

CHADRON STATE COLLEGE

Counselor Education Cohort Student Handbook Fall 2025



Counselor Education

Counselor Education at Chadron State College
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counseloreducation@csc.edu

<https://www.csc.edu/academics/counseling/>

 <https://www.facebook.com/groups/CSC.Coun.Program>

 <https://twitter.com/CSCCounseling>

WELCOME

The faculty, administration, and staff of the Department of Counselor Education welcome you to the Chadron State College Online Counselor Education Program. We hope your academic and professional experiences with us are positive and fulfilling as you begin one of our degree programs and embark on your chosen career as a professional counselor. This student handbook provides program curricula, faculty, performance outcomes, program and university policies, professional associations, and student services. We look forward to seeing you in classes and getting to know you better.

Sincerely,

Counselor Education Faculty

Core Faculty

- [Kathleen Woods](#), PhD, LPC, NCC, School Counselor-NE | Professor, Department Chair. *Contact:* 308-432-6239, Old Administration 201, kwoods@csc.edu. *Research Interests:* Program development and school counseling.
- [Tara Wilson](#), PhD, LMHP, NCC. | Professor, Clinical Mental Health Counseling Program Coordinator, CACREP Liaison, Co-director BHECN Panhandle. *Contact:* 308-432-6043, Miller Hall 223, twilson@csc.edu. *Research Interests:* Rural Counseling Issues, including recruitment and retention strategies for counselors serving rural environments.
- [Nathan Favaloro](#), PhD, LPC, NCC, School Counselor-LA | Assistant Professor, School Counseling Program Coordinator. *Contact:* 308-432-6332, Miller Hall 221, nfavaloro@csc.edu. *Research Interests:* School Counseling.
- [Teri Marrow](#), PhD, LPC, NCC, School Counselor-TX | Assistant Professor, Clinical Coordinator. *Contact:* tmarrow@csc.edu. *Research Interests:* multiculturalism, School Counseling, homelessness, and bullying.
- [Jennifer Bays](#), PhD, LPC, NCC, BC-TMH | Remote Lecturer. *Contact:* jbays@csc.edu.

Affiliate Faculty

- [Lauren Coffey](#), PhD
- [Amanda DeDiego](#), PhD, LPC
- [Ann Jamison](#), MAE, LIMHP, PLADC
- [Branis Knezevic](#), PhD, LMHP, School Counselor
- [Rachel Ratliff](#), PhD, LPC
- [Michael Steube](#), MAE, LPC
- [Jennifer Taylor](#), MAE, LMHP, LADC
- [Loni Watson](#), MAE, School Counselor

COUNSELOR EDUCATION PROGRAM STUDENT HANDBOOK

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INTRODUCTION

The Chadron State College Department of Counselor Education offers online graduate degrees in Clinical Mental Health Counseling, School Counseling, and Mental Health and Addictions. We also offer undergraduate minor degrees in addictions.

As part of this year's exciting changes, our graduate Counselor Education program has transitioned to a cohort model. In this structure, all students in each cohort move through their program together, taking the same courses each term. This model fosters a strong sense of community, support, and collaboration among students and faculty. Because each course builds intentionally on the last, the sequence is fixed, and all students must follow the same progression throughout the program without deviation. We admit students twice a year for a fall or spring cohort.

The Master of Arts in Education, Clinical Mental Health Counseling degree is nationally accredited by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), meeting the Nebraska Department of Health and Human Services-Clinical Mental Health Counseling curriculum requirements.

The Master of Science in Education-School Counseling is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP), meeting the Nebraska Department of Education (NDE)-School Counselor Endorsement curriculum requirements. We offer two curriculum options: Option 1-School Counseling is designed for students with valid teaching certificates. Option 2-School Counseling and Teacher Certification is intended for students without a teaching degree, requiring additional graduate coursework in teacher education.

The Education Specialist-Mental Health and Addictions degree is uniquely designed to cater to students who already hold a CSC School Counseling master's degree and are interested in a post-master's degree in Mental Health and Addictions. This degree offers the PLMHP and PLADC courses, leading to a Nebraska provisional license in these fields.

Additionally, we offer four undergraduate minor degree programs in Mental Health Counseling and Addiction. The Mental Health and Addictions—Alcohol and Drug Counseling minor meets the Nebraska Department of Health and Human Services curriculum requirements for a Provisional License Alcohol and Drug Counselor (PLADC). Our four undergraduate minor degrees are in Alcohol and Drug Counseling, Criminal Justice, Social Welfare, and Wellness.

Nebraska Alcohol & Drug Counseling: The graduate MAE in Clinical Mental Health Counseling and the EdS program coursework meet the Nebraska requirements for Provisional licensure as an [Alcohol & Drug Counselor](#) (PLADC). Undergraduate students pursuing a PLADC should complete the Mental Health and Addiction - Alcohol and Drug Counseling minor.

[Tevera License +CCS-R© Assessment:](#) A unified platform supporting mental health training and practice. Tevera has developed standardized workflows and form sets aligned with CACREP standards to support many counseling programs. Tevera's field education software makes it easier to manage placement sites, track student performance, and develop career skills supporting CACREP, ASCA, and CAEP accreditation. This required Tevera is purchased during your first CSC counseling course.

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, Swank, & Blount, 2015) The Counselor Competencies Scale—Revised (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors. This assessment is located in Tevera.

Counselor Preparation Certification Examination (CPCE): Clinical Mental Health Counseling Students must pass this exam before graduation. You may only attempt the exam twice within six months. Please get in touch with your advisor after two failed attempts.

PRAXIS School Counseling Subject Exam #5422: School Counseling Students must pass this exam before graduation.

CSC Online/Canvas: All counseling courses are offered in CSC online on the Canvas learning management platform, in which all instruction, assignments, projects, papers, quizzes, and exams are completed through a virtual classroom (your personal computer!). You will actively engage in learning by communicating online to the instructor and other students. Some of your online courses will require you to meet for virtual synchronous meetings on a particular night of the week.

