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Fall 2015

EDGC 6550

Matthew Lyons
University of New Orleans

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EDGC 6550 – Foundations in School Counseling
Fall 2015
University of New Orleans
Counselor Education program
Tuesdays 7:00-9:45pm
3-credits
Room (ED 308-c)

Instructor

Matthew L. Lyons, Ph.D.   Office – ED 174
Phone Number: 504-280-5684   Office Hrs.: Mon 12-4, Tues 12-3 or by
mllyons@uno.edu   appointment.

Teaching Assistant

Anita Pool, LPC
ampool@my.uno.edu

Course Description: Prerequisite: EDGC 6400 and admission to degree program or consent of department. This course will provide an introduction to current concepts relative to the school counseling profession. Practical application of concepts within the diverse range of school environments will be covered. Structuring and implementation of a feasible comprehensive counseling program will be emphasized.

Required Texts

1. Erford, B. (2011). *Transforming the school counseling profession. (3rd ed.)*. Upper Saddle River, NJ: Pearson/Prentice Hall. IBSN – 0132462958
2. American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs (3rd ed)*. Alexandria, VA: Author (**ISBN:** 978-1-929289-32-5). Price: $44.95- Must purchase from ASCA website.
3. Download the Louisiana School Counseling Model (LaSCM): A Comprehensive Student Development Program from http://www.louisianaschools.net/lde/uploads/17066.pdf

Goals and Objectives: Course will introduce prospective school counselors to a model for planning, developing, implementing, managing, and evaluating a comprehensive guidance and counseling program (CSCP) with emphasis on student competencies. The course is designed to assist you in developing comprehensive school counseling programs by implementing concepts from the American School Counselor Association's National Model for School Counseling Programs. The emphasis will be on school counseling programs as critical components of the education enterprise, the planning and management of such a program, and the skills of school counselors. A central goal of this course will be acquiring an understanding of how school counselors can use leadership, advocacy, collaboration, and data-driven decision-making in partnership with school personnel to improve students' school achievement.

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Student Learning Outcomes:

See CACREP Rubric Below on page 6

Instructional Methods: A variety of instructional methods will be used in this course including short lectures, demonstrations, classroom discussion and simulations, student self-discovery, cooperative learning activities, and in-class writing activities. To augment the class topics, videos and guest speakers may be used. Moodle will be utilized as a supplement to deliver course instruction and materials. Time in class will frequently be very interactive and focus on application. Students are expected to have read assigned material each week before class.

Assignments

Mission and Philosophy Statement – 20 pts
In a small group, you will compose a mission (should be brief, realistic, and measurable [no more than a paragraph]) and philosophy statement (a philosophical statement that includes your beliefs about student learning) for your school counseling program. (A.2-A.5., E.2., E.3., G.1., K.2., M.1., M.4., M.6., O.1., O.2., O.4., O.5.).

Individual Counseling Action Plan - 20 Points
Create a counseling treatment plan for a student (elementary, middle, or high school) based upon a given case. At minimum you will generate a goal, 3 objectives, and efficacious interventions. Make sure your objectives and interventions are developmentally appropriate. A grading rubric will be provided. (C.1., C.4., D.1-3., E.1-3., G.1.)

Classroom Guidance Lesson - 20 Points
You will develop and implement a classroom guidance lesson for students at the grade level of your choice. The lesson has to address one of the three standards as outline in the ASCA National Model which include: Learning to Live (personal/social), Learning to Work (Career), and Learning to Learn (Academic). You will deliver the lesson to your peers who will act as students. Lessons should be interactive and age appropriate. Include activities and handout in your presentation. Lessons should be approximately 15 minutes. (A.1. –A.7., C.1., C.4., D.1. –D.3., E.1.-E.3., G.1., H.3., I.2.– I.5., J.3., K.1.–K.3., O.1.-O.5.).

Professional Topic Presentation - 20 Points
Students will research a mental health concern for children and/or adolescents and develop a presentation to present to an adult stakeholder population. The target audience can be parents, teachers, or administrators. A list of possible topics will be provided. (A.1. –A.7., C.1., C.4., D.1. –D.3., E.1.-E.3., G.1., H.3., I.2.– I.5., J.3., K.1.–K.3., M.1.-M.7., O.1.-O.5., P.1., P.2.).

School Counselor Interview – 20 Points
Each student will be required to interview a Certified School Counselor. Interview seeks awareness of program, how it addresses student needs, services offered, etc. You will provide a narrative summary of the interview approximately 4-6 pages. Interviewee should be someone who graduated from an accredited

school counseling program, works as a full-time Professional School Counselor, and who is not currently your supervisor or related to you. (A.1.-A.7., I.2.)

