Nebraska Department of Education Rule 24 Report

SCHOOL COUNSELING

(Content Area)

Educator Preparation Content Program Review

Name of institution	**University of Nebraska at Kearney**
Date Submitted	**8/22/2016**
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Folio type: ☐ **Regular**   ☐ **Mini**   **X** **Advanced Program**

Program(s) Covered by this Folio   *Press tab in last column to add rows*

Endorsement(s)	Type	Grade Level	Program Level
	Subject	PK-12	Baccalaureate
	Field	6-12	Post-Baccalaureate
	Supplemental	7-12	Master's
List Endorsements	Low-Enrollment	Etc.	Etc.
School Counseling	**Subject**	PK-6	Masters
School Counseling	**Subject**	**7-12**	Masters

Is the endorsement offered at more than one site?   ☐ **Yes**   **X** **No**

If yes, list additional sites where endorsement is offered:

Institution Accreditation Status:	**X** National	☐ State

Is this a Nationally Accredited Program?	X Yes	☐ No

If Yes, list Accrediting Organization:	NCATE/CAEP	Attach National Letter to Cover Sheet
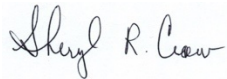
<p style="text-align:center;">**Introduction/Welcome**</p>

Welcome!

Thank you for your willingness to participate in the Nebraska Department of Education program approval review process for the University of Nebraska Kearney Educator Preparation Programs (UNK EPPs). The Rule 20 and Rule 24 Folios report information and data for the academic years 2013-14 and 2014-15 (as per permission from NDE and CAEP). Documentation is provided in the form of assessment data, handbooks, catalogs, advising sheets, etc.

Thank you for your time and insight,

Sheryl R. Crow

Sheryl R. Crow, Ph.D.
Associate Dean and Accreditation Officer
University of Nebraska
College of Education

Directions for Navigating

✓ **Organization:** This document page provides narrative, data, data analysis, and supporting documentation for the University of Nebraska Kearney Rule 24 Folio for the Early Childhood Inclusive Endorsement Program. The folio is a single PDF document that may be accessed with Adobe Reader. If you do not have Adobe Acrobat Reader, please follow this link to upload it: https://get.adobe.com/reader/. When opening the file, a bookmarks navigation panel should appear to the left of the document. This panel lists the headings corresponding to specific components of the Folio. If the panel is not visible, please click on View in the top menu > Show/Hide > Navigation Panes > Bookmarks. This will expose the bookmark panel. Some resources are hyperlinked within the document. Clicking on a hyperlink (blue underlined) will open a web page.

✓ Links to UNK's Course Catalogs: Should reviewers need to reference UNK Course Catalogs, please use this link to access current and previous undergraduate and graduate course catalogs.

Support

Should you encounter difficulties with accessing any documents, please contact Sheryl Crow at 308-224-1552 or Brian Wojcik at 309-261-2158.

Section 1: Contextual and Endorsement Program Information

1a. Contextual Information

The general objective of the School Counseling major is to prepare professional counselors to deliver quality, counseling services in elementary and secondary schools. School Counseling students will obtain Nebraska certification as school counselors.

Masters in Education Degree in School Counseling (PK-6 and 7-12 level endorsements): The Department's 43-hour Master's Degree Program in School Counseling was re-accredited in the Fall 2010 by The National Council for the Accreditation of Teacher Education programs (NCATE) as a program included in the College of Education Unit. Moreover, this program was also approved to prepare students for state endorsement as a School Counselor (PK-6, 7-12, K-12) by the Nebraska Department of Education (NDE) in July 2010. The University of Nebraska at Kearney was recently re-accredited by the North Central Association (NCA) in the Fall 2014.

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Desired outcomes for students in the School Counseling Program include the ability to:

- Possess knowledge of the historical background of school counseling programs.
- Understand the philosophy and functioning of school counseling programs.
- Possess the ability to design and implement a program evaluation.
- Know the roles, duties, and responsibilities of a school counselor.
- Possess the knowledge to make referrals inside and outside the school system.
- Possess the knowledge to function on a child study team.
- Be knowledgeable of the diversity within the school environment and be able to recognize the needs of children from special populations.
- Be able to function as a consultant to other school personnel.
- Be familiar with the legislation and policies relevant to school counseling.
- Understand the process of coordinating the guidance curriculum within the structure of the total school curriculum.
- Know how to function as an advocate for the students.
- Know how to present guidance-related programs to school personnel and parents.
- Understand and be able to implement the Nebraska Comprehensive Guidance and Counseling Program Model.

- Possess knowledge of standardized tests commonly utilized by school personnel.
- Possess knowledge of career exploration and decision-making.
- Be able to work with families on a therapeutic and educational level.
- Possess skills to provide group guidance and group counseling in the schools.
- Understand the legal and ethical issues of the school counseling profession.

Please use this link to view, *Institution and Educator Preparation Program Contextual Information*, from Section 1 of the UNK Rule 20 Folio.

1b. Admission, Retention, Transition, and Completion of Endorsement Program

Affirmative Action/Equal Opportunity
The University of Nebraska at Kearney affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing services to the public. The Office of Affirmative Action/Equal Opportunity is responsive to University issues which support a diverse work and academic environment free from discrimination against any person upon the basis of race, age, color, disability, religion, sex (including sexual harassment), sexual orientation, national or ethnic origin, marital status, or veteran status. The University affirms a policy of equal educational and employment opportunities, affirmative action in employment, and nondiscrimination in providing services to the public. University employees, students and others associated with the University who have not received the benefits of these policies, are encouraged to contact the Human Resources/Affirmative Action Director.

Recruitment Of Diverse Student Body
The Department of Counseling and School Psychology is committed to recruiting a culturally diverse student body. To this end, an on-going comprehensive recruitment campaign has been implemented that targets undergraduate human services (education, psychology, family studies, social work, criminal justice, women, gender and ethnic studies, etc.) from UNK and Nebraska colleges and universities around the state. Rural Frontier Nebraska colleges and universities are specifically targeted to increase recruitment of rural Nebraska students who represent a growing minority and culturally diverse population thereby enhancing a rural mental health workforce much needed in the state. Faculty members are committed to providing all persons equal access to all academic programs in the CSP Department without regard to race, religion, sex, sexual orientation, national origin, physical disability or mental disability (unless the disability is essential to the practice of counseling) and, identification as a disabled veteran.

Admission to Pursue a Degree
Those planning to be full-time students in the Clinical Mental Health Counseling, School Counseling, or Student Affairs programs should obtain full admission to their chosen program of study the semester prior to their full-time enrollment by completing the following steps:
1. Complete the UNK Department of Graduate Studies online application and upload requested materials including:
   $45 non-refundable application fee
   Academic history—transcripts of all previous academic work
   Vita with requested information

"Motivation to become a counselor" essay
Responses to three diversity vignettes
Three Electronic Reference Forms (provide email addresses)
2. When all materials have been received, the Office of Graduate Studies and Research will conduct an initial evaluation. Applicant meeting admission requirements for graduate study will be forwarded to the Department for consideration and recommendation.
3. Participate in the Department admission interview/intake process available each semester. When the application is complete, the CSP Department secretary will confirm interview/intake process via email.
4. Department recommendations for admissions are submitted to the Office of the Dean of Graduate Studies.
5. Applicants receive a letter from the Office of the Dean of Graduate Studies indicating admission status (i.e. an unconditional/full status, conditional/provisional status, or denial)

NOTE: The Graduate Record Examination (GRE) is NOT required for Admissions.

Admission Status
When admitted as a degree student, the applicant will be placed in one of the following categories:
1. Unconditional (Full) Admission: This status will be granted to the applicant who satisfies all of the following conditions:
   a. Application for admission has been filed;
   b. Official transcripts of all college work have been received by the UNK Office of Graduate Studies to verify a baccalaureate degree from a regionally accredited college or university;
   c. All other Departmental requirements for full admission to a degree program have been met. This might include but is not limited to: academic deficiencies, an interview, area or subjects tests, advanced tests, a portfolio or performance, grade point average, or letters of recommendation.
2. Conditional (Provisional) Admission:
   a. A student who has completed the admission process as described above but has been granted conditional/provisional status, is encouraged to continue in his/her studies. The student MUST meet with his/her advisor to discuss the reasons for provisional status. The student may enroll in classes and is recommended to take CSP 855, Techniques of Counseling, as soon as possible. When the Application for Candidacy is filed upon completion of half of the student's program hours, the student's progress will be reviewed and the admission status will be reconsidered by the Counselor Education Committee. It is the responsibility of the advisor of the student with provisional status to bring the Application for Candidacy before the Counselor Education Committee.
3. Denial. There is no right to a due process hearing with respect to denial of admission of a graduate student. Therefore, there is no appeal procedure for applicants of graduate programs.

Felony/Misdemeanor and Mental Health Status

All students must complete a "Self Reporting Form" concerning any felony convictions or misdemeanor convictions involving abuse, neglect or sexual misconduct as well as evidence of emotional or mental capacity conditions before any field experience can begin. This form is completed at the end of the Intake process. It can also be obtained from the student's advisor.

Background Check Policies
UNK Counseling and School Psychology students are required to complete a background check process upon entering the program. The purpose of this check is to evaluate the background of students with respect to their ability to successfully meet licensure requirements. Many internship sites are now requiring that a background check be completed.

Candidates will be responsible for completing the on-line process required to initiate the background check: (www.onesourcebackground.com; go to Quick Links at lower right, choose Student Login, select UNK, and then 'Counseling and School Psychology') paying background check fee currently $26.75 (fee is subject to change). Payments will be made directly to the vendor.