MyCSC: Provides access to your college records. In MyCSC, you can enroll in classes, search offered courses by semester, and see which courses you've completed. Please take the time to become familiar with your MyCSC.

New Student Orientation Video: This video will provide valuable information regarding our program. Please watch this video either before or during your first semester. Watching this video is an admissions requirement and is found on the CSC Website Homepage.

Program Mission

Our mission is to prepare highly effective counselors equipped with the knowledge, skills, and dispositions to serve a diverse, multicultural, and global society with marginalized populations. The faculty, current and former students, and community partners provide input to achieve our mission through the following objectives.

Integrated Student Learning and Program Objectives

(Aligned with CACREP 2024 & ASCA 2019 Standards)

Graduates of the counseling program will be able to **demonstrate** the following competencies, while the program will **facilitate** and **support** these outcomes through curriculum, training, and supervision:

1. Exemplify Professionalism and Ethical Practice

Standards: CACREP 3.1 | ASCA B-PF 3–4

Students will **demonstrate** ethical behavior and professional identity as counselors.

The program will **model** and reinforce ethical decision-making and professionalism.

Standards: CACREP 3.1 | ASCA B-PF 3-4

2. Implement Culturally Responsive and Advocacy Practices

Standards: CACREP 3.2 | ASCA B-PF 6, B-SS 6

Students will **advocate** for culturally responsive and equitable counseling practices. The program will **promote** equity, inclusion, and cultural competence throughout all learning experiences.

3. Apply Human Development Theories Across the Lifespan

Standards: CACREP 3.3 | ASCA B-PF 1

Students will **apply** human development theories across the lifespan to support diverse client needs. The program will **integrate** comprehensive developmental content into training.

4. Utilize Career and Academic Development Frameworks

Standards: CACREP 3.4 | ASCA B-PF 5

Students will **support** academic and career development through relevant counseling interventions. The program will **equip** students with current tools, models, and strategies.

5. Demonstrate Counseling Relationship and Intervention Skills

Standards: CACREP 3.5 | ASCA B-SS 3

Students will effectively **implement** counseling relationships and interventions. The program will **provide** supervised opportunities to develop core counseling skills.

6. Design and Lead Group Counseling Experiences

Standards: CACREP 3.6 | ASCA B-SS 1

Students will **facilitate** group counseling sessions that foster growth and cohesion. The program will **offer** experiential training in group leadership and dynamics.

7. Administer and Interpret Assessments to Guide Practice

Standards: CACREP 3.7 | ASCA B-PF 8

Students will **interpret** assessments to guide ethical and data-informed practice. The program will **ensure** training in test selection, administration, and analysis.

8. Conduct and Apply Research for Program and Practice Improvement

Standards: CACREP 3.8 | ASCA B-PA 5

Students will **apply** research to improve counseling practice and program outcomes. The program will **incorporate** research literacy and data-driven decision-making into coursework.

9. Exhibit Competence in Specialty Area Practice

Standards: CACREP 5.C & 5.G | ASCA All Domains

Students will **demonstrate** competence in their counseling specialty area through targeted interventions. The program will **deliver** focused training aligned with licensure and certification standards. Advising

Advising

Upon admission, students pursuing a degree will have an assigned faculty advisor. Meeting with your designated advisor immediately after admission and doing so regularly is a

requirement. You are responsible for contacting your advisor to schedule these meetings. Your advisor can help update you on program or professional developments, and offer guidance and encouragement throughout your academic journey.

Accreditations & NDE Approval

1. CSC is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA).
2. The Clinical Mental Health Counseling degree program is accredited by the Council for Accreditation of Counseling and Related Programs (CACREP).
3. The School Counseling degree program is approved by the Nebraska Department of Education (NDE) Title 92, Rule 24.006.47 School Counselor Endorsement, and accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP).

Diversity Statement

Faculty value diversity among its student population and in society at large. The Counselor Education Department recruit's students from various backgrounds, experiences, and cultural influences. Integrated into all aspects of our program is a commitment to and appreciation of individual differences, including student selection and admissions, faculty hiring, classroom instruction, texts, teaching materials, clinical practice and supervision, departmental administration, day-to-day operations, and policy formation.

The Counselor Education program views recruiting and retaining diverse students from the western High Plains States as a significant focus. We broadly define the term diverse to include ethnic, racial, and cultural identities, personal world views, gender identity, sexual preference, age differences, and the challenges associated with disabilities of various kinds. To attract and support a diverse student population, we have taken several initiatives, including but not limited to the following:

1. *Flexibility*—Our course schedules meet the needs of a diverse, non-traditional student population. We deliver courses in an online instructional format and provide options for students who need to complete a program in stages or part-time.
2. *Affordability*—Our tuition is highly competitive with other Nebraska institutions and significantly less than that of many online programs offered by private and for-profit institutions.
3. *Financial Support*—Our College offers a financial assistance program (FAFSA) that is open to all students without discrimination. Our program provides an on-campus graduate assistantship that covers tuition and provides a stipend.
4. *Advertising*—Our program actively advertises a strong emphasis on diversity.

ONLINE GRADUATE DEGREE PROGRAMS

The Counselor Education Department prepares students as professional counselors in Clinical Mental Health, School, and Addiction Counseling. We offer three graduate degrees. An MAE in Clinical Mental Health Counseling (CMHC), and an MEd in School Counseling (SC) and an EdS in Mental Health and Addictions. In addition, we offer coursework required

to obtain the [Nebraska Licensed Alcohol & Drug Counselor \(LADC\) Licensure](#). Please review the [Graduate Studies](#) and the [Counselor Education](#) website for more information.

MAE Clinical Mental Health Counseling (CMHC)

The CACREP-accredited Masters of Arts in Education (MAE) in Clinical Mental Health Counseling (CMHC) will equip you with entry-level skills to work as a counselor in a variety of community and agency settings such as counseling centers, drug and substance abuse centers, career counseling centers, employee assistance programs in business and industry, adult probation offices, Veteran administration, MHMR agencies, corrections, and private counseling practice. Upon graduation, you will have the coursework required to obtain the Provisional Nebraska Licensed Mental Health Practitioner (PLMHP) and Provisional Nebraska Licensed Alcohol & Drug Counselor (PLADC).

