are not limited to, mood control, appropriate boundaries, clear communication skills, and resolving conflicts appropriately)

Interpersonal Fitness:
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

Integrity:
1 2 3 4 Refrains from making statements that are false, misleading or deceptive:
1 2 3 4 Respects the fundamental rights, dignity and worth of all people:
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status:

Maturity:
1 2 3 4 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.
1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervisors to enhance skills or performance.
1 2 3 4 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.
1 2 3 4 Exhibits awareness of own belief systems, values, needs and limitations and of the potential effects of these on her or his work.

Professional Responsibility/Fitness (summative assessment):
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors and others in a manner consistent with recognized professional standards.

Faculty Recommendations/Notes:

Student Proposed Changes to Remediate Problem(s):

Please check if you would like to discuss the ratings on this form with faculty ___________

“I have been provided the opportunity to review this evaluation” Student Signature: ___________________________ Date: __________

Note: A score of 0 or 1 in any category will enter that student into a process of review and re-review of fitness to practice.

Reassessment will be conducted by a faculty committee comprised of 3 or more faculty members to assess fitness

*Modified from SWT Counseling Program PCPE Form (2000)
Application for 
Internship in Counseling

Name ___________________________________

Please indicate your program/internship (Clinical Mental Health, College, School K-6, School 7-12).

I am completing or have completed: CSL 665 Group Counseling Yes____ No____

CSL 660 Practicum (formerly CSL 686 Advanced Practicum) Yes____ No____

Expected term_____________________

Site Selection:
- What age groups match your professional interests? _________________________
- What types of problems are of greatest interest to you? _________________________
- What counseling theory/strategies would you like experience (e.g. groups, consultation)?

______________________________________________________________

- Place where you would like to complete your Internship. Be as specific as you can. If you know the name of the school or agency list it. If you do not yet know, indicate the community and type of school or agency.

Agency or School Name:
Address:

Supervision should be provided by a professional certified as a School Counselor or licensed as a Mental Health Practitioner (LMHP in Nebraska, if you are seeking your licensure in Nebraska). Supervisors should have two years of professional experience.

Supervisor:
Credentials:
Telephone:
e-mail:

The following questions are intended for me to get a picture of the view you have of yourself as a counselor. I am asking you to be brief—but yet specific. I am not interested in general answers that could describe anyone. I want to know about you.
Name:

1. What is your personal identity? What are a few of your beliefs, strengths, and values?

2. What is your identity as a professional?
   a. What should I expect of you as a counselor?

   b. Do you believe people are influenced most by their __ emotions __thoughts __ learned behaviors __environment __genetics/chemistry

   c. What theoretical model will guide your counseling? _____________________

3. What constitutes success in counseling? How would the client be different if counseling was successful? Be as specific as you can.

4. Why does counseling work?
   a. What is the role of the client?

   b. What is the role of the counselor?
Rate yourself on the following areas according to the key below:

1 = Does not meet criteria for program level  
2 = Progressing  
3 = Proficient  
4 = Advanced

**Counseling Competence:**
1 2 3 4 Demonstrates ability to conceptualize and comprehend abstract concepts
1 2 3 4 Demonstrates counseling skills necessary to effectively and professionally interact with clients, students, faculty, and staff.

**Interpersonal Fitness:**
1 2 3 4 Exhibits interpersonal fitness necessary to provide effective counseling interventions with clients or work with other students.
1 2 3 4 Exhibits interpersonal characteristics that enhance her or his ability to work with clients and professionally interact with others.

**Integrity:**
1 2 3 4 Refrains from making statements that are false, misleading or deceptive.
1 2 3 4 Respects the fundamental rights, dignity and worth of all people.
1 2 3 4 Respects cultural, individual, and role differences, including but not limited to those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.

**Maturity:**
1 2 3 4 Demonstrates appropriate self-control (e.g., anger control, impulse control) in interactions with faculty, peer, staff, and clients.
1 2 3 4 Demonstrates the ability to receive and use feedback from peers, faculty, staff, & supervisors to enhance skills or performance.
1 2 3 4 Exhibits appropriate levels of self-assurance, confidence, and trust in her or his own abilities.
1 2 3 4 Exhibits awareness of own belief systems, values, needs and limitations and of the potential effects of these on her or his work.

**Professional Responsibility/Fitness (summative assessment):**
1 2 3 4 Conducts her or himself in an ethical manner that promotes confidence in the counseling profession, and relates to clients, peers, staff, professors and others in a manner consistent with recognized professional standards.