The background checks MUST be completed upon entry into the program directly following the initial meeting with the advisor and prior to seeing any students or clients for observations, assessments, or counseling sessions. If it has not been completed a delay in the clinical course sequence will result.

To complete the background check process, candidates will be asked to access the vendor's website where they will provide information regarding current/previous addresses (for the past 7 years), social security number, birth date, previous names/aliases, driver's license number, telephone number and email address. This data will be electronically stored in a secured server maintained by the vendor. CSP will request the vendor to conduct or "run" the background check. The vendor will then use the data the student has provided to conduct a variety of database searches (listed below). If a student has a copy of a previous background check, it cannot be submitted in lieu of the established UNK CSP student background check. Internship or other placements may also request additional background checks according to their agency, school, or site policies.

The vendor contracted to conduct the UNK Counseling and School Psychology background checks is One Source – The Background Check Company. Many counseling agencies, Nebraska school districts, and state entities also use this vendor to conduct background checks on prospective employees, interns, and student teachers. One Source will be conducting a background check that is similar to those used by non-profit organizations and many K-12 school districts.

The background check includes:
- Social Security Number (SSN) Verification:
  This search verifies all previous addresses and aliases used by the applicant for the past seven years based on that applicant's SSN.
- Child Abuse Registry Search:

This name-based search lists individuals whose names appear on the Health and Human Services (HHS) Child Abuse Registry for the State of Nebraska.

- County-Based Criminal History Search (statewide if available):
  A name-based search in all counties including all legal names found in the counties in which those names were used.
- Sex Offender Registry Check:
  A search of the sex offender databases for all 50 states and the District of Columbia based on current legal name.
- Nationwide Alert:
  A current legal name-based search, supported by SSN, of local municipalities, counties and state facilities for criminal conviction records dating back as far as 1950.
- Global Report Search:
  This search includes the following U.S. and foreign sanctions and watch lists, additional sanctions and watch lists will be added as they are released. These lists currently include:
    1. OFAC Specially Designated Nationals (SDN) & Blocked Persons
    2. OFAC Sanctioned Countries, including Major Cities and Ports
    3. Non-Cooperative Countries and Territories***
    4. Department of State Trade Control (DTC) Debarred Parties
    5. U.S. Bureau of Industry & Security (Formerly BXA)
        a. Unverified Entities List
        b. Denied Entities List
        c. Denied Persons List
    6. FBI Most Wanted Terrorists & Seeking Information
    7. FBI Ten Most Wanted
    8. INTERPOL Most Wanted List
    9. Bank of England Sanctions List
    10. OSFI- Canadian Sanctions List
    11. United Nations Consolidated Sanctions List
    12. Politically Exposed Persons List
    13. European Union Terrorism List
    14. World Bank Ineligible Firms

Once the database searches are completed, the vendor will forward each background check report to the department coordinator. Students who have violations will be instructed to work with their advisor and licensing division to resolve any issues that might interfere. Licensure/Certification is the responsibility of the Department of Health and Human Services or Nebraska Department of Education, and while UNK will assist graduates in applying, it is ultimately between the student and DHHS or NDE. The student may have to meet with DHHS licensure officers or NDE certification officers to clarify the situation prior to applying for licensure or certification. Licensure or Certification is NOT necessary for graduation from the UNK Counseling and School Psychology program. The Department of Education is the certification officer for school psychologist and school counselors.

The UNK College of Education screening criteria is determined by the standards set by the Nebraska Department of Education in Rule #20 and #21 and is outlined below. Students who have an offense that may preclude them from receiving a license/certification will be:

- contacted immediately by their UNK Advisor.
- asked to meet with UNK staff to review and discuss the background report.
- referred to the DHHS or NDE for further clarification regarding licensure/certification eligibility.
- required to inform current or future educational placement, determine fitness relative to site's policy and possibly withdraw.

In such incidences, districts/organizations where placement may have previously been arranged will be informed that the student did not meet the UNK requirements for the educational placement.

Students who have an offense which would not preclude them from receiving a license but had not previously been reported to the Counseling and School Psychology Department via the Rule #20 and #21 self-disclosure form will be:
- contacted immediately by their UNK Advisor.
- asked to meet with UNK staff to review and discuss the background report.
- referred to the DHHS or NDE office for further clarification regarding licensure/certification eligibility.
- informed that they may a remediation plan and/or face removal from program for withholding necessary information.

Subsequent Violation Following the Background Check
In addition to the required background check, a student in the CSP program must notify their advisor in writing within 48 hours if any of the following events occur:
- Any arrest or citation in lieu of arrest of the student, not including a Class C misdemeanor traffic offense
- Any criminal case filed against the student
- Any criminal conviction, including a Class C misdemeanor traffic offense
- Any disciplinary action from another licensing board in which the student is currently licensed or from a professional organization in which the student is a member (including another state)

Failure to notify your advisor of any situation described above within 48-hour time period may result in disciplinary action by the School Psychology or Counselor Education Program Committees, which may include dismissal from the CSP program.

Counselor Education Background Check Screening
If a conviction is discovered, the UNK Counselor Education Committee conducts an initial targeted screening considering the nature of the crime, the time elapsed, age at the time of the offense, and whether the conviction is related to the position for which the individual is applying or would present safety or security risks for the student's future counseling job/work setting. The CE Committee considers these records on a case-by-case basis and conducts an individualized assessment of an applicant's criminal record and that person's behavior since the offense occurred and since acceptance into the program. An individualized assessment provides a way for the CE Committee to ensure that they are not mistakenly screening out qualified students based on incorrect, incomplete, or irrelevant information, and for individuals to correct errors in their

records. If a student's background check is flagged, the advisor will communicate with the student and implement the CE Committee's directives.

An applicant or students past criminal history may limit or disallow practicum and internship placement sites.   Criminal history may affect ability to gain employment and to obtain licensure and/or certification/endorsement. Students with criminal records are advised to contact state and national certification and/or licensure boards to render eligibility to hold credentials in light of the criminal record.

Academic Advising
Advising is conducted using combination individual student and large group orientations. Announcements of curricular changes, professional development and job opportunities, and important student information are also communicated weekly through the CSP Flashpoint emails sent to students UNK Loper email accounts and postings on CSP Facebook.

Individual advising is the primary method for new student orientation as it facilitates immediate contact with the advisor. As CE faculty believes that orientation is a process not an event, the advisor/advisee relationship is seen as essential to new and on-going student orientation. Upon acceptance into the program, the student is mailed a letter from the UNK Graduate Dean indicating admission status (full or provisional admission status) and the assigned advisor. Students are responsible for making contact with their advisor for orientation as a new student. Not seeking timely advising could result in delays in completing a program of study schedule.

Advisors provide an individualized orientation for advisees to discuss admission status, expectations, and review the Counselor Education Student Handbook including program mission, objectives, student learning outcomes, student progress review, academic policies, procedures, requirements, deadlines, availability of services, and the professional orientation information for CSI, ACA, NCA and professional ethics (ACA, NBCC, AMHCA, ASCA, etc). Advisors explain the required course work, course rotation, prerequisites, and courses that require a at least a B Grade or higher. Together the student and advisor create an individualized course schedule/program of study.   The advisor reserves a seat for the student in the clinical course sequence (i.e., CSP 855 Techniques in Counseling; CSP 865 Group Counseling; CSP 885 Practicum; CSP 866 Advanced Practicum; CSP 892 Internship in CMHC). Professional Orientation is also provided regarding the American Counseling Association, the Nebraska Counseling Association and professional ethics.

Advisors assist new students in understanding their responsibilities sufficient to make well-reasoned and well-informed choices. Even so, the student is responsible for knowing the guidelines, deadlines and other information found in this CE Student Handbook and the Graduate Catalog. All new students are required to sign the Counseling Graduate Student Responsibility Form (pg. 3) of the CE Student Handbook stating understanding of and agreement with all information presented therein as a requirement new student orientation. Advisors are responsible for filing the Application for Candidacy, monitoring advisees progress, reporting student progress or deficiency concerns to the Counselor Education Committee, monitoring admission into restricted classes and other advising responsibilities. When faculty members have concerns

about a student, the faculty advisor is contacted first and becomes a part of the amelioration process.

Students are encouraged to keep regular contact with their advisors to avoid unnecessary delays in completing the scheduled program of study. Students need to take advantage of early registration since class sizes are often limited. To maintain accurate student records, students need to notify the University of any change of name, address, phone number or place of employment, by changing this information in MyBlue. Students are strongly encouraged to check their UNK Loper student email frequently for updates from the Department.

On-going large group orientation is held as needed to inform students of policy and/or program changes, course schedule changes and to provide intentional opportunities for student to interact with faculty and each other. Student input and recommendations for program improvement is sought as part of group orientation.

International Student Advising

Federal law and regulations require Designated School Officials (DSOs) to update and maintain the SEVIS (Student and Exchange Visitor Information System) records of nonimmigrant students in F-1 visa status.   Many times students make decisions regarding their class schedules that put them out of status; ISS does not discover this until after registration closes; and reinstatement of status is a unique, costly and complicated process. The points listed below are situations that international students and the advisor must consider:
- "Incomplete" grade: International students must be enrolled full-time each semester; therefore, if they accept an incomplete contract they will need to complete this in addition to a full-time load the next semester.
- On-line classes: International students can only be enrolled in 1 on-line course that adds to full-time; i.e., 3 UNK classroom courses, 1 on-line. If they are enrolled in 4 or more classroom courses, they can take more than 1 on-line course.
- Work: international students cannot work without the permission of this office and/or USCIS; in addition, they are allowed 20 hours or less per week of on-campus work only.
- Internships or Curricular Practical Training (CPT:) International students must submit a Curricular Practical Training (CPT) form for internship that is an integral part of the program as listed in the catalog and credit hour enrollment.