Currently, [Nebraska DHHS](#) requires 60 credit hours of academic coursework to be eligible for licensure as a PLMHP. In addition, the program requires you to pass the [Counselor Preparation Comprehensive Examination \(CPCE\)](#) and Graduate e-Portfolio. You will have seven (7) years to complete the MAE degree. The state regulates all licensure requirements for the PLMHP and PLADC.

CMHC Program Curricula

The CMHC MAE requires the completion of 60 credit hours of graduate academic work. You are responsible for meeting academic program requirements and meeting with your faculty advisor regularly. The program curricula and conditions are subject to change at any time.

The CMHC graduate Counselor Education program is a cohort model. In this structure, all students in each cohort move through their program together, taking the same courses each term. This model fosters a strong sense of community, support, and collaboration among students and faculty. Because each course builds intentionally on the last, the sequence is fixed, and all students must follow the same progression throughout the program without deviation. We admit students twice a year to begin a fall or spring cohort.

MAE Clinical Mental Health Counseling-Fall Start Course Sequence

COURSE #	COURSE TITLE	PRE-REQUISITE	CR HR	GRADE	TRANSFER/SUBSTITUTION (up to 9 credit hours)
1st Year—Fall					
COUN 500	Counseling Orientation		0		
COUN 502	Introduction to CMHC		3		
COUN 535	Multicultural Counseling		3		
COUN 541	Counseling Theories		3		
1st Year—Spring					
COUN 523	Diagnoses and the DSM		3		
COUN 533	Ethical and Legal Issues in Counseling		3		
COUN 638	Counseling Skills and Techniques	COUN 500, 502, 535, 541	3		
1st Year—Summer					
COUN 532	Treatment Issues in Addictions		3		
COUN 534	Counseling Assessment		3		

2nd Year—Fall

COUN 634	Group Counseling		3		
COUN 629	Counseling Children		3		
COUN 641	Counseling Research and Program Evaluation		3		
2nd Year—Spring					
COUN 537	Human Development		3		
COUN 636	Couples and Family Counseling		3		
COUN 645	CMHC Practicum	COUN 523, 533, 534, 634, 638, 641	3		
2nd Year—Summer					
COUN 520	Psychopharmacology, Social and Medical Issues in Addictions	COUN 532	3		
COUN 632	Career Development		3		
3rd Year—Fall					
COUN 630	Crisis Counseling		3		
COUN 680	CMHC Internship I	COUN 645	3		
3rd Year—Spring					
COUN 545	Essentials of Addiction Counseling & Case Management	COUN 520	3		
COUN 681	CMHC Internship II	COUN 680	3		
Total Credit Hours			60		

Notes:

- Must pass COUN 500, 502, 535, and 541 to enroll in COUN 638 Counseling Skills and Techniques.
- Must pass COUN 523, 533, 534, 634, 638, and 641 to enroll in COUN 645 CMHC Practicum.
- Must earn an A or B in COUN 502, 523, 533, 541, 634, and 638 to enroll in COUN 645 CMHC Practicum.
- Must earn an A or B in COUN 645 to enroll in COUN 680 CMHC Internship I.
- Must earn an A or B in COUN 680 to enroll in COUN 681 CMHC Internship II.
- Must pass the Counselor Preparation Comprehensive Examination (CPCE) to graduate.
- Must submit an e-portfolio to graduate.

MSEd School Counseling (SC)

The CAEP-accredited Master of Science in Education (MSEd) School Counseling program provides the academic training to pursue the Nebraska School Counselor endorsement. The Nebraska Department of Education (NDE) has final endorsement approval. Our curriculum meets the American School Counselor Association (ASCA) Professional Standards. Students are responsible for meeting academic program requirements and are advised to meet with their faculty advisor regularly.

The SC graduate degree program is a cohort model. In this structure, all students in each cohort move through their program together, taking the same courses each term. This model fosters a strong sense of community, support, and collaboration among students and faculty. Because each course builds intentionally on the last, the sequence is fixed, and all students must follow the same progression throughout the program without deviation. We admit students twice a year to begin a fall or spring cohort.

Students may no longer choose to complete only one level of endorsement. All School Counseling graduates will complete six credit hours for a Pk-12 Endorsement. Nebraska Department of Education Endorsement Level:

School Counseling (PK-12) prepares school counselors to work with and apply for the (PK-12) grade level. This level requires a 900-hour internship (450 hours in an elementary setting and 450 in a secondary setting).

School Counseling Program Curricula

Option 1 Program: This 42-credit-hour program is designed for students with a valid teaching certificate. The program curricula and requirements are subject to change at any time.

MSEd School Counseling-Option 1 Fall Start Course Sequence

COURSE #	COURSE TITLE	PRE-REQUISITE	CR HR	GRADE	TRANSFER/SUBSTITUTION (up to 9 credit hours)
1st Year—Fall					
COUN 500	Counseling Orientation		0		
COUN 503	Introduction to School Counseling		3		
COUN 634	Group Counseling		3		
1st Year—Spring					
COUN 541	Counseling Theories		3		
COUN 533	Ethical and Legal Issues in Counseling		3		
1st Year—Summer					
COUN 534	Counseling Assessment		3		
COUN 535	Multicultural Counseling		3		
2nd Year—Fall					
COUN 641	Counseling Research and Program Evaluation		3		
COUN 638	Counseling Skills and Techniques	COUN 500, 503, 535, 541	3		
2nd Year—Spring					
COUN 632	Career Development		3		
COUN 646	School Counseling Practicum	COUN 533, 534, 634, 638, 641			
2nd Year—Summer					
Choose:	COUN 629 Counseling Children or COUN 630 Crisis Counseling		3		
COUN 537	Human Development		3		
2nd Year—Fall					
COUN 682	School Counseling Internship I	COUN 646	3		
2nd Year—Spring					
COUN 683	School Counseling Internship II (PK-12)	COUN 682	3		
	Total Credit Hours		42		

Option 2-Program: This 54-credit-hour program is designed for students without a valid teaching certificate or teacher education degree. It will provide students with the state-required background in education to obtain a Nebraska initial teacher certification and School Counselor endorsement.

