



# **“The Developing Professional”**

## **Student Handbook**

**2024**

## **College of Education**

*Master of Education in School Counseling*

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## **COLLEGE OF EDUCATION**

**Mission:**

*Learn. Challenge. Empower. Transform.*

## **Belief Statements:**

The College of Education of Doane University is a community that pursues and celebrates excellence. In this pursuit:

- ❖ We foster a vibrant intellectual community that values learning, collaboration, curiosity, inquiry and scholarship.
- ❖ We create connections and meaningful relationships.
- ❖ We cultivate a culture where all individuals are affirmed, challenged, and empowered.
- ❖ We advocate for diversity, equity and service through the support of socially just policies and practices.
- ❖ We promote the process of development and honor the journey that is individually and systemically transformative.

## **Guiding Principles:**

- ❖ The teacher/school counseling education programs utilize historical, philosophical and practical knowledge as the foundation for understanding educational purposes and values.
- ❖ All school counseling education students have a strong foundation in pedagogical knowledge, skills, and dispositions. Emphasis is placed on advocacy, collaboration, systemic change and leadership.
- ❖ The school counseling faculty engages key stakeholders in intentional processes and reflection on data and practices that lead to continuous improvement of the programs.
- ❖ The school counseling program design and revise certification areas based on current theory, research, applied practice, state and national requirements and program review. • The school counseling program provides leadership opportunities for students to engage in meaningful dialogue and experiences concerning issues of diversity, equity and inclusion. • The school counseling program makes intentional its commitment to the principles of diversity, equity and inclusion by encouraging all stakeholders in continual growth and reflection. This is evident in the growth of personal and professional understanding and practical application in all aspects of a comprehensive school counseling program.
- ❖ The school counseling faculty and pre-service and in-service site-supervisors engage in meaningful exploration and dialogue about the world of practice to enhance contextual understanding.
- ❖ The school counseling faculty utilizes authentic forms of assessment, including performance assessment, and traditional forms of assessment to evaluate students and programs. • All elementary, middle school, and high school pre-service school counselors demonstrate competency through practice in their certification area(s).
- ❖ The school counseling program integrates practicums and internships in the student experience designed to participate in the real world of school counseling.
- ❖ The school counseling program pledges the competence of their program completers to the employing school. This pledge assures that beginning school counselors enter the professional

workforce with adequate knowledge, skills and dispositions to successfully fulfill responsibilities of the school counseling profession based on ASCA competencies for professional school counselors.

## History:

In the summer of 1970, the early planning for the experimental program in Teacher Education at Doane began. New staff had joined the education division to compliment those already present who were committed to discovering new and hopefully better ways to prepare teachers to meet the demands of an ever changing educational scene. Several students and K-12 school faculty from the area were invited in the Fall of 1970, to join the education faculty in the planning of the developmental program.

Meetings were held two and three times each week to explore several alternative approaches. The Doane Teacher Education Program grew out of these long hours of debate. This competency based program was the result of a commitment by the staff, faculty, and the students to five basic concerns:

1. Students should be able to move at their own rate of speed through any academic program--a commitment to individual differences;
2. The use of developmental procedures to provide not only for an integration of separate courses, but also an integration of theory and practice;
3. A program that is practical in nature which gives greatest attention to actual classroom experiences rather than to theory;
4. The need for early exploratory experiences in the elementary and secondary classroom to better enable students to decide if they wish to teach and at what grade level or in what area they would like to prepare to teach;
5. Since the program is developmental and is considered by the staff and faculty to be evolutionary, this program should be constantly revised and rewritten on the basis of student and faculty feedback.

In 1981-82, the Education Faculty went through an extensive review of the Program. Alumni who had graduated during the seventies were asked to evaluate the "packets" and other experiences in the Doane Teacher Education Program in light of their experiences as teachers. Students in the program were asked to go beyond the regular evaluation to assist in this comprehensive review. The results of this year of study were: 1) a greater commitment than ever to the process of the Program; 2) a renewal of the five basic concerns which are delineated above; and 3) a complete rewrite of all of the materials in Practicum I. (This rewrite put new emphasis on matters of concern that were noted by alumni and present students; e.g., mainstreaming, conferencing with parents, computer technology, learning theory, testing and evaluation, discipline, sexism, and communication.)

During the 1984-85 academic year, the Teacher Education Faculty conducted another review of the Program. Students were asked to evaluate the previously stated basic concerns as they applied to the present faculty and students. Crete teachers and administrators were asked to attend evaluation sessions on the teacher assisting program. The results of these efforts led to a revision of Practicum I.

More emphasis was placed on large-group instruction in the Education 211 sequence. The 221 experience was primarily field oriented with emphasis on developing organizational and teaching skills. Education 231 brought the field experience and individualized instruction together. There was more team teaching; more preparation for the teacher assisting experience through extensive orientation; more classroom experience for all Practicum I students (going from an average of 200 hours for each student to 250 hours of classroom assisting for all Practicum I students); a gradual movement from individual experiences for the students to large group experiences; and, continuing emphasis on integration of theory and practice.

Initial Accreditation from the National Council for Accreditation of Teacher Education was received in 1981 and in 1985.

In April of 1989 the Nebraska State Board of Education approved all programs leading to certification and was accredited with no deviations. Throughout the spring of 1989, the Education Faculty conducted another review of the Doane Teacher Education Program. The Teacher Education Advisory Committee was asked to review each of the components; students and graduates also were involved in the review. The feedback from these groups led the Faculty to decide to make four major changes: 1) Give more attention to classroom management; 2) Integrate all of the competencies throughout Practicum I; 3) Drop some of the components so greater attention could be given to those competencies which were identified as crucial for the Practicum I experience; and, 4) Provide more required field experiences for the Multicultural components.