Program of Study/Degree Audit

As per the UNK Graduate Catalog, The Office of Graduate Studies and Research sends a program of study to each student who is conditionally or unconditionally admitted to a graduate degree program. The program of study provides a summary of institutional requirements and program requirements. The approved program of study is sent along with the student's admission notification letter. After admission students may view their degree audit by logging into their MyBlue account. Requests for changes in a student's program must be submitted to the Counselor Education Committee by the student's advisor and approved prior to student enrollment in the substituted course(s).

Time Allowed to Complete the Program

A student is allowed ten years from the date of admittance to complete coursework and graduate, subject to meeting residency requirements. Students who take longer to complete their programs may be required to retake certain classes.

Application for Candidacy

According to the UNK Graduate Catalog, to be eligible for candidacy (i.e. approval to continue coursework and "stand" as a candidate for the degree program), the student must fulfill the following requirements:

- Course completion: the appropriate time to file for candidacy is after completing the first 1/3 of the program and prior to completing the last 2/3 of the program; these hours must be successfully completed through UNK. (For example, on a 36 hour program candidacy should be filed after completing 12 hours and prior to completing 24 hours.)
- Cumulative GPA must be at least 3.0.
- If conditionally admitted, this condition must be successfully completed. (Conditional admission is stated on the admission letter.)
- A student may be refused Admission to Candidacy if the previous college record, performance on departmental qualifying criteria, or quality of graduate work, indicates inability to satisfactorily pursue graduate study.

In addition to these requirements, graduate students admitted to a Counselor Education degree program must:

- Achieve a grade of B or higher in CSP 855 Techniques of Counseling with a B or higher.
- Demonstrate professional fitness and competencies.
- Adhere to ethical standards.

Student Progress Review (SPR)

Assessment of student progress begins during the admission and intake process. Each faculty member evaluates each prospective student they interview or observe during the intake process. Individual data is compiled for the Counselor Education Committee and Department of Counseling and School Psychology faculty to consider and discuss during the Intake Decision meetings. Areas of discussion include: performance in counseling classes taken as 'non-degree seeking student', undergraduate grade point average, recommendations statement of purpose, diversity vignettes responses, intake interview performance and concerns, and other contacts with the student.

Department of Counseling and School Psychology faculty members are confident that each student admitted has the potential to be successful in graduate study. To assure success, the student's major advisor plays an important role in giving feedback to the student. Students must meet with their assigned faculty advisor. Both students and faculty members are provided with many opportunities to assess the student's compatibility with the program and the student's progress toward completing a graduate degree. The Department of Counseling faculty hopes that

the result of this review process will produce a better match between the goals of the student and the objectives of the Counseling program.

However, admission into the Department of Counseling and School Psychology does not guarantee graduation. According to the 2014 ACA Code of Ethics (Section F.9.) the faculty in the Department of Counseling and School Psychology have the responsibility of monitoring student progress in the areas of knowledge, skills and personal competencies /dispositions, to set standards, and to evaluate students in an on-going manner. Therefore, throughout the student's matriculation in the Counseling program, the Counselor Education Committee conducts on-going, systematic evaluation of all degree-seeking students throughout the course of their training. Benchmarks for Assessment of Student Progress (see pg. 26) depicts a progression flowchart of the benchmark assessments from admissions into the program, progress through the program, and expectations for program completion. Personal development is particularly evaluated during Techniques of Counseling, Group Counseling, Practicum, Multicultural Counseling, Marriage and Family Counseling, Advanced Practicum and the Internship Experience. These classes require in-depth experiential components that require the student to consider self in relation to others, i.e. family-of-origin assessment in Marriage and Family Counseling.

Based on this evaluation, students who are not making satisfactory progress toward the completion of a degree may be provided with a remediation plan, placed on departmental probationary status, or removed from graduate study. Consistent with established institutional due process policy and the American Counseling Association's (ACA) 2014 Code of Ethics, CACREP standards and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

Clinical Course Sequence

Some courses are didactic and knowledge-based while others require the application of knowledge and skills. Clinical coursework in Counselor Education is sequential in nature and include CSP 885 Techniques of Counseling, CSP 865 Group Counseling, CSP 885 Practicum in Counseling, CSP 866 Advanced Practicum in CMHC and CSP 892 Internship. These courses are competency based, i.e. certain skills and knowledge must be demonstrated with the appropriate personal competencies/dispositions in a consistent manner. Students must receive at least a grade of B or higher in each of the courses included in the Clinical Course Sequence and display personal competencies/dispositions that reflect the 2014 ACA Code of Ethics in order to progress to the next course in the sequence. The student is allowed two opportunities to successfully complete each clinical course. If the student cannot successfully complete a course after two attempts, he/she will be dismissed from the program and advised for alternate graduate study or career options.

For Clinical Mental Health Counseling students, CSP 892 Internship in Clinical Mental Health Counseling requires completion of 6 credit hours (600 clock hours - 300 direct/300 indirect) none of which are graded until all required clock hours have been accumulated. Thus, if students extend their internship beyond one semester and enroll in smaller blocks of credit hours on the

way to accumulating the required clock hours, they are awarded a grade of Incomplete for these smaller hour blocks, all of which will be graded when the total clock hours are completed. Each failure of any credit hour block of internship due to not completing hours in the allowed time period will constitute a failure of CSP 892. To avoid a first failure of CSP 892, students must complete the required clock hours of internship within 4 semesters. CSP 893 and CSP 894 Internship in School Counseling requires completion of 4 credit hours (450 clock hours) that are taken in two blocks; 2 credit hours (200 clock hours) after completing CSP 861P, and 2 credit hours (250 clock hours) after completing CSP 885. Student Affairs students will complete a 3 credit, 300-hour internship in CSP 895. Any failure of a block for which the student has been given a grade of Incomplete due to not completing hours in the allowed time period constitutes a failure of internship.

In accordance with ACA Ethical Standards and CACREP requirements, student academic performance, professional development and personal development of the necessary knowledge, behaviors, attitudes and professional competencies to practice as a counselor in training are routinely monitored and discussed during Counselor Education Program Committee meetings and in consultation with department faculty members. Counselor Education Committee minutes reflect action on a student's progress. The CE Committee conducts formal, systematic developmental assessment of the Student Learning Outcomes (SLO's) throughout the training program through Benchmark Assignments/Rubrics and the Student Progress Review (SPR). The SPR is conducted at three strategic points in the Clinical Course Sequence: CSP 855 Techniques of Counseling & Application for Candidacy (entry); CSP 885 Practicum in Counseling (mid-program) and during CSP 892 Internship (final). The introductory and mid-program evaluations are formative assessments where students are given feedback from program faculty with which they may monitor their own progress and make necessary improvements in their academic work, clinical skills, and dispositions. The final Student Progress Review (SPR) evaluation in CSP 892 Internship is summative. In this final evaluation students are expected to have met or be at target level in any category. Students receiving a not met level in any category during this evaluation will receive a failing grade for the CSP 892 Internship and will need to repeat the course in order to graduate from the program. Students who meet expectations will be sent notification indicating rating. If students are at target no further action needed. If there are deficiencies the advisor will contact the student. Students are required to meet with advisor to discuss growth points. The advisor documents discussion to be placed in the student file.

Key information regarding the admission, retention, transition, and completion of endorsement programs may be found within the UNK Rule 20 Folio.

Please use this link to view Table 004.06-2 entitled, *Requirements for Program Admission and Progression*, from the UNK Rule 20 Folio.

Completion of UNK Educator Preparation Program

Please refer to **Folio Appendix A** – *Student Advising Sheet for the Curriculum Supervisor Program at University of Nebraska at Kearney*' for a sample progression of courses for teacher candidates pursuing this endorsement.

1c. Endorsement Program Field Experiences

The table below indicates the field experiences within the School Counseling Endorsement Program and explains the nature of each field experience along with associated credit hours and hours of field experience.

Course Name	Description	Credits	Type of Field Experience*	Total Number of Hours
CSP 885 - Practicum in Counseling and Guidance	Practicum requires extensive time for direct counseling experience, self-evaluation, critical interaction with other students, and critiquing of taped interviews with the practicum supervisor. The practicum setting is designated by the program: Community, Elementary, Secondary School, Student Affairs. Other settings are available by prior arrangement.	3	Practicum	100
CSP 893 - Internship in School Counseling I	This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.	1-2	Internship	100
CSP 894 - Internship in School Counseling II	This course provides the student with a direct field experience as a school counselor in a school setting under the supervision of both the UNK School Counseling Internship Coordinator and a certified school counselor who will serve as the school site supervisor. Projects and experiences are required as detailed in the CSP School Counseling Internship Handbook. The internship is an opportunity for the student to integrate what has been learned during program coursework in an applied school setting.	1-2	Internship	150

Please use this link to view Table 005.03 entitled, *Field Experiences for Initial Certification,* from the UNK Rule 20 Folio.

Please use this link to view Table 006.02 entitled, *Field Experiences for Advanced Certification,* from the UNK Rule 20 Folio.