MSEd School Counseling-Option 2 Fall Start Course Sequence

COURSE #	COURSE TITLE	PRE-REQUISITE	CR HR	GRADE	TRANSFER/SUBSTITUTION if applicable
1st Year—Fall 25					
COUN 500	Counseling Orientation		0		
COUN 503	Introduction to School Counseling		3		

COUN 533	Ethical and Legal Issues in Counseling		3		
COUN 541	Counseling Theories		3		
1st Year—Spring 26					
COUN 534	Counseling Assessment		3		
COUN 535	Multicultural Counseling		3		
COUN 634	Group Counseling		3		
1st Year—Summer 26					
COUN 537	Human Development		3		
EDUC 530	Integrated Classroom Methods		3		
2nd Year—Fall 26					
Choose:	COUN 629 Counseling Children or COUN 630 Crisis Counseling		3		
COUN 638	Counseling Skills and Techniques	COUN 500, 503, 535, 541	3		
COUN 641	Counseling Research and Program Evaluation		3		
2nd Year—Spring 27					
COUN 632	Career Development		3		
COUN 646	School Counseling Practicum	COUN 533, 534, 634, 638, 641	3		
READ 535	Reading and the At-Risk Student		3		
2nd Year—Summer 27					
EDCI 635	Curriculum Development		3		
SPED 532	Survey of Special Education		3		
3rd Year—Fall 27					
EDUC 639	Advanced Methods of Perf Assessment		3		
COUN 682	School Counseling Internship I	COUN 646	3		
3rd Year—Spring 28					
COUN 683	School Counseling Internship II (PK-12)	COUN 682	3		
Total Credit Hours			54-57		

Note:

- Must pass COUN 500, 503, 535, and 541 to enroll in COUN 638 Counseling Skills and Techniques.
- Must pass COUN 533, 534, 634, 638, and 641 to enroll in COUN 646 School Counseling Practicum.
- Must earn an A or B in COUN 503, 533, 541, 634, and 638 to enroll in COUN 646 Practicum.
- Must earn an A or B in COUN 646 to enroll in COUN 682 School Counseling Internship I
- Must earn an A or B in COUN 682 to enroll in COUN 683 School Counseling Internship II
- Must pass the Praxis® Professional School Counselor (5422) to graduate.
- Must submit an e-portfolio to graduate.

EdS Mental Health and Addictions (MH&A)

The Education Specialist-Mental Health and Addictions degree is uniquely designed to cater to students who already hold a CSC School Counseling master's degree and are interested in a post-master's degree in Mental Health and Addictions. This degree offers the PLMHP and PLADC courses, leading to a Nebraska provisional license in these fields.

The EdS graduate degree program is a cohort model. In this structure, all students in each cohort move through their program together, taking the same courses each term. This model fosters a strong sense of community, support, and collaboration among students and faculty. Because each course builds intentionally on the last, the sequence is fixed, and all students must follow the same progression throughout the program without deviation. We admit students twice a year to begin a fall or spring cohort

EdS Mental Health and Addictions-Fall Start Course Sequence

COURSE #	COURSE TITLE	PRE-REQUISITE	CR HR	GRADE	TRANSFER/SUBSTITUTION (up to 9 credit hours)
1st Year—Fall					
COUN 500	Counseling Orientation		0		
COUN 502	Introduction to CMHC		3		
COUN 523	Diagnoses and the DSM		3		
1st Year—Spring					
COUN 532	Treatment Issues in Addictions		3		
COUN 645	CMHC Practicum	COUN 500, 502, 523	3		
1st Year—Summer					
COUN 520	Psychopharmacology, Social and Medical Issues in Addictions	COUN 532	3		
COUN 636	Couples and Family Counseling		3		
2nd Year—Fall					
Choose:	COUN 629 Counseling Children or COUN 630 Crisis Counseling		3		
COUN 680	CMHC Internship I	COUN 645	3		
2nd Year—Spring					
COUN 681	CMHC Internship II	COUN 680	3		
COUN 545	Essentials of Addiction Counseling & Case Management	COUN 520	3		
	Total Credit Hours		30		

Notes:

- Must earn an A or B in COUN 500, 502, and 523 to enroll in COUN 645 CMHC Practicum.
- Must earn an A or B in COUN 645 to enroll in COUN 680 CMHC Internship I.
- Must earn an A or B in COUN 680 to enroll in COUN 681 CMHC Internship II.
- Must pass the Counselor Preparation Comprehensive Examination (CPCE) to graduate.
- Must submit an e-portfolio to graduate.

Many other states and accrediting organizations, such as the [Council for Accreditation of Counseling & Related Educational Programs](#) (CACREP), require more academic credit hours for school counseling endorsement. Thus, review your state standards for a specific policy.

Graduate Field Experience

Graduate students will spend a substantial amount of time in fieldwork to meet the requirements for practicum and internship. Although our courses are online and most synchronous classes are offered in the evening, the fieldwork experiences are typically completed during daytime hours. **You must reserve your place in Practicum and Internship before every semester you intend to enroll.** If you fail to reserve a spot in the class, you may experience delays in your graduation timeline.

Deadlines:

- **March 1**—Summer and Fall semester reservations due.

- **October 1**—Spring semester reservations due.

The reservation form is found on the CE Website => Current Student Resources => Professional Practice. **For more information, please see the Practicum and Internship Handbook on the program website.**

Academic Performance & Transfer Credit

Grade Point: Graduate Counselor Education program students must achieve and maintain a grade point average (GPA) of 3.0 (4.0 = A) for graduation. Students must earn a B or higher in COUN 523, 531, 533, 541, 601, 602, 631, & 640. When the student's GPA falls below 3.0, the student's graduate status will be lowered to non-degree seeking. Students earning a grade of C or below in a practicum/internship may be terminated from the counseling program.