Signature ___________________________ Date________________

Return this form directly or through the mail to:  
Wayne State College  
School of Education and Counseling  
Attn: Brook Jech  
1111 Main Street  
Wayne, NE 68787
APPLICATION FOR GRADUATION

PLEASE PRINT

CAMPUS ID NO. ______________________     DATE ___________

FULL LEGAL NAME
(as you would like it to appear on your diploma)

First Middle Maiden Last/Family Name

If your name is commonly mispronounced, please provide us with the phonetic spelling of your name. __________________________________________________

HOMETOWN
(for commencement program)

City State/Province Country

Street or P.O. Box, Apt. #

CURRENT ADDRESS
(for commencement mailings prior to graduation)

City State Zip

TELEPHONE NUMBERS
(please include area codes)

Home: ___________________________ Work: ___________________________

Cell: ___________________________ Other: ___________________________

E-MAIL ADDRESS(ES)
(list the one(s) you check most frequently)

_______________________________________________________________________

GRADUATION DATE
I will graduate in: May _______ *August _______ December _______

Year _______

TYPE OF DEGREE
MBA _______ MSE _______ MSOM _______ Ed.S. _______

MAJOR

PREVIOUSLY EARNED DEGREE(S) (eg.: Bachelor of Science, Wayne State College, Wayne, Nebraska, 20xx)

_______________________________________________________________________

_______________________________________________________________________

**Graduation candidates’ addresses and e-mail addresses will be shared with appropriate graduation vendors.**

[ ] Please check box if you do not want your address and email sent to graduation vendors.

I will be completing my program in (circle one) May / December and (circle one) will / will not be participating in the ceremony.

I will be completing my program in August and (circle one) will / will not be participating in the (circle one) May* / December ceremony.

[ ] For August graduates who wish to march in the May ceremony, the reverse side of this form must be completed.

Signature of Student: ____________________________________________________

This Application For Graduation Is Due To The Graduate Office No Later Than The Last Day Of The Second Week Of The Semester In Which The Student Intends To Graduate

Please Report Any Change In Graduation Plans To The Graduate Office, 139 Brandenburg Education, Wayne State College, 1111 Main Street, Wayne, NE 68787, 402/375-7232.
APPLICATION FOR MAY COMMENCEMENT PARTICIPATION
FOR AUGUST GRADUATES

Number of hours completed at the end of the Spring Semester: __________.

Summer graduates with no more than six credit hours of coursework, and/or internship, and/or fieldwork remaining to complete their degree during the summer are eligible to participate in May commencement. All other requirements (file paper, comprehensive examination, portfolio review, etc.) need to be completed in the timeline delineated for May graduates.

The following course(s), internship, or fieldwork is/are needed to meet graduation requirements and will be offered/allowed for this student during the summer sessions.

The signatures of the Department Chair and the School Dean will be required for each course, internship or fieldwork. The signatures will assure the student that the needed course will be offered, a course substitution will be provided, or a directed study permitted.

1. ____________________________________________
   Course Number and Name
   ________________________________
   Department Chair signature
   ___________________________________________
   School Dean signature

2. ____________________________________________
   Course Number and Name
   ________________________________
   Department Chair signature
   ___________________________________________
   School Dean signature

3. ____________________________________________
   Course Number and Name
   ________________________________
   Department Chair signature
   ___________________________________________
   School Dean signature

Department Chair comments:

School Dean comments:

copy to: Registrar’s Office
Revised 9/13/2013
REQUEST FOR PORTFOLIO REVIEW

This form should be completed and filed in the Graduate Office two weeks prior to the review date.

STUDENT NAME:  

Student Identification No.:  

DEPARTMENT:  

DEGREE PROGRAM:  

DEGREE PROGRAM MAJOR ADVISOR:  

Anticipated date of graduation:  

Is the file paper completed?  

☐ Yes  

☐ No  

Is this a request for an additional review?  

☐ Yes  

☐ No  

If yes, indicate how many previous reviews:  

Date of last review:  

I, the above-named individual do hereby request that I be permitted to submit my Graduate Comprehensive Portfolio during:  

(term).  

Student Signature: _______________________________  

Date:  

☐ Approved  

☐ Not approved  

Advisor(s)  

Date  

☐ Approved  

☐ Not approved  

Department Chair  

Date  

☐ Approved  

☐ Not approved  

School Dean  

Date  

☐ Approved  

☐ Not approved  

Director of Graduate Studies  

Date  

☐ Approved  

☐ Not approved  

Dean, School of Education and Counseling  

Date
Counseling Electronic Portfolio

Graduate students will begin creating a portfolio in their first semester of courses. The portfolio contents will include the syllabus and main assignments or artifacts from core courses. The portfolio contents are maintained by an electronic program named Chalk & Wire. This program will automatically transfer the required information from Sakai to the portfolio. The Table of Contents in Chalk & Wire program for the MSE in Counseling lists the details of the information included and is found below. Students will be required to pay an annual fee for this service. Near the completion of the graduate degree, this portfolio is submitted to faculty for review as a graduation requirement. It may also be accessed by the student to use for licensure and employment purposes. Students may allow access to their portfolios to persons such as prospective employers.

Questions about this service may be addressed to your advisor or an Office Assistant in the School of Education & Counseling who may be reached at 402-375-7389.

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Affirmation form
Program of Study
Self-Assessment of Professional Fitness
15 hour Graduate Student Form
Syllabi from courses completed

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CSL 646 paper (for College Counseling only)
Cumulative Grade Point Average
Summary of Professional Exam Results (CPCE, Praxis II)