1d. Endorsement Program Completers Data

Program Completers and Level – Content Area:								
Calendar Year				**Number of Endorsement Program Completers**				
				Bac	**Post Bac**	**Alternate Route**	**Masters**	**Ed. Specialist**	**PhD**
20	14	to	20	14				11		
20	15	to	20	15				6		

Section 2: Endorsement Program Key Assessments and Related Data

Artifact 1: Table of Endorsement Program Key Assessments

	Name of Assessment used for the following areas:	Type or Form of Assessment	Brief Description of Assessment, including indicated information obtained from Assessment	When Assessment is Administered
1	Content - GPA **GPA Analysis**	GPA	University overall GPA for School Counselors	Graduation
2	Content - Knowledge **Praxis II Test #5421**	Praxis II	Praxis II Professional School Counselor Test #5421. All tests are taken in the Prometric Testing Center in the College of Education, UNK	Tests are administered every other month, scores are pull from Praxis every May 10th
3	Learner/Learning Environments **Planning PK-12 Learning Project**	Rubric Evaluation of design, planning, and implementation of P-12 learning project	In this project, planning Skills are demonstrated in an assessment task appropriate to a school counseling program that analyzes the contextual setting by reviewing school/program demographic characteristics and data, with a focus on diverse groups, to identify strengths and needs. Based on that analysis, a rationale, goals and objectives are developed for a program to address an identified need, program strategies are implemented, and analysis of pre/post data evaluates the impact of the program.	Assessment is evaluated every semester two weeks prior to conclusion of Internship I & II
4	Knowledge and Effective Use of Professional Practices **Internship Evaluation by Site Supervisor**	Summative evaluations are gathered and analyzed to assess intern professional dispositions.	Site supervisors assess the intern on 12 professional practices including basic knowledge of the position, skills at implementing programs and knowledge, and collaborative/consultation skills with students, teachers, and parents.	Assessment is evaluated every semester two weeks prior to conclusion of Internship I & II
5	Overall Proficiency and Professional Responsibility **Professional Dispositions, Employer, and Graduate Exit Surveys.**	Summative evaluations were collected from proficiency of professional dispositions, school counseling employer surveys, and graduate exit surveys.	Statistical comparisons of strengths and weaknesses looking at three specific surveys. Comparisons and contrast of the two years were also used to help identify areas needing improvement.	Professional dispositions and graduate exit surveys are assessed every semester. Employer surveys are distributed at leave every other year, but in this case were sent out in 2014 and 2015.

Please refer to **Appendix B – Endorsement Program Key Assessments and Scoring Rubrics** to view specific information about the assessments described in the table above.

Artifact 2. Data Related to Program Endorsement Key Assessments by Level
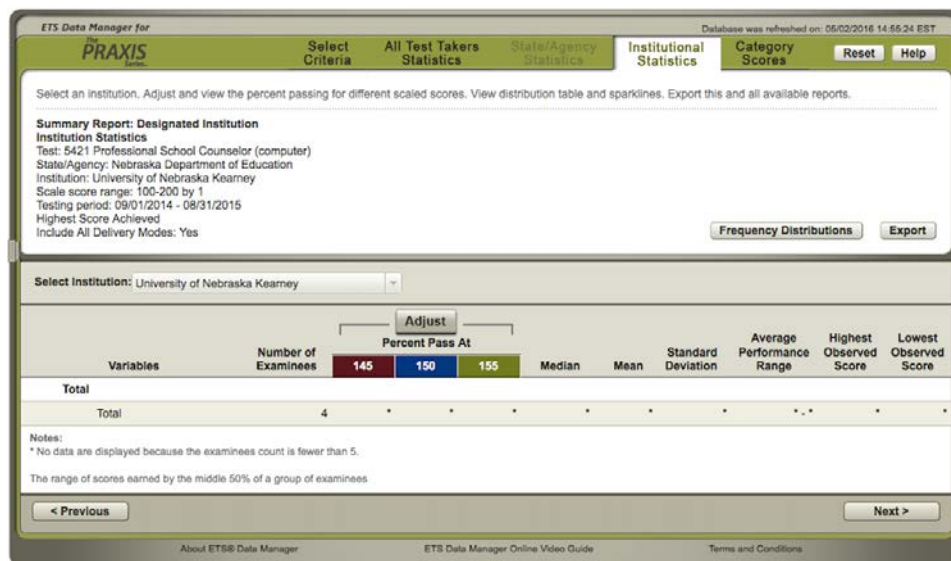
Assessment Area 1: GPA

| Name of Assessment used for the following areas:		Masters		
		CY 2014	CY 2015	Total
1	Content- GPA **GPA Analysis**	Average out of 4.0 3.73 (n=11)	Average out of 4.0 3.78 (n=6)	Average out of 4.0 3.75 (n=17)

Assessment Area 2: Content-Knowledge

Praxis II Exam for School Counseling

As of July 2014, all students seeking School Counselor Endorsement in the state of Nebraska must successfully complete the Praxis II Test: Professional School Counselor. The Nebraska Department of Education will then set pass standards for all who take the exam after July 2015. Successfully completing the Praxis II Test is a graduation requirement. This test measures whether entry-level school counselors have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice.

For this assessment area we are going to use the Praxis score since they can be compared year to year as well as against other states and student scores. Since this a new requirement of the state for certification, full results have not been released for our campus due to low testing numbers. The results indicated that the first year scores ranged from 145 to 155 and for the second year 151 to 161. All of these scores are passing for the establishment of the test scores.
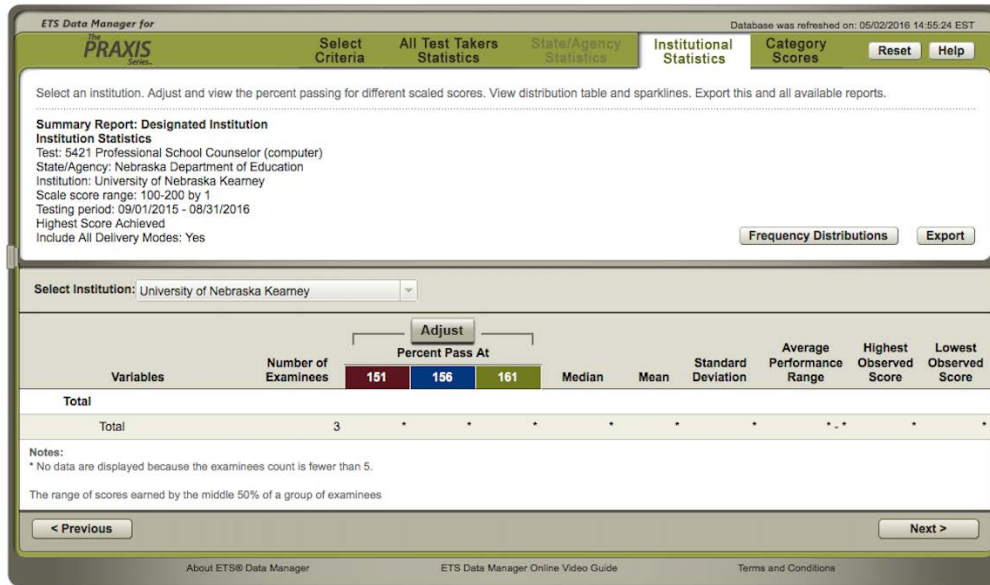
Assessment Area 3: Learner/Learning Environments

Summary Table: Assessment of Planning on P-12 Learning Project

Year of Graduation	0-.68 = Not Met	.68 – 1.32 = Met	1.33 - 2.00 Target
2014	0	1/20%	4/80%
2015	0	3/50%	3/50%

Summary Table: Assessment of Impact on P-12 Learning Project

Year of Graduation	0-.68 = Not Met	.68 – 1.32 = Met	1.33 - 2.00 Target
2014	0	2/20%	9/80%
2015	0	3/50%	3/50%

Below are the directions for the assignment:

"Select one area of needed change identified in the audit of the school counseling program or the counseling program assessment and develop a Change Project that addresses that need. Create a pre- and post-assessment that will determine if the needed change has occurred or make use of other district data relevant to the project that can indicate change has happened. Complete the project and create a power point presentation explaining the project and the results.

Note that this should be a major project where you identify a need from the other assessment projects and then create a pre or baseline assessment point. You will then create an intervention or learning experience to address that need.   A post assessment should be implemented so that you can discuss how the issue was impacted.

Projects must contain a section the use of state and if available, district data to inform the creation of the research project and the interpretation of the results. NAEP is the site for national data. AQUESTT data on the state is available through the school as all principals have been given log in information."

The assignment has been updated to better reflect the currently philosophy in education that data and best practices must be used to inform changes without school systems. First, the directions for the assignment have been updated. Now included are links to both data systems of NAEP and AQUESTT. AQUESTT is relatively new within the state education system and we are encouraging school counselors to gain assess to this data and use it to inform their changes in the program as well as provide justifications for other student services. As the number of projects implemented in school districts increase, we hope that the value of school counselors will also increase by principals, superintendent and other school personnel.

No changes are recommended from the assessment scores as it accurately reflects the quality and impact of the change projects. It is our intention that the projects become more concrete and increase their potential to positively affect the school environment as more data and supportive resources become available. The CSP Department is also hoping to host an AQUESTT workshop within the 2016-2017 Academic year for school counselors in our area of the state. In this project, Planning Skills are demonstrated in an assessment task appropriate to a school counseling program that analyzes the contextual setting by reviewing school/program demographic characteristics and data, with a focus on diverse groups, to identify strengths and needs. Based on that analysis, a rationale, goals and objectives are developed for a program to address an identified need, program strategies are implemented, and analysis of pre/post data evaluates the impact of the program.