Transfer Credit: All courses obtained from another counseling program (9 credit hours maximum) will be considered for transfer, except for Practicum and Internship courses. Each transfer credit must carry a grade of B or higher, and those with grades of P or S will not be accepted. Acceptance of transfer credit is contingent upon approval of the counselor Education faculty and the school Dean. Your responsibility is to supply information establishing any course for transfer as equivalent to a class at Chadron State College. Usually, the equivalency can be established by meeting with your faculty advisor at Chadron State College and providing a course description and syllabus for the course under consideration. All requirements for master's degrees must be met within seven years from the year the student completes the first graduate course that is to apply toward the degree. For further information, please see the [CSC Transfer Policy](#).

Equal Access: Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Financial Assistance

Financial assistance is available to graduate students, usually via student loans and graduate assistantships. Students interested in financial aid should contact the [START Financial Aid Office](#), Crites Hall First Floor, 1-800-CHADRON (1-800-242-3766).

[BEHAVIORAL HEALTH EDUCATION CENTER OF NEBRASKA \(BHECN\)](#): BHECN commits to increase the number of students training in the behavioral health fields in all areas of the state. Please visit the BHECN Student Program site for funding and scholarship opportunities. You may also contact [Dr. Tara Wilson](#), CSC Associate Professor and BHECN Panhandle Co-director, for more information.

[The Quell Foundation](#) promotes open, judgment-free dialogue to normalize the conversation around mental health. The Foundation awards scholarships for a brighter future in the mental health field, increases access to services for better care and treatment, and encourages sharing personal stories to inspire hope.

[Nebraska Student Loan Program \(NSLP\)](#) awards forgivable student loans to Nebraska medical, dental, physician assistant, and graduate-level clinical mental health students who agree to practice in an approved specialty in a state-designated shortage area. Applications are accepted April 1 through June 1 of each year to the Nebraska Department of Health & Human Services, Office of Rural Health, P. O. Box 95026 Lincoln, NE, 68509-5026, (402) 471-2337.

[Graduate Assistantships](#). A limited number of Graduate Assistantships, which cover tuition and provide a stipend, are available for students enrolled in a graduate degree program. Assistantships offer assignments designed to provide opportunities for supervised educational experiences at the graduate level. Graduate assistants should maintain full-time status while serving as assistants.

PROFESSIONAL IDENTITY

Professional Ethics

The Counselor Education faculty endorse and implement [the American Counseling Association \(ACA\) Code of Ethics \(2014\)](#) and the [American School Counselor Association \(ASCA\) Ethical Standards for School Counselors \(2022\)](#). Students and supervisees preparing to become counselors must adhere to these ethical standards with the same obligations to clients as professional counselors require.

Professional Dispositions

Counselor Education students are held to a higher standard due to anticipated interaction with clients and community members. As prospective counselors, you are expected to represent the College as professionals and adhere to the ethics and standards of the counseling profession. In addition to the Student Code of Conduct, professional dispositions apply to all students in the Counselor Education Program before, during, and after your Field Experiences. The standards address affective attributes and general dispositions attributed to a counselor. Please see Professional Dispositions in the appendix. Dispositions will be reviewed regularly throughout your program. Faculty will consult and potentially remediate students who fail to meet these standards.

National Credentials

The benefits of national certification are three-fold: by participating in the certification process, you will be acknowledged for your competencies and accomplishments as a nationally certified counselor, and you will be elevating your professional identity, which could be important to your building principal and community stakeholders, and you may receive financial incentives from your state and local school board. Consider obtaining National Credentials with the National Board of Certified Counselors, Inc. (NBCC) and the National Board of Professional Teaching Standards (NBPTS). To receive more information about these two certifications, visit the [NBCC](#) and the [NBPTS](#) websites.

Professional Organizations

We encourage you to join a variety of professional associations that promote the interests of counselors. The counseling faculty actively participate as members of these groups. Membership applications can be obtained directly from the organization or faculty.

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304-3303
1-800-347-6647
www.counseling.org

675 North Washington Street, Suite 470
Alexandria, VA 22314
800-326-2642 or 703-548-6002
www.amhca.org

American School Counselors Association
(ASCA)
801. N. Fairfax St., Suite 310
Alexandria, VA 22314
703-683-ASCA
www.schoolcounselor.org

Nebraska Counseling Association
P.O. Box 283
Kearney, NE 68848-0283
402-509-8080 or 800-758-3010
www.necounseling.org

American Mental Health Counselors
Association (AMHCA)

Nebraska School Counselor Association
PO Box 81863
Lincoln, NE 68501
www.neschoolcounselor.org

Student Appropriate Activities

Students may be interested in obtaining experiences in the field to further their education or exposure to counseling settings. Students are encouraged to seek opportunities that allow for skill development and familiarity with counseling settings. However, students are only encouraged to accept paid or volunteer positions for which they are qualified and trained. Students are advised to seek jobs that provide appropriate supervision, guidance, and on-site licensed practitioners.

APPENDICES

Appendix A: Graduate Counselor Education Course Descriptions

COUN 502 Introduction to Clinical Mental Health Counseling 3-Credits

This introduction to clinical mental health counseling addresses professional principles and practices in the context of history, identity, roles, and trends affecting the field and practice of mental health counseling in community and agency settings.

COUN 503 Introduction to School Counseling 3-Credits

This introduction to school counseling course prepares students for effective program development, delivery, and evaluation based on the national ASCA model. It focuses on the career, academic, personal, and social development aspects of school counseling.

COUN 520 Psychopharmacology, Social and Medical Issues in Addictions 3-Credits

This course will explore medical and psychosocial aspects of alcohol/drug use, abuse, and addiction. Designed to meet licensure for Alcohol and Drug Counseling, the emphasis is on psychopharmacology and addiction.