Comprehensive School Counseling Portfolio – **100 Points**
This project culminates the work of the course and represents your efforts to construct a comprehensive compilation of school counseling resources. As a school counselor you will be required plan, implement, manage, and evaluate a comprehensive school counseling program. Using the ASCA National Model, students will develop a portfolio designed to address a priority need for any grade(s), K-12. The processes for developing this project and the neccessary requirements will be specified in a supplemental handout provided the first day of class. The CSCP must be placed in a binder and/or saved to a CD to be submitted with your hard copy. This means some of your material may have to be scanned in. Scanners are available in the library. (A.1. –A.7., C.1., C.4., D.1. –D.3., E.1.-E.3., G.1., H.3., I.2.– I.5., J.3., K.1.–K.3., M.1.-M.7., O.1.-O.5., P.1., P.2.).

Grades/weights:

Mission/Philosophy Statement	**20**
Individual Counseling Plan	**20**
Classroom Guidance	**20**
Professional Topic Pres.	**20**
Interview	**20**
CSCP	**100**
TOTAL	**200**

       A = 90 points or higher
       B = 80 – 89
       C = 70 – 79
       D = 60 – 69
       F = Below 60

Technology: Students are responsible regarding the use of technology as it relates to each of the objectives covered in the course. Students will utilize technology through Moodle, multimedia resources, the UNO library services for identifying topics and locating literature for assignments. Students should check moodle and their UNO email regularly.

Late /Missed Assignments: Assignments are due by the end of class on the **_due date_**. A deduction of 5 points against the assignment will be incurred for each day late.

Grading: The professor of any course does not give you a grade. You earn your grade. By taking responsibility for your grade, you have more responsibility for your education and your professional life. All work will be expected to be of graduate level caliber.

Attendance is mandatory, as is class participation. Poor attendance and poor class participation will reflect on final course grades. If you cannot attend class, you must inform
the instructor, if you miss a class, you must inform the instructor as early as practicable via
Email. **Please use EDGC 6550 in the subject line of your email** to receive a prompt response.

Academic Integrity

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at http://www.studentaffairs.uno.edu.

Accommodations

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to http://www.ods.uno.edu.

Relevant CACREP 2009 School Counseling Standards

- – A.1. Knows history, philosophy, and trends in school counseling and educational systems.
- – A.2. Understands ethical and legal considerations specifically related to the practice of school counseling.
- – A.3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.
- – A.4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.
- – A.5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.
- – A.7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.
- – C.1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
- – C.4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.
- – D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
- – D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

- D.3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
- E.1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- E.2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
- E.3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
- G.1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
- I.2. Knows models of program evaluation for school counseling programs.
- I.4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
- I.5. Understands the outcome research data and best practices identified in the school counseling research literature.
- J.3. Analyzes and uses data to enhance school counseling programs.
- K.1. Understands the relationship of the school counseling program to the academic mission of the school.
- K.2. Understands the concepts, principles, strategies, programs, and practices designed to close the school.
- K.3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.
- M.1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
- M.2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
- M.3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
- M.4. Understands systems theories, models, and processes of consultation in school system settings.
- M.6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
- M.7. Knows school and community collaboration models for crisis/disaster preparedness and response.
- O.1. Knows the qualities, principles, skills, and styles of effective leadership.
- O.2. Knows strategies of leadership designed to enhance the learning environment of schools.
- O.3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
- O.4. Understands the important role of the school counselor as a system change agent.
- O.5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

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

Week	Topics	Chapter
8/25	Introduction and Syllabus School Counseling Profession, Roots, and Issues	1
9/8	ASCA Model & Outcomes Research	2
9/15	accountability /outcomes	5 & 6 Mission/Philos. Due
9/22	LASCA Model (on moodle)	Handout on Moodle
9/29	Developmental Guidance Lessons/ Transformational Thinking	4 & 10
10/6	Counseling in School Settings/ Multicultural	8 & 13 Counselor Interview Due
10/13	Academic Development and Career Planning	11 & 12 Begin Guidance Lessons and Professional Pres.
10/20	Complex student issues/problems/ Mental and Emotional Disorders	15, 16, & 17
10/27	Leadership/Advocacy/ Legal/Ethical	7 & 9
11/3	Consultation, Collaboration, etc.	14
11/10	Data/Prevention and Positive Psych.	Supplemental reading
11/17	Parenting	Supplemental reading
11/24	Data Review , ASCA/LASCA summary	
12/1	Integration of Theory	15 **CSCP Due**

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CACREP STANDARDS RUBRIC

Course #: _____   Student Name: _____
Professor:_____   Semester/Year:_____

0 = Unacceptable: Student did not meet the standard.
1 = Below Expectations: Student performed below expectations on the standard.
2 = Acceptable: Student adequately met the standard.
3 = Target: Student performed above expectations on the standard.