Assessment Area 4: Knowledge and Effective Use of Professional Practices:

Evaluations of the interns by the supervising counselor within the school setting provide the student learning outcome assessment for this area. At the conclusion of each internship, the site supervisor is require to completed an evaluation which looks at 12 points covered within the internship. These evaluation points are divided between basic knowledge of the position, skills at implementing programs and knowledge, and collaborative/consultation skills with students, teachers, and parents.

Department of Counseling and School Psychology
University of Nebraska at Kearney
School Site Supervisor Evaluation of UNK School Counseling Intern

2 Target	1 Met	0 Not Met
Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations.	Student addressed competency adequately— acceptable, meets expectations.	Student failed to address the competency— unacceptable, does not meet expectations.

			2014			2015	
		2	1	0	2	1	0
1	Ability to design and/or implement developmental counseling/ guidance program	9/82%	2/18%		6/100%		
2	Ability to complete assigned projects in a professional, timely manner	8/63%	3/27%		5/84%	1/16%	
3	Ability to determine programming needs based on data (attendance, achievement and/or behavior)	9/82%	2/18%		6/100%		
4	Individual and group counseling skills	8/63%	3/27%		4/68%	2/32%	
5	Consultation/collaboration skills	9/82%	2/18%		6/100%		
6	Ability to address school and student issues appropriately	8/63%	3/27%		6/100%		
7	Ability to use of technology and accesses resources	10/91%	1/9%		6/100%		
8	Ability to assess and/or address student diversity issues (Ethnicity, Gender, Socio-economic Status, etc.)	9/82%	2/18%		6/100%		
9	Ability to design and/or implement program assessment	9/82%	2/18%		5/84%	1/16%	
10	Ability to provide leadership and advocate for students	8/63%	3/27%		4/68%	2/32%	
11	Responsibility in school counselor role	9/82%	2/18%		5/84%	1/16%	
12	Individual career planning and advisement	9/82%	2/18%		5/84%	1/16%	

Assessment Area 5: Overall Proficiency and Professional Responsibility:

Employee Evaluation of Current Graduates: Note that following data is reported as employer survey data regarding our recent graduates from the chart above reported in the dispositions. With the current employment pattern of school counselors getting hired before starting the program, our interns in fact are full time paid employees in the school counseling position. In fact, students may be in their 6th year for the position at the time of their graduation. The data is displayed in this chart of disposition to focus on their overall proficiency.

Overall Proficiency listed as Dispositions 2014 and 2015

Year	2014	2015
Number of Candidates Completing Assessment	11	6
Disposition: **Collaboration** (Employee Eval. Item 5)		
Level of Proficiency		
Average Score of Candidates Completing Assessment	1.7	2.0
Level of Proficiency by Performance Category		
Unacceptable/Not Met	#/(%)	#/(%)
Acceptable/Met Expectations	4/(36%)	#/(%)
Exceeded Expectations/Target	7/(63%)	6/(100%)
Disposition: **Reflection** (Employee Eval. Items 3, 6, & 8)		
Level of Proficiency		
Average Score of Candidates Completing Assessment	1.8	2.0
Level of Proficiency by Performance Category		
Unacceptable/Not Met	#/(%)	#/(%)
Acceptable/Met Expectations	2#/(18%)	#/(%)
Exceeded Expectations/Target	9#/(72%)	6/(100%)
Disposition: **Responsibility** (Employee Eval. Items 1, 2, 4, 7, 9, 10, 11, & 12)		
Level of Proficiency		
Average Score of Candidates Completing Assessment	2	1.9
Level of Proficiency by Performance Category		
Unacceptable/Not Met	#/(%)	#/(%)
Acceptable/Met Expectations	#/(%)	6/(100%)
Exceeded Expectations/Target	11#/(100%)	6/(100%)

Professional Responsibilities: COE School Counselor Employer Survey

COE School Counseling Employer Survey
Directions: Please indicate your rating of the educator's performance on each standard according to the following rubric. For each standard, example indicators are provided to clarify and develop the standard but are not an exhaustive list. There is a text box at the end of the evaluation for you to include comments.

4 = Beginning/Novice The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.

5 = Progressing The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.

6 = Proficient The educator consistently demonstrates what is expected for the standard.

COE Employer Survey Items	2014		2015	
	Responses (N=4)	Mean	Responses (N=4)	Mean
1. Learning Environments	Proficient=3 Progressing=0 Novice=1	5.50	Proficient=3 Progressing=0 Novice=1	5.75
2. Content Knowledge	Proficient=4 Progressing=0 Novice=0	6.00	Proficient=2 Progressing=2 Novice=0	5.50
3. Assessment	Proficient=4 Progressing=0 Novice=0	6.00	Proficient=3 Progressing=1 Novice=0	5.75
4. Planning for Instruction	Proficient=4 Progressing=0 Novice=0	6.00	Proficient=2 Progressing=2 Novice=0	5.50
5. Instructional Strategies	Proficient=4 Progressing=0 Novice=0	6.00	Proficient=2 Progressing=2 Novice=0	5.50
6. Professional Learning and Ethical Practice	Proficient=4 Progressing=0 Novice=0	6.00	Proficient=4 Progressing=0 Novice=0	6.00
7. Leadership & Collaboration	Proficient=2 Progressing=2 Novice=0	6.00	Proficient=2 Progressing=2 Novice=0	6.00
8. Comments				

Narrative from 2015:
Beth has done a tremendous job at LMS. She has been utilizing the skills taught by your program here as well. She is extremely talented at helping students feel safe. She has a comforting hand that allows kids to feel safe and valued at LMS. I appreciate the work you have done in preparing Beth to be the best school counselor she can be.

Christa has done a great job for our district.   She has excellent people skills and facilitates a fluid and meaningful MDT meeting. She continues to grow in her knowledge of interventions and how to best help teachers meet the needs of students. She will continue to hone her skills as times goes on.

COE Graduate Exit Survey Responses,

COE Graduate Exit Survey Responses School Counseling 2015 N=8; 2014 N=14		2015			2014		
Question	Strongly Agree	Agree	Mean	Strongly Agree	Agree		Mean
1. My program has further contributed to my understanding of my content area.	7	1	4.88	10	4		4.71
2. My program has further contributed to my understanding of the structure and central concepts of my content area.	7	1	4.88	10	4		4.71
3. My program has further contributed to my understanding of the purposes of schooling in a diverse and democratic society.	7	1	4.88	10	3	Disagree 1	4.50
4. My program has further contributed to my understanding of the purposes of professional practice in a diverse and democratic society.	8	0	5.00	10	3	Neither 1	4.43
5. My program has further contributed to my understanding of the concept of data collection to enhance learning for all learners within my content area.	5	3	4.63	6	8		4.43
6. My program has further contributed to my understanding of the concept of evaluation to enhance learning for all learners within my content area.	7	1	4.88	6	7	Neither 1	4.36
7. My program has further contributed to my understanding of the tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.	6	2	4.75	6	7	Neither 1	4.36
8. My program has taught me how to work productively with others.	6	2	4.75	10	4		4.71
9. My program has taught me how to work productively with others to facilitate positive influences on decision-making effecting learning of all learners in professional settings.	7	1	4.88	11	3		4.79
10. My program has taught me how to independently evaluate impact of instruction, treatment/intervention/management decisions (whichever applies to you) on the welfare of those served.	7	1	4.88	7	7		4.50
11. My program has taught me how to be responsible to the profession as defined by my specific program.	8	0	5.00	10	4		4.71
12. My program has taught me how to be a leader in my content area.	8	0	5.00	9	4	Neither 1	4.71
13. My program has taught me how to be an advocate for individuals to foster learning for all learners.	8	0	5.00	9	4	Neither 1	4.57
14. My program has taught me how to be an advocate at systemic levels to foster learning for all learners.	6	2	4.75	8	5	Neither 1	4.50
15. I have the skills to collect data within my specific content area.	5	3	4.63	6	7	Neither 1	4.36
16. I have the skills to collect data within my specific content area to guide the planning of specialization specific methodology to enhance learning for all	4	4	4.50	6	7	Neither 1	4.36
17. I have the skills to analyze data within my specific content area.	7	1	4.88	5	9		4.36
18. I have the skills to analyze data within my specific content area to guide the planning of specialization specific methodology to enhance learning of all learners	5	3	4.63	4	10		4.29

19. I have the skills to utilize technology appropriately to my content area to deliver instruction.	6	2	4.75	9	4	Disagree 1	4.50
20. I have the skills to utilize technology appropriate to my content area to manage information.	6	2	4.75	8	5	Disagree 1	4.43

Artifact 3: Interpretation and Summary of Assessment Data

Assessment Area 1: Grade Point Average GPA

In examination of the assessment data there are a number of areas where our program is strong and some other areas in which we can increase the effectiveness of our teaching. On a 4.0 scale an average of 3.75 is on target. No action is indicated for academic improvement regarding GPA for school counseling students.

Assessment Area 2: Content-Knowledge

In the area of the Praxis exam, the department would like to increase our scores. Even though this is relatively new for the program, the scores are right on the passing line for the state. We strive to attain Praxis scores that are above the state average. In order to increase the Praxis scores a number of changes have been implemented:
1. Learning objectives in the CSP 861 Organization and Practices and CSP 893/894 Internships I & II have been aligned with the Praxis exam as well as the ASCA School Counseling Model.
2. Additional study material has been purchased for the campus library so that students can begin to study for the exam.
3. The practice questions provided by Praxis have been introduced in four of the school counseling classes so that students can be aware of the exam from the start of their program and become accustomed to the format of their questions. Internship will emphasis Praxis preparation.
4. Additional online modules have been created for ASCA model so that students may connect the school counseling standards with the questions asked on the Praxis exam.