COUN 523 Diagnoses and The DSM 3-Credits

The course explores psychopathology's social-biological origins and dynamics in adults and children. It introduces students to the latest edition of the Diagnostic and Statistical Manual of Mental Disorders to facilitate making psychological diagnoses. Students will also receive an overview of the etiology of various psychological disorders crucial to helping clinicians recognize how psychopathology may develop, is maintained, and respond to treatment. Identifying variables associated with the onset and maintenance of psychological disorders may also help students differentiate among various psychological disorders. Minimum grade of B.

COUN 532 Treatment Issues in Addiction 3-Credits

This course explores chemical and behavioral dependency recognition, co-occurring disorders, and their impact on medical and mental health issues.

COUN 533 Ethical and Legal Issues in Counseling 3-Credits

This course enhances students' understanding of ethical principles, professional codes, and decision-making skills. It will examine legal statutes that influence counselor conduct, highlight examples of malpractice, and present risk management strategies to support healthy counseling practices in school and clinical mental health environments. Minimum grade of B

COUN 534 Counseling Assessment 3-Credits

This course examines basic assessment principles, including achievement, aptitude, and intelligence tests, interest and personality inventories, diagnostic measures, client outcome and rating measures, clinical interviews, and observations. Students can conduct assessments, interpret assessment results, and write assessment reports.

COUN 535 Multicultural Counseling 3-Credits

This course explores multicultural concepts, cultural identity development, and application of counseling strategies appropriate for culturally diverse clients. It also focuses on social justice and advocacy strategies, examining personal attitudes toward diverse populations to increase multicultural competency.

COUN 537 Human Development 3-Credits

This course examines human growth and development across the lifespan. The student will review an emphasis on physiological, cognitive, social, emotional, personality, spiritual, and moral development, as well as legal, ethical, and diversity issues concerning human growth and development.

COUN 541 Counseling Theories 3-Credits

This course provides an overview of foundational theoretical models of counseling. Students will develop an understanding of core counseling theories and their origins, philosophical tenets, and applications. Students will also examine their own theoretical beliefs and identify a personal theoretical orientation to inform their approach to counseling. Minimum grade of B.

COUN 545 Essentials of Addiction Counseling and Case Management 3-Credits

This course will explore specific approaches to alcohol and drug assessment. Students will explore the identification and development of addiction treatment planning strategies and case management.

COUN 629 Child and Adolescent Counseling 3-Credits

This course explores counseling theories, models, and therapeutic techniques for children and adolescents. Emphasis is on applying models, theories, and the appropriate selection and execution of counseling interventions specific to school-age.

COUN 630 Crisis Counseling 3-Credits

This course will examine disaster response, crisis prevention, and intervention. Students will increase their knowledge and application of crisis assessment, prevention, and intervention techniques drawn from theoretical frameworks, including the time-limited nature of crisis intervention, related legal and ethical issues, and appropriate interfacing with relevant service providers. Online synchronous participation may be required.

COUN 632 Career Development 3-Credits

This course examines career development theories and lifestyle approaches throughout the lifespan. Students explore the impact of career choices across the lifespan and how to utilize career assessments and access career information for counseling clients. Students will also explore common occupational issues and the interrelationships between work and other life roles. Online synchronous participation may be required.

COUN 634 Group Counseling 3-Credits

This course examines group dynamics in theory and practice. Students will explore various types of counseling groups, group stages and dynamics, ethical considerations, diversity, and facilitation skills. The course includes a weekly synchronous small group counseling experience. Online synchronous and asynchronous participation. Minimum grade of B.

COUN 636 Couple and Family Counseling 3-Credits

This course provides an overview of the historical roots and primary theoretical orientation of couple and family counseling. The course examines the application of therapeutic interventions, research trends, and ethical principles through a systemic lens.

COUN 638 Counseling Skills and Techniques 3-Credits

This course provides an opportunity to develop essential communication, interviewing, and counseling competencies. A focus is on developing the listening and interviewing skills

necessary to utilize techniques across various theoretical orientations. It emphasizes counselor self-awareness counselor development and includes recorded counseling interviews and role-plays. Online synchronous and asynchronous participation. Minimum grade of B.

COUN 641 Counseling Research and Program Evaluation 3-Credits

This course introduces quantitative, qualitative, and mixed research methods. Emphasis will be placed on counseling specific research as the course will encourage students to develop their identity as a practitioner researcher. Counselor program evaluation methods and data collection will be explored

COUN 645 Clinical Mental Health Counseling Practicum 3-Credits

This introductory field experience allows eligible clinical mental health counseling students to begin applying theoretical knowledge, counseling skills, and critical thinking skills in a real-world clinical setting. Under the supervision of licensed mental health professionals, students will engage in direct counseling activities, assessment, and intervention strategies while adhering to Nebraska state requirements for mental health practitioner licensure. Enrollment is limited to students accepted into the Clinical Mental Health MAE or Mental Health and Addictions Ed.S programs. Each student must accrue 100 clock hours with at least 40 hours of direct service. The semester before enrollment, the student must complete the practicum application process and be pre-approved. Instructor Consent. Online synchronous and asynchronous participation; Minimum grade of B.

COUN 646 School Counseling Practicum 3-Credits

This introductory field experience allows eligible school counseling students to engage in practical counseling and guidance activities within a Pre-Kindergarten through Grade 12 school setting. Under the supervision of a faculty supervisor and endorsed school counselor, students will begin to apply their theoretical knowledge and develop essential skills to support adolescents in their academic, social, and emotional growth, aligning with Nebraska state law requirements for school counselor endorsement. Each student must accrue 100 clock hours with at least 40 hours of direct service. The semester before enrollment, the student must complete the practicum application process and be pre-approved. Instructor Consent. Online synchronous and asynchronous participation; Minimum grade of B.

COUN 680 Clinical Mental Health Counseling Internship I 3-Credits

This field experience is designed for eligible clinical mental health students to build upon practicum and more intensely apply theoretical knowledge, counseling skills, and critical thinking skills in a real-world clinical setting. Under the supervision of licensed mental health professionals, students will engage in direct counseling activities, assessment, and intervention strategies while adhering to Nebraska state requirements for mental health practitioner licensure. Each student must accrue 300 clock hours with at least 150 hours of direct service. The semester before enrollment, the student must complete the internship application process and be pre-approved. Enrollment is limited to students accepted into the Clinical Mental Health Counseling MAE and the Mental Health and Addictions Ed.S programs. Instructor Consent. Online synchronous and asynchronous participation; Minimum grade of B.