A.1. Knows history, philosophy, and trends in school counseling and educational systems. *Assessed by: Points to Ponder Small Group Discussion, Developing a Mission and Philosophy Statement, Comprehensive School Counseling Program (CSCP) Project*	
A.2. Understands ethical and legal considerations specifically related to the practice of school counseling. *Assessed by: Points to Ponder Small Group Discussion; Small and large group case studies completed in class; Comprehensive School Counseling Program (CSCP) Project*	
A.3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. *Assessed by: Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; School Counselor Interview and Observation Paper* *School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	
A.4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. *Assessed by: Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; School Counselor Interview and Observation Paper*	
A.5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. *Assessed by: Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; School Counselor Interview and Observation Paper; Developing a Counseling Action Plan based on a Case Study; Developing and Presenting a Classroom Guidance Lesson; Professional Topic Presentation to School Personnel and/or Parents; Newsletter; Comprehensive School Counseling Program (CSCP) Project*	
A.7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events. *Assessed by: Points to Ponder Small Group Discussion; School Counselor Interview and Observation Paper*	
C.1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. *Assessed by: Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; Developing a Counseling Action Plan based on a Case Study; School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	
C.4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. *Assessed by: Points to Ponder Small Group Discussion; School Newsletter; Comprehensive School Counseling Program (CSCP) Project*	
D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. *Assessed by: Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; Developing a Counseling Action Plan based on a Case Study; Professional Topic Presentation to School Personnel and/or Parents; School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling*	

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Program (CSCP) Project	
D.2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. *Assessed by: Points to Ponder Small Group Discussion; School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	
D.3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. *Assessed by: Points to Ponder Small Group Discussion; Developing a Counseling Action Plan based on a Case Study; Comprehensive School Counseling Program (CSCP) Project*	
E.1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. *Assessed by: Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; School Counselor Interview and Observation Paper; Developing a Counseling Action Plan based on a Case Study; School Newsletter; Comprehensive School Counseling Program (CSCP) Project*	
E.2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. *Assessed by: Points to Ponder Small Group Discussion; School Counselor Interview and Observation Paper; Developing a Counseling Action Plan based on a Case Study; School Newsletter; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
E.3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families. *Assessed by: Points to Ponder Small Group Discussion; School Counselor Interview and Observation Paper; Developing a Counseling Action Plan based on a Case Study; School Newsletter; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
G.1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. Assessed by: *Points to Ponder Small Group Discussion; Developing a Counseling Action Plan based on a Case Study; School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. Assessed by: *Points to Ponder Small Group Discussion; Developing a Counseling Action Plan based on a Case Study; In class exercises - Analyzing Data using EZAnalyze Program; Comprehensive School Counseling Program (CSCP) Project*	
I.2. Knows models of program evaluation for school counseling programs. Assessed by: *Points to Ponder Small Group Discussion; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	
I.4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card). Assessed by: *Points to Ponder Small Group Discussion; In class exercises - Analyzing Data using EZAnalyze Program; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	
I.5. Understands the outcome research data and best practices identified in the school counseling research literature. Assessed by: *Points to Ponder Small Group Discussion; Developing a Counseling Action Plan based on a Case Study; Comprehensive School Counseling Program (CSCP) Project*	
J.3. Analyzes and uses data to enhance school counseling programs. Assessed by: *Points to Ponder Small Group Discussion; In class exercises - Analyzing Data using EZAnalyze Program; Comprehensive School Counseling Program (CSCP) Project*	
K.1. Understands the relationship of the school counseling program to the academic mission of the school. Assessed by: *Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	