Assessment Area 3: Learner/Learning Environments

Student learning outcome assessment indicates that school counseling interns are successful in identifying a need, creating the intervention and then assessing it's impact on PK-12 learners. No changes are indicated from the assessment scores as it accurately reflects the quality and impact of the Change Projects. It is our intention that the projects become more concrete and increase their potential to positively affect the school environment as more data and supportive resources become available. The CSP Department is also hoping to host an AQUESTT workshop within the 2016-2017 academic year for school counselors in our area of the state.

Assessment Area 4: Knowledge and Effective Use of Professional Practices:

The internship evaluations used for this assessment area fall within desired results.   In following up with the interns and their supervisors during the school visits, you can tell which school counselor supervisors are tough evaluators and which are inclined to use '1' as standard met while a '2' is truly exceptional.   There are three areas in which we will work to improve scores in:

1. Timely deadlines: In this area we are striving to increase the communication between the school counselor and their supervising counselors. Typically we hear that school counselors, even though in their position, often have split duties between teaching course, assigned supervision duties, and even lunch. While we realize that 'everyone is busy' we are hoping to have school counselors in their professional roles work hard to defend their time with students and set school counseling projects as a priority.
2. Individual and Group Counseling Skills: We have found that this score is often marked as '1-met' due to the fact that no counseling groups were held in the school during the supervised period. Under utilization of group work in schools has also been documented in the literature. Our program is continuing to provide group counseling materials for our school counselors to encourage them to hold groups during the school day.
3. In the area of leadership and advocacy for students, some 1=met scores were attained by counseling interns who reported that they did not feel that it was an open environment in which the principal was willing to listed to opinions which did not align with her or his. Our program will continue to reinforce the concept that school counselors have a responsibility to advocate for individual students and secure access to services for all students.

Assessment Area 5: Overall Proficiency and Professional Responsibility:

The chart which illustrates the dispositions of Collaboration, Reflection, and Responsibility all score high with the two year range being 1.7-2.0. It is felt that the variations in this score have to do with more of the personality of the reviews or school counseling interns rather than highlighting an area for correction. Currently plans are for the faculty to continue to work on improving all courses as well as to empower the school counseling interns to engage more with their students and school environments.

The results of the 2014 and 2015 employer survey illustrated many strengths but there is always room for improvements. Regarding the strengths, All areas scored within the target range and illustrates that our graduates are performing well for the duties in which they were trained. 8 out of 14 categories scored a perfect 6.00 out of 6.00. The Planning for Instruction and Instructional strategies ,which are more teacher specific categories, continue to score the lowest scores.

The three priorities for improvements on the employer survey are going to be:

1. First priority is to increase the return rate from employers.

2. Second priority is to be able to implement an instrument that deals more with school counselors; however, this is currently limited by the need for comparison with the teaching areas of the College of Education and one uniformed survey. Because of the multiple assessments points in each of the seven areas, it is difficult to identify a specific area to target for change.
3. The third priority is to connect with those who are supervising school counselors at various principal and administration conferences so that others can gain a better understanding of the proper duties of a school counselor while learning that feedback for all training programs is important to meet the changing needs of the school district.

The final assessment area to be discussed is the COE Graduate Exit Survey Responses from 2014-2015

The College of Education Graduate Exit Survey shows the greatest spread of data points. In 2014 there were 14 graduates who completed the survey. In 2015 there was an N of 8.   In 2014, there was a range of 4.29-4.79 with one respondent as an outlier scoring low. Strengths of the program were indicated as professional dispositions, understanding of concepts, and specific knowledge. Professionalism and work environment is also strong. In 2014 a number of areas were targeted for improvement. Those areas have shown improvements but are still areas of concern and appropriate actions are being taken:

1. The subjects of data collection, research, and program evaluation have been improved through differentiated teaching techniques and connecting students with research projects in areas of personal interest. School Districts are also starting to use data more to make informed decisions so students are seeing a direct impact and the acknowledgment of importance of supportive material.
2. Technology has also increased in both the use within the graduate courses and the students' use within their school systems. An effort is now being made so that technology can positively impact the students in others areas of our program. Student Learning Objectives is one example of how technology, data, and constant improvement is being used to improve the program and examine any areas of weakness.

Section 3: Use of Related Data and Information for Continuous Program Improvement of Endorsement Program

The data indicates that student learning outcomes are at met or target on all 5 assessment areas. Hopefully in the near future, more information will be available from Praxis exam results to help inform program improvement related to the NDE standards. The school counseling program shares all but 3 courses with the Clinical Mental Health Counseling program which was reaccredited in 2015 for an 8 year period ending in 2023. This accreditation process contributed to academic and curriculum changes to enhance counselor training.

Program changes on the horizon are broader in nature to respond a severe shortage of school counselors as identified by the Nebraska Department of Education. There are two systemic

factors that contribute to this shortage that UNK CSP Department hopes to address. First, Nebraska statues and rules continue to limit School Counselor Endorsement to those with teacher training, certification and 2 years of full time teaching experience. These restrictions significantly contribute to an inadequate supply of personnel who can address both the individual needs of students and the systemic needs of schools and districts. Second, there is significant student and institutional demand for enhanced technology and more access to online courses for graduate programs. A limitation of a primarily face to face on campus school counseling program is the long travel times for students from their homes especially after teaching for a full day. Further discuss of both challenges are now discussed.

The response rate of survey return for school counselor employers has been low for the past 8 or more years. While our school counselors students are employed in school districts as school counselors, which allow for responses for our current graduates, we are working to increase the return rate of employer surveys by more direct communication and personal invitations to participate in our data collection.

Alternative Non-Teacher Pathway for School Counselors

Over the last decade, states have responded to a severe shortage of school counselors across the country either by eliminating teaching experience requirements for school counselors or including alternative teaching experience pathways. The American School Counselor Association (ASCA) website indicates that currently there are only 4 states that mandate a teaching certification and/or teaching experience, 11 states that offer alternative experience options to teacher certification and/or experience, and 34 states have no experience requirements (see attached ASCA Summary of State School Counselor Certification Requirements).

There have been very few relevant empirical studies to support the belief that teacher training, certification and experience is critical (or substantively useful) to one's role as a school counselor. Even as early as 1994, the belief was challenged when Baker conducted a comprehensive literature review and concluded, "When effectiveness of counselors was operationalized as characteristics that are important in counseling relationships, the data sometimes indicated that teaching experience could be detrimental, or there were no differences among counselors" (p. 321).

Faced with the severe shortages in school counseling, UNK counseling faculty have actively advocated that the Nebraska Department of Education officially revise Rule 24 include an alternative pathway of experience for school counselor endorsement.

Transition to an Online School Counseling Summer Residency program

Beyond the UNK student requests, we are aware that more incoming students inquire as to the number of online classes that we have for school counselors.   Previously UNK has trained 65% of the school counselors active in schools within the state. As is consistent across the state, we noticed lower enrollment when compared to the increasing need and severe shortage for school counselors in the state, especially rural areas. For example, over the past few years, the Counseling and School Psychology (CSP) department graduated only 24 students within the past

5 years with a school counseling emphasis. A major limitation of a primarily face to face on campus program is the long travel times for students from their homes especially after teaching for a full day. The transition to an online program with summer residency for intensive clinical training would allow UNK to reach additional students while maintaining the high quality internships sites in Nebraska and expand to other states. School counseling students throughout the state could attend our program as the attitudes towards summer classes and traveling has changed over the past decade. In the past we have had many teachers travel to the campus for coursework during the summer. Society has changed and teachers are no longer willing to travel or give up summer time with family. The program would also allow UNK to become more competitive as recently Creighton University has gone online with their school counseling program. Chadron State also expanded their program to be offered at 3 sites throughout the state.

The shortage of School Counselors has reached critical levels within rural areas of the state as well as our surrounding states. Shortage areas in Nebraska for a given academic year are designated by the USDE as shortage areas for the following academic year, i.e. shortage areas determined by the 2015 survey are reported in Nebraska for use in the 2016-17 academic year and by the USDE as shortage areas for the 2017-18 academic year. School Counselor was one of 19 shortage areas for NDE and nation wide. Employment of school and career counselors is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations. Increasing school enrollments should lead to employment growth of school and career counselors according to the Occupational Outlook (U.S. Department of Labor). The mandates for school counselors by the state of Nebraska also indicates an increase with population shifts from rural Nebraska into large cities. When enrollment in a school hits 450, one school counselor must be assigned. Thereafter, an additional one-half time appropriately endorsed person is assigned for each 225 students. At the NDE ad hoc committee on School Counseling, the student service coordinators for both Lincoln Public Schools and Omaha Public Schools reported that there was a school counselor shortage even in the urban areas of Nebraska (NDE Rule 24 meeting minutes, January 27, 2016)

After reviewing UNK data and information available from NDE and other resources, the full faculty of the Counseling and School Psychology voted to create an online school counseling program which would also include on-campus residency courses during the summer. The creation of an online School Counseling Program at UNK would allow the existing campus bound program to transition to an online educational format that would better meet the needs of school districts throughout the state as well as train out-of-state students to enter the profession. Currently, UNK offers a 43 credit hour Graduate Degree in School Counseling. The educational focus of the online program would continue to be to promote an understanding of students, parents, and teachers in our communities both urban and rural.