COUN 681 Clinical Mental Health Counseling Internship II 3-Credits

This advanced field experience is a capstone for eligible Clinical Mental Health Counseling students, allowing them to refine theoretical knowledge, counseling skills, and critical thinking skills necessary in a real-world clinical setting. Under the supervision of licensed

mental health professionals, students will engage in direct counseling activities, assessment, and intervention strategies while adhering to Nebraska state requirements for mental health practitioner licensure. Each student must accrue 300 clock hours with at least 150 hours of direct service. The semester before enrollment, the student must complete the internship application process and be pre-approved. Enrollment is limited to students accepted into the Clinical Mental Health Counseling MAE and the Mental Health and Addictions Ed.S programs. Instructor Consent. Online synchronous and asynchronous participation; Minimum grade of B.

COUN 682 School Counseling Internship-Elementary 3-Credits

This culminating field experience is designed for eligible School Counseling students to build upon the practicum experience and more deeply engage in counseling and guidance activities within an elementary school setting. Under the supervision of endorsed school counselors, students will immerse themselves in the practical application of counseling theories and techniques to support adolescent students in their academic, social, and emotional development while adhering to Nebraska state requirements for school counselor endorsement. Each student must accrue 450 clock hours with at least 180 hours of direct service. The semester before enrollment, the student must complete the internship application process and be pre-approved. Instructor Consent. Online synchronous and asynchronous participation; Minimum grade of B.

COUN 683 School Counseling Internship-Secondary 3-Credits

This culminating field experience is designed for eligible school counseling students to build upon the practicum experience and more deeply engage in counseling and guidance activities within a secondary school setting. Under the supervision of endorsed school counselors, students will immerse themselves in the practical application of counseling theories and techniques to support adolescent students in their academic, social, and emotional development while adhering to Nebraska state requirements for school counselor endorsement. Each student must accrue 450 clock hours with at least 180 hours of direct service. The semester before enrollment, the student must complete the internship application process and be pre-approved. Instructor Consent. Online synchronous and asynchronous participation; Minimum grade of B.

Appendix B: Undergraduate Counselor Education Course Descriptions

COUN 127 Lifespan Development 3 credits (45 contact hours)

This course will study the nature and needs of individuals at all development levels from birth to death. Prerequisites: None.

COUN 133 Clinical Addiction Treatment Issues 3 credits (45 contact hours)

This course will study treatment issues specific to addiction and chemical dependency, such as denial, resistance, minimization, co-occurring disorders, family dynamics, spirituality, and influences of self-help groups. It will incorporate the study of chemical dependency clinical treatment needs of individuals while taking into consideration gender, culture, and lifestyle. Prerequisites: None.

COUN 225 Addiction Counseling with Groups 3 credits (45 contact hours)

This course will identify theories, processes, dynamics, techniques, and methods of group addiction counseling and facilitation. Prerequisites: None.

COUN 235 Alcohol/Drug Assessment, Case Planning, & Management 3 credits (45 contact hours)

This course will explore the process of collecting client data for decision-making on alcohol/drug disorder diagnosis, level of care placement, treatment, and referral. It will also study the practice of record keeping, assessment summaries, treatment plans, progress notes, discharge plans, clinical case reviews, assessment instruments, and case management activities designed to achieve client treatment goals. Prerequisites: None.

COUN 321 Addiction Counseling Theories and Techniques 3 credits (45 contact hours)

This course will include the study and practice of theories, principles, and techniques of counseling. Counseling theories such as Adlerian, Cognitive Behavioral, Reality, Client-Centered, Gestalt, among others, will be included. Counseling techniques such as attending skills, reflective feedback, paraphrasing, summarizing, therapeutic confrontation, empathy development, among others, will be included. Requirements: None. Prerequisites: None.

COUN 323 Addiction Counseling Ethics and Diversity 3 credits (45 contact hours)

This course will explore the ethical standards of addiction counseling. This will include the application of ethical principles such as non-discrimination, integrity, competence, and client welfare, among others, to diverse populations. It will also address cultural, social, lifestyle, spiritual, and economic factors relevant to the provision of competent counseling to varied and multicultural populations. Prerequisites: None.

COUN 331 Medical and Psychosocial Aspects of Alcohol/Drug Use, Abuse, and Addiction 3 credits (45 contact hours)

This course will study the physiological, psychological, and sociological aspects of alcohol/drug use, abuse, and dependence. It will explore the processes of dependence, addiction, and withdrawal along with associated signs, symptoms, and behavior patterns. It will also include the study of drug types and pharmacology.

COUN 390 Counseling Internship (1-12 variable credits)

This course provides an opportunity for practical field experience in a drug and alcohol counseling setting for the prelicensure program. Students will accrue supervised direct client contact hours toward a provisional license in alcohol & drug counseling (PLADC). Students in their final Mental Health and Addictions minor course are eligible to enroll. Students must identify and secure their internship site placement.

Appendix C: Graduate Counselor Education Online Portfolio Instructions

Purpose

Your online portfolio will serve two central purposes. The first is synthesizing and demonstrating what you have learned in the counseling master's degree program. The second is presenting your skills and accomplishments to an authentic professional audience outside CSC. If you are looking for employment, a web-based professional portfolio can help get the attention of a potential employer. If you are already employed, it can be a helpful communication tool, giving others some insight into your professional skills and accomplishments. We hope the portfolio will be a living document you choose to maintain and adapt throughout your career as a counseling professional. **This portfolio is due to your counseling faculty advisor no later than Midterm, the semester you plan to graduate.**

Web Platform

Your portfolio must be created on the Web. Your portfolio must be publicly viewable for use in your professional life, except for your Reflective Essay. **You must password-protect your Reflective Essay.** You will be responsible for choosing between the two web hosting sites listed below and learning how to use them effectively. Your advisor and committee members may be able to offer some guidance, but this will be primarily a self-directed project that demonstrates your ability to learn and use web-based technology. Your website should be well-designed and easy to read. You may also contact the CSC Teaching and Learning Center Instructional Technology & Design for more in-depth guidance on using these platforms.