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K.2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. Assessed by: *Points to Ponder Small Group Discussion; Developing a Counseling Action Plan based on a Case Study; School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	
K.3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. Assessed by: *Points to Ponder Small Group Discussion; Developing and Presenting a Classroom Guidance Lesson; Professional Topic Presentation to School Personnel and/or Parents; Developing a Counseling Action Plan based on a Case Study; Comprehensive School Counseling Program (CSCP) Project*	
M.1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. Assessed by: *Points to Ponder Small Group Discussion; Developing a Counseling Action Plan based on a Case Study; School Newsletter; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
M.2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community. Assessed by: *Points to Ponder Small Group Discussion; Professional Topic Presentation to School Personnel and/or Parents; Developing a Counseling Action Plan based on a Case Study; Comprehensive School Counseling Program (CSCP) Project*	
M.3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. Assessed by: *Points to Ponder Small Group Discussion; School Newsletter; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
M.4. Understands systems theories, models, and processes of consultation in school system settings. Assessed by: *Points to Ponder Small Group Discussion; Professional Topic Presentation to School Personnel and/or Parents; Developing Counseling Action Plan based on a Case Study*	
M.6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. Assessed by: *Points to Ponder Small Group Discussion; Developing a Counseling Action Plan based on a Case Study*	
M.7. Knows school and community collaboration models for crisis/disaster preparedness and response. Assessed by: *Points to Ponder Small Group Discussion; School Counselor Interview and Observation Paper*	
O.1. Knows the qualities, principles, skills, and styles of effective leadership. Assessed by: *Points to Ponder Small Group Discussion; Professional Topic Presentation to School Personnel and/or Parents; Developing and Presenting a Classroom Guidance Lesson; Comprehensive School Counseling Program (CSCP) Project*	
O.2. Knows strategies of leadership designed to enhance the learning environment of schools. Assessed by: *Points to Ponder Small Group Discussion; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
O.3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. Assessed by: *Points to Ponder Small Group Discussion; Comprehensive School Counseling Program (CSCP) Project*	
O.4. Understands the important role of the school counselor as a system change agent. Assessed by: *Points to Ponder Small Group Discussion; Developing a Mission and Philosophy Statement; School Counselor Interview and Observation Paper; School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
O.5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. Assessed by: *Points to Ponder Small Group Discussion; School Newsletter; Developing and Presenting a Classroom Guidance Lesson; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	
P.1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school	

counseling program. Assessed by: *Points to Ponder Small Group Discussion; Comprehensive School Counseling Program (CSCP) Project*	
P.2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). Assessed by: *Points to Ponder Small Group Discussion; Professional Topic Presentation to School Personnel and/or Parents; Comprehensive School Counseling Program (CSCP) Project*	

Important Dates*

Last day to adjust schedule w/out fee……… 08/18/2015
Semester Classes Begin .... …… 08/19/2015
Last day to adjust schedule w/fee,
or withdraw with 100% refund...................... 08/25/2015
Last day to apply for December commencement   09/25/2015
Final day to drop a course or resign.............. 10/14/2015
Mid-semester examinations........................... 10/05-10/09/2015
Final examinations... 12/07-12/11/2015
Commencement.. 12/18/2015
Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here: http://www.registrar.uno.edu
Fall Semester Holidays
Labor Day 09/07/2015
Mid-semester break 10/15-10/16/2015
Thanksgiving 11/26-11/27/2015

Repeat Policy
When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.
Graduate Policies
Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student
Handbook: http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf

Academic Dishonesty Policy
http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf

Safety Awareness Facts and Education
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.uno.edu/student-affairs-enrollment-management/
UNO Counseling Services and UNO Cares
UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at http://www.uno.edu/counseling-services/. First-year students often have unique concerns, and UNO Cares is designed to address those students succeed. Contact UNO Cares
through http://www.uno.edu/fye/uno-cares.aspx.

Emergency Procedures
Sign up for emergency notifications via text and/or email at E2Campus
Notification: http://www.uno.edu/ehso/emergency-communications/index.aspx. All emergency and safety
procedures are explained at the Emergency Health and Safety Office: http://www.uno.edu/ehso/.

Diversity at UNO
As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the
university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the
people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of
Diversity Affairs promotes these values through a wide range of programming and
activities. http://diversity.uno.edu/index.cfm

Learning and Support Services
Help is within reach in the form of learning support services, including tutoring in writing and math and other
supplemental instruction. Visit the Learning Resource Center in LA 334, or learn more
at http://www.uno.edu/lrc/.

Affirmative Action and Equal Opportunity
UNO is an equal opportunity employer. The Human Resource Management department has more information
on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website:
http://www.uno.edu/human-resource-management/policies.aspx

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of counseling professionals viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

Roles and Responsibilities of Professionals in Counselor Education

- Design, implement, monitor, and evaluate programs. Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home.
- Advocate for children, services, and supports. Counselors are effective advocates for students, families, and school communities.
- Provide individual, group, and family counseling. Counselors promote school success as measured by the academic, career, and personal/social development of all students.

- Offer career and academic guidance. Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students.
- Collaborate to support group practice. Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory.
- Consult with teachers and parents/legal guardians. Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students.