The curriculum would expand from the current format of providing the students with a broad understanding of counseling and human development courses with a specialty focus on school counseling. The three low residency courses are needed to teach the counseling skills in an environment which can provide immediate feedback as well as create a safe environment for students to challenge their counseling skills. Techniques of Counseling, Group Counseling, and Practicum would be taught on the UNK campus in a 7-10 day format during the month of June or

July.   The remaining course in the degree would be re-designed to meet the educational needs specifically for school counselors through the introduction of modules designed specifically for the PK-12 environment.   The challenge of bringing a face-to-face counseling and communication class to an online environment will be enriched through the adoption of this program.

Currently approve for the program change has been accepted by the department, the Dean of Education, Dr. Sheryl Feinstein, and Dr. Charlie Bicak, Associate VC of Academic and Student Affairs at UNK.   Currently the department is waiting for additional funding from NU Online Worldwide for the creation of the online courses. The CSP department is also dedicated to the recruitment of more minority counselors to serve the increase needs of minorities within the state of Nebraska.   The department has created a recruitment program whereas faculty members have traveled to or created relationships with school providing teacher education undergraduate programs to increase the number of minorities as well as the overall numbers of students into our program.

Overall the Counseling and School Psychology department sees the changes discussed here and other improvements in our program as necessary to maintain a high quality program that has been successful at providing school counselors for districts throughout the state and in meeting state and national accreditation standards.

APPENDIX A - Student Advising Sheet for the (Name of) Endorsement Program at University of Nebraska at Kearney.

NAME
NU ID #
STUDENT PROGRESS CHECKLIST
Secondary School Counseling

Program of Study		Cr. Hrs.
CSP 802 – Research Methods Psych and Ed (FU)	live	3
CSP 805 – Beh Char of Child/Adol (3) (S)	blended	3
CSP 811 – Eth/Legal Consid in School Couns (F)	online	1
CSP 831 – Seminar: Professional Issues School (F)	blended	2
CSP 855 – Tech of Counseling (FSU)	live	3
CSP 856 – Multicultural Counseling (FSU)	live	3
CSP 860 – Theories of Counseling (FSU)	live	3
CSP 861 – Org/Pract – School Couns (F every other)	online	3
CSP 865 – Group Counseling (FSU)	live	3
CSP 870 – Marriage/Family Counseling (SU)	live	3
CSP 875 – Career/Lifestyle Development (FS, every other U)	online	3
CSP 880 – Appraisal/Eval of Indiv/Systems (FS, every other U)	blended	3
CSP 885 – Practicum (FSU)	live	3
CSP 893 – Internship I (FSU)	online	2
CSP 894 – Internship II (FSU) <Secondary>	online	2
CSP 957 – Problem Solv Consultation (SU)	online	3
TOTAL		**43**

STUDENT PROGRESS CHECKLIST
Elementary School Counseling

Program of Study		Cr. Hrs.
CSP 802 – Research Methods Psych and Ed (FU)	live	3
CSP 805 – Beh Char of Child/Adol (3) (S)	blended	3
CSP 811 – Eth/Legal Consid in School Couns (F)	online	1
CSP 831 – Seminar: Professional Issues School (F)	blended	2
CSP 855 – Tech of Counseling (FSU)	live	3
CSP 856 – Multicultural Counseling (FSU)	live	3
CSP 860 – Theories of Counseling (FSU)	live	3
CSP 861 – Org/Pract – School Couns (F every other)	online	3
CSP 865 – Group Counseling (FSU)	live	3
CSP 870 – Marriage/Family Counseling (SU)	live	3
CSP 875 – Career/Lifestyle Development (FS, every other U)	online	3
CSP 880 – Appraisal/Eval of Indiv/Systems (FS, every other U)	blended	3
CSP 885 – Practicum (FSU)	live	3
CSP 893 – Internship I (FSU)	online	2
CSP 894 – Internship II (FSU) <Elementary>	online	2
CSP 957 – Problem Solv Consultation (SU)	online	3
TOTAL		**43**

Name SAMPLE schedule
STUDENT PROGRESS CHECKLIST
Secondary School Counseling

Fall 2014

CSP 802 – Research Methods Psych and Ed	3
CSP 805 – Beh Char of Child/Adol (3)	3
CSP 811 – Eth/Legal Consid in School Couns	1

Spring 2015

CSP 860 – Theories of Counseling	3
CSP 875 – Career/Lifestyle Development	3
CSP 880 – Appraisal/Eval of Indiv/Systems	3

Summer 2015

CSP 855 – Tech of Counseling	3
CSP 856P – Multicultural Counseling	3

Fall 2015

CSP 861P – Org/Pract – School Couns	3
CSP 880 – Appraisal/Eval of Indiv/Systems	3
CSP 865 – Group Counseling	3

Spring 2016

CSP 885 – Practicum	3

Summer 2016

CSP 957 – Problem Solv Consultation	3

Fall 2016

CSP 870 – Marriage/Family Counseling (online)	3
CSP 831 – Seminar: Professional Issues School	2
CSP 893 – Internship I	2

Spring 2017

CSP 894 – Internship II	2

Program of Study	Cr. Hrs.
TOTAL	**0**

CSP 892 – Internship II 2nd one for elementary	2

APPENDIX B - Program/Endorsement Assessment Instruments and Scoring Rubrics

Department of Counseling and School Psychology
University of Nebraska at Kearney
School Site Supervisor Evaluation of UNK School Counseling Intern

School Counseling Intern: _____ Date: _____

School Site Supervisor Name: _____ Work Phone: _____

Internship Site: _____

Directions: Please rate the internship student in each area by using the following scale:

2 Target	1 Met	0 Not Met
Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations.	Student addressed competency adequately—acceptable, meets expectations.	Student failed to address the competency—unacceptable, does not meet expectations.

Indicate specific strengths and areas of growth for each item.   Rating:

   1. **Ability to design and/or implement developmental counseling/ guidance**   _____
      program

Strengths:

Areas of growth:

   2. **Ability to complete assigned projects in a professional, timely manner**   _____

Strengths:

Areas of growth:

3. **Ability to determine programming needs based on data (attendance, achievement and/or behavior)** _____

Strengths:

Areas of growth:

4. **Individual and group counseling skills** ____

Strengths:

Areas of growth:

5. **Consultation/collaboration skills** _____

Strengths:

Areas of growth:

6. **Ability to address school and student issues appropriately** _____

Strengths:

Areas of growth:

7. **Ability to use of technology and accesses resources** _____

Strengths:

Areas of growth:

8. **Ability to assess and/or address student diversity issues (Ethnicity, Gender, Socio-economic Status, etc.)** _____

Strengths:

Areas of growth:

9.   **Ability to design and/or implement program assessment**   _____

Strengths:

Areas of growth:

10.   **Ability to provide leadership and advocate for students**   _____

Strengths:

Areas of growth:

11.   **Responsibility in school counselor role**   _____

Strengths:

Areas of growth:

12.   **Individual career planning and advisement**   _____

Strengths:

Areas of growth:

13.   **Other** (Please Define)   _____

Comments:

Department of Counseling & School Psychology
University of Nebraska at Kearney

Evaluation of School Site Supervisor by UNK School Counseling Intern

Student: _____   Date: _____

School Site Supervisor: _____

Site Address: _____   Telephone: _____

_____

This supervisor was:

2 Target Student was exemplary in addressing the competency; depth/reflection and synthesis was demonstrated—meets target expectations.	1 Met Student addressed competency adequately—acceptable, meets expectations.	0 Not Met Student failed to address the competency— unacceptable, does not meet expectations.

1. Able to support my activities.
   Comments:

2. Able to show enthusiasm and interest.
   Comments:

3. Willing and able to commit adequate time to my training needs and goals.
   Comments:

4. Receptive to my ideas and opinions.
   Comments:

5. Able to provide positive feedback in a growth inducing way.
   Comments:

6. Able to provide negative feedback in a growth inducing way.
   Comments:

7. Able to provide adequate amount of structure.
   Comments:

8. Able to provide helpful suggestions for dealing with specific clinical problems.
   Comments:

9.   Able to provide sufficient ongoing feedback.
        Comments:

10.   Overall, I would rate this training experience as:
        Comments:

Comment Related to Low Ratings:
        Please describe in objective terms any behaviors which support ratings of 1 or 2 on the foregoing items listing the item number first.

Change Project

Select one area of needed change identified in the audit of the school counseling program or the counseling program assessment and develop a program that addresses that need. Create a pre- and post-assessment that will determine if the needed change has occurred or make use of other district data relevant to the project that can indicate change has happened. Complete the project and create a power point presentation explaining the project and the results.

Note that this should be a major project where you identify a need from the other assessment projects and then create a pre or baseline assessment point. You will then create an intervention or learning experience to address that need. A post assessment should the be implemented so that you can discuss how the issue was impacted.

Projects must contain a section the use of state and if available, district data to inform the creation of the research project and the interpretation of the results. NAEP is the site for national data. AQUESTT data on the state is available through the school as all principals have been given log in information.