1. Weebly (<http://www.weebly.com/>)
2. Wix (<http://www.wix.com/>)

Note: The following resources will help you with basic web design principles: [Web Design for Professional Portfolios](#) (six short videos)

Required Elements

1. **Homepage**—The homepage should briefly introduce the site's purpose and engage your viewers to want to see more.
2. **Theoretical Orientation Statement**—You have been developing your counseling theoretical orientation throughout your program. Add a clear, concise final statement of your orientation and how it is congruent with your goals for working with clients.
3. **Resume or CV**—Present a clear, easy-to-read resume or curriculum vitae highlighting your professional skills. Your resume must be a web page, though you may attach a downloadable PDF version. For security reasons, do not include private information such as your home address or telephone number on your resume page or the downloadable version. You will want a way for employers or other interested parties to contact you, but a professional email address or a "contact me" page on your website is much safer. *Note: text alignment on the Web can be tricky. You may need to make different formatting choices for a Web-based resume than for a printed version to achieve clean, browser-friendly alignment.
4. **CSC Course Sequence**—You will include a copy of your course sequence. If necessary, please get in touch with your advisor for an electronic copy.
5. **Course Syllabi**—You will include the class syllabus for each course on your Plan of Study.
6. **Reflective Essay**—Linked to the [CACREP eight common core areas](#) or the [ASCA School Counseling Professional Counseling Identity standards](#)—You will include a reflective essay that consists of the following four topics while addressing how your development in each area is linked to CACREP or ASCA. **For your privacy and CSC assignment integrity, this essay must be password-protected on your e-portfolio.**
 1. Counseling Professional Identity—describe the components contributing to developing your clinical mental health or school counselor identity.
 2. Legal and ethical issues—describe the most pressing issues you anticipate encountering as a professional clinical mental health or school counselor.

3. Professional Competence—describe your most significant areas of strength and weakness as you grow as a successful counselor.
4. Continuing Development—describe how you will continue to grow in counseling. Share new counseling areas in which you see yourself successfully expanding.
7. The portfolios are provided here to give you a starting place for designing your showcase; remember that these are not counseling portfolios.
 - [Tish Mindemann](#)
 - [Reed Ellard](#)
 - [Adam Gleason](#)
 - [Laura Zaepfel](#)

Appendix D: Professional Dispositions

	<i>Primary Professional Dispositions</i>	<i>Specific Professional Disposition Descriptors</i>
1	Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC, including practices within competencies. (CCS-R, 2.A)
2	Professional Behavior	Behave professionally towards supervisors, peers, and clients (e.g., appropriate dress, attitudes, and communication). To include professional behavior in meeting all classroom expectations. Able to collaborate with others. (CCS-R, 2.B)
3	Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients. (CCS-R, 2.C)
4	Knowledge & Adherence to Site Policies	Demonstrates an understanding and appreciation for all counseling site policies & procedures. (CCS-R, 2.D)
5	Record Keeping & Task Completion	Completes all weekly record-keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, time logs, supervision reports). (CCS-R, 2.E)
6	Multicultural Competencies	Demonstrates awareness, appreciation, and respect of cultural differences (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.) (CCS-R, 2.F)
7	Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood and Affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, & clients. (CCS-R, 2.G)
8	Motivated to Learn & Grow/Initiative	Demonstrates engagement in learning & development of their counseling competencies. (CCS-R, 2.H)
9	Openness to Feedback	Responds non-defensively and alters behavior per peer, supervisory, and faculty feedback. (CCS-R, 2.I)
10	Flexibility & Adaptability	Demonstrates ability to be flexible in changing circumstances, unexpected events, and new situations. (CCS-R, 2.J)
11	Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself." (CCS-R, 2.K)

Students are expected to disclose any unethical or unlawful activity from the time the application was submitted to the program until graduation. Dispositions will be reviewed regularly throughout your program.

Should the program faculty determine a student's behavior is substandard, unethical, illegal, and or violates the Professional Dispositions, the following actions may be taken:

1. **Probation and Remediation.** The student will be placed on probation, and the student and advisor will jointly develop a remediation plan or follow the professional disposition plan of action. This plan will be in writing and signed by all parties. A copy of the plan will be provided to the student, and a copy will be retained for the student's file.
2. **Voluntary Resignation.** The faculty may recommend that the student resign from the program.
3. **Dismissal from the Program.** The faculty will recommend an immediate dismissal if a student's unacceptable professional and personal behaviors are deemed severe.

Appendix E: KPI Signature Assessments

The table below identifies course assignments that must be uploaded to Tevera for Program Assessment. KPI Signature Assessments are integrated into the program curricula and collected in Tevera to evaluate each Key Performance Area and Program Objective using a common rubric.

KPI Area	Course	Assignments
KPI 1 Professional Orientation and Ethics	COUN 533	Ethical Self-Reflection Paper - Parts 1 & 2
KPI 2 Social and Cultural Diversity	COUN 535	Multicultural Interview Paper
KPI 3 Human Growth and Development	COUN 637	Developmental Milestones / Stories of Development Self-Reflection Paper
KPI 4 Career Counseling	COUN 632	Preparing for Employment
KPI 5 Counseling Skills and Helping Relationships	COUN 541	Theoretical Orientation
KPI 6 Group Counseling and Group Work	COUN 634	Group Proposal
KPI 7 Assessment and Testing	COUN 534	Self-Directed Search (SDS) Assessment Paper
KPI 8 Research and Program Evaluation	EDCI 631 or COUN 501	Research Proposal
Specialty Tracks		
KPI 9 Clinical Mental Health Counseling or School Counseling	COUN 523	Final Paper and Treatment Plan
KPI 10 School Counseling	COUN 635	Comprehensive School Counseling Program Assessment