Rubrics for Change Project

Assessment of Planning on P-12 Learning Project

In this project, planning Skills are demonstrated in an assessment task appropriate to a school counseling program that analyzes the contextual setting by reviewing school/program demographic characteristics and data, with a focus on diverse groups, to identify strengths and needs. Based on that analysis, a rationale, goals and objectives are developed for a program to address an identified need, program strategies are implemented, and analysis of pre/post data evaluates the impact of the program. [NCATE: 1a 1b 1c 1d 1f 1g; UNK COE DO's: Ka Kb Kc Sa Sb Db]

Descriptor	0 = Not Met (below 80% = below 4.0)	1 = Met (80-89%/4.0-4.49)	2 = Target (90%+ = 4.50-5.00)
Analysis of contextual setting (school/program demographic characteristics based on available data in order to identify anticipated strengths and needs—Kb, Kc, Sa)	School counselor candidate does not analyze and interpret demographic data to identify needed accommodations	School counselor candidate analyzes and interprets demographic data to identify needed accommodations and writes a rational for the need for advocacy	School counselor candidate analyzes the demographic composition and achievement data of the school district/ community, identifies areas of excellence and concern regarding student achievement of diverse groups, collaborates with school and community resources to select an area of concern and writes a rationale for the need for advocacy.
Objectives of the Plan	School counselor candidate develops goals/objectives that are not clearly appropriate for target group or based on data analysis	School counselor candidate develops goals/objectives that are based on data analysis and are appropriate for target group	School counselor candidate develops goals/objectives of the advocacy intervention that identify instructional or program accommodations to be used to meet the needs of the identified learner group, and outlines the role the counselor and others (both in and outside the school) will play in implementing the program

Planning	No evidence exists that the school counselor candidate used research-based methodology to develop rationale for an intervention plan	Evidence exists that the school counselor candidate used research-based methodology to develop the rationale for an intervention plan	School counselor candidate plan provides evidence of content and collaborative strategies that will enhance learning for target group and appropriately utilizes both school and community resources
	0 = Not Met	1 = Met	2 = Target

Assessment of Impact on P-12 Learning Project

In this project, planning Skills are demonstrated in an assessment task appropriate to a school counseling program that analyzes the contextual setting by reviewing school/program demographic characteristics and data, with a focus on diverse groups, to identify strengths and needs. Based on that analysis, a rationale, goals and objectives are developed for a program to address an identified need, program strategies are implemented, and analysis of pre/post data evaluates the impact of the program. [NCATE: 1a 1b 1c 1d 1f 1g; UNK COE DO's: Ka Kb Kc Sa Sb Db]

Descriptor	0 = Not Met (below 80% = below 4.0)	1 = Met (80-89%/4.0-4.49)	2 = Target (90%+ = 4.50-5.00)
Defines Problem	School counselor candidate fails to define problem in clearly stated terms	School counselor candidate defines problem in clearly stated terms	School counselor candidate defines problem in measurable terms
Preliminary Data Collection	School counselor candidate fails to collect data or data is unrelated to the problem	School counselor candidate collects data to establish a baseline but amount of data is limited	School counselor candidate collects sufficient data from multiple sources to verify existence of problem and establish a baseline
Interprets Data and Generates Possible Explanation for Problem	School counselor candidate fails to interpret preliminary data correctly and/or does not generate an explanation for the problem	School counselor candidate interprets preliminary data correctly and generates an explanation for the problem	School counselor candidate generates explanation for problem based on data review and identifies target group that will benefit from problem resolution
Investigates Causal Factors	School counselor candidate does not examine contextual factor or consult with others to develop an intervention plan	School counselor candidate reviews contextual factors and seeks input from other school professionals about contributing factors	School counselor candidate examines contextual factors and consults with school and community/family resources to develop an intervention plan to address the problem causes
Objectives	School counselor candidate does not develop measurable objectives or a data collection plan	School counselor candidate develops measurable objectives and a data collection plan	School counselor candidate develops measurable objectives and a data collection plan to assess impact of intervention for target group
Monitoring and Reflection	School counselor candidate does not assess impact of intervention	School counselor candidate uses summative data to interpret impact of intervention	School counselor candidate uses summative data gathered to assess impact of intervention and whether objectives are met or modifications are needed

COE School Counseling Employer Survey

Note: This survey was created and sent out to the Nebraska educational listserv to all school counselors with the request to forward the link to principals or other supervisors who evaluated the school counselor. Each year school counseling gets low completion numbers that illustrates that Nebraska is currently struggling with the issue that school counselors are being evaluated with forms created for the classroom teaching environment. This survey was designed as the College of Education employer survey, which realistically does not meet the needs of school counselor evaluation.

COE Employer Survey

Directions: Please indicate your rating of the educator's performance on each standard according to the following rubric. For each standard, example indicators are provided to clarify and develop the standard but are not an exhaustive list. There is a text box at the end of the evaluation for you to include comments.

1/2 = Beginning/Novice The educator demonstrates serious difficulties with implementation of this standard; he/she exhibits a lack of awareness about the need for and/or the ways to demonstrate the standard.

3/4 = Progressing The educator demonstrates occasional difficulties with implementation of the standard, but is generally successful and able to handle situations independently.

5/6 = Proficient The educator consistently demonstrates what is expected for the standard

	Question			
1	Learning Environments. The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Collaborate with students and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work Manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment Promote responsible student use of interactive technologies Develop learning experiences that engage students in collaborative and self-directed learning Demonstrate/Model a firm commitment to the core democratic principles of freedom (liberty), equality, and justice in ways that help prepare others for productive living in a democratic society. Demonstrates a belief that all learners can be successful and an understanding of the impact of diverse perspectives and experiences on learning.			
2	Content Knowledge. The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content. This includes the ability to integrate literacy skills and Nebraska Content Standards into instruction. Effectively use multiple representations and explanations that capture key ideas in the discipline Engage students in learning experiences in the discipline(s) that encourage students to understand, question, and analyze ideas from diverse perspectives Stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences Use supplementary resources and technologies effectively to ensure accessibility and relevance for all students Evaluate and modify instructional resources and curriculum materials			
3	Assessment. The educator understands and uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher candidate's and student's decision making. Balance the use of formative and summative assessment as appropriate to support, verify, and document learning Design assessments that match learning objectives with assessment methods and minimizes			

	sources of bias Work independently and collaboratively to examine test and other performance data Effectively use multiple and appropriate types of assessment data Engage students in understanding and identifying quality work Provide students with effective descriptive feedback to guide their progress toward that work. Engage students in multiple ways of demonstrating knowledge and skill as part of the assessment process Continually seek appropriate ways to employ technology to support assessment practice			
4	Planning for Instruction. The educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of students and the community context. Individually and collaboratively select and create learning experiences that are appropriate for curriculum goals and content standards, and are relevant to students Plan how to achieve each student's learning goals Choose appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students Plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest Plan collaboratively with professionals who have specialized expertise Evaluate plans in relation to short- and long-range goals Systematically adjust plans to meet each student's learning needs and enhance learning Develop appropriate sequencing of learning experiences Provides multiple ways to demonstrate knowledge and skill			
5	Instructional Strategies. The educator understands and uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. This includes developing competency for utilizing technology for instruction, assessment, and communication. Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of students Continuously monitor student learning, engage students in assessing their progress, and adjust instruction in response to student learning needs Collaborate with students to design and implement relevant learning experiences Vary his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students Provide multiple models and representations of concepts and skills Engage all students in developing higher order questioning skills and metacognitive processes Engage students in using a range of learning skills and technology tools Ask questions to stimulate discussion that serves different purposes			
6	Professional Learning and Ethical Practice. The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, other professionals, and the community), and adapts practice to meet the needs of each student. Engage in ongoing learning opportunities to develop knowledge and skills Engage in meaningful and appropriate professional learning experiences Advocate, model, and teach safe, legal, and ethical use of information and technology Use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice Reflect on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences Demonstrates the ability to evaluate the impact and refine instruction/treatment (intervention). Engages in reflective management decisions for the welfare of those served. Selects and analyses appropriate assessment strategies for individuals or systems served.			
7	Leadership and Collaboration. The educator seeks opportunities to take responsibility for student learning, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth, and to advance the profession. Take an active role on the instructional team Work with other school professionals to plan			

| and jointly facilitate learning   Work collaboratively with students and their families to establish mutual expectations and ongoing communication   Use technological tools and a variety of communication strategies to build local and global learning communities   Advocates at individual and systemic levels. Facilitates positive influences on decision-making affecting those served. | | | |

CSP School Counseling Employer Results form.docx

COE Graduate Exit Survey Responses **Question Likert scale 1-5, Strongly agree to Strongly Disagree.**			
1. My program has further contributed to my understanding of my content area.			
2. My program has further contributed to my understanding of the structure and central concepts of my content area.			
3. My program has further contributed to my understanding of the purposes of schooling in a diverse and democratic society.			
4. My program has further contributed to my understanding of the purposes of professional practice in a diverse and democratic society.			
5. My program has further contributed to my understanding of the concept of data collection to enhance learning for all learners within my content area.			
6. My program has further contributed to my understanding of the concept of evaluation to enhance learning for all learners within my content area.			
7. My program has further contributed to my understanding of the tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.			
8. My program has taught me how to work productively with others.			
9. My program has taught me how to work productively with others to facilitate positive influences on decision-making effecting learning of all learners in professional settings.			
10. My program has taught me how to independently evaluate impact of instruction, treatment/intervention/management decisions (whichever applies to you) on the welfare of those served.			
11. My program has taught me how to be responsible to the profession as defined by my specific program.			
12. My program has taught me how to be a leader in my content area.			
13. My program has taught me how to be an advocate for individuals to foster learning for all learners.			
14. My program has taught me how to be an advocate at systemic levels to foster learning for all learners.			
15. I have the skills to collect data within my specific content area.			
16. I have the skills to collect data within my specific content area to guide the planning of specialization specific methodology to enhance learning for all			
17. I have the skills to analyze data within my specific content area.			
18. I have the skills to analyze data within my specific content area to guide the planning of specialization specific methodology to enhance learning of all learners			

19. I have the skills to utilize technology appropriately to my content area to deliver instruction.			
20. I have the skills to utilize technology appropriate to my content area to manage information.			