The faculty rewrote all of the mini-courses and redesigned the individualized experiences. A continuing commitment to the extensive field experiences in Practicum I and integration of theory and practice were evident in these revisions. That updated program was introduced in the Fall of 1989, and was evaluated over the next two years.

In September 1990 the Doane Education Program was reaccredited by the National Council for Accreditation of Teacher Education.

Spring and Summer of 1992 were times of significant changes in the Doane Teacher Education program. New faculty were attracted to Doane for several reasons; among these reasons were the opportunity to teach in a field-based program and the strong national reputation of the Doane Teacher Education Unit. Some faculty were able to attend a three-day curriculum revision held in May, 1992. Others joined during the summer. On-going drafts of revised Practicum I courses were presented in mid-August during education faculty inservice meetings. The faculty recognized the transition from the competency based model of the seventies to one approaching the constructivist philosophy. During the meetings of the Spring and Summer of 1992, the Doane Teacher Education Program evolved again to become a continuous progress, modified constructivist program of education with classes characterized by inquiry, reflectivity, and collaboration tied to the extensive field components. The shift was a logical one for program integrity among the Practica phases, in light of current knowledge of best practice, and the momentum for reflectivity in classrooms.

In 1992 an effort was made to further develop the skills of new teachers in the Doane Education Department with the development of a series of graduate courses to support the requirements for teacher certification. These courses later were expanded into the Curriculum and Instruction Master's Program. In 1996 an additional program at the graduate level was added leading to an administrative

certificate in the Educational Leadership Program.

In 1995 Doane College was granted accreditation by the National Council for accreditation of Teacher Education.

In the 1998 review, the mission and belief statements were revised and guiding principles were added. In the Fall of 1992, 1998 and again in the spring of 2001, 2005, 2007 and 2014 the faculty reviewed beliefs about education acceptable to the group. The mission, belief statements, and guiding principles, and new standards were written in 2005 to replace the previous outcomes.

In 2002 current trends in the field of education lead to the addition of the Initial Certification at the Advanced Level Program (Fast Track). This program was designed for students with an undergraduate degree interested in obtaining a teaching certificate. The program was initially designed for adult students with a content area degree but later was expanded to include special education and elementary.

In the Fall of 2005 The Doane Teacher Education Program was granted accreditation by the National Council for the Accreditation of Teacher Education.

The constant need for leadership in education encouraged the Education Department to pursue the development of programs beyond the master's level. In 2010 after many attempts by the faculty the department was able to launch the Educational Specialist Program. While this program was not a full Doctoral program, it allowed students to apply courses beyond the master level to a terminal degree in preparation for district level leadership.

In October of 2012 the Doane Education Department was granted accreditation by the National Council for Accreditation of Teacher Education.

In 2015 the Doctorate of Education Program was launched with a group of 25 students. This degree has allowed students to further advance toward career goals and provided an emphasis on scholarship within the Teacher Education Program.

In 2016 Doane College became Doane University to reflect the various levels of programs offered and the structure of multiple campuses and colleges. At this time the Doane College of Education was developed to function within the Doane University system.

In 2017-2018 Doane University added a Master's in Education in School Counseling under the College of Education umbrella. At this time the need to have years of teaching experience to be certified in the state of Nebraska as a School Counselor was eliminated and replaced with 12 hours of education course work and passing the Core Praxis test in addition to earning the MED in School Counseling.

## **Doane University of Education Standards**

## **1. Understands Content**

**The developing professional understands the content knowledge of the discipline(s).** 1)

Demonstrates knowledge of content central to discipline, changing global perspectives, and digital work with discipline.

- 2) Incorporates content knowledge to facilitate implementation of a comprehensive school counseling program that serves all students.
- 3) Links content knowledge to local, state and national standards.
- 4) Establishes interdisciplinary connections bringing multiple perspectives to the discussion of content.
- 5) Facilitates students' ability to develop diverse and cultural perspectives.

## **2. Understands Development**

**The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.**

- 1) Demonstrates knowledge of students' developmental characteristics.
- 2) Uses counseling theories to support student needs and eliminate barriers to learning.
- 3) Selects developmentally appropriate objectives, instruction and activities.

## **3. Understands Differences**

**The developing professional recognizes and provides for individual differences and diversity.** 1)

Applies social justice for each student's needs to ensure fairness and equitable opportunity for students to learn.

- 2) Infuses appreciation and awareness of race, gender, class, culture, religion, language, family, and community to acknowledge students' identities and enhance learning.
- 3) Fosters attitudes that value diversity and social awareness within the community.

## **4. Designs Instructional Strategies**

**The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.**

- 1) Uses a variety of teaching and learning strategies to actively engage students in authentic learning experiences.
- 2) Enhances learning through the use of a wide variety of resources, including those of technology and the community.
- 3) Continually monitors and adjusts the school counseling process in response to the learner's ideas and needs.
- 4) Differentiates presentations based on social/emotional, academics and careers to meet each student's needs.
- 5) Provides information in a variety of settings; classroom, small group and individual response addressing social and emotional, academic and career domains.
- 6) Engages students in experiences that encourage students to understand, question, and analyze ideas from diverse perspectives while thinking analytically, critically and creatively.

## **5. Motivates and Manages**

**The developing professional creates a positive learning environment utilizing motivational strategies and classroom management.**

- 1) Conveys high expectations and provides support for individual student achievement to ensure success for all.
- 2) Applies knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work.
- 3) Uses a variety of effective classroom management strategies to promote learning and to create a climate of openness, fairness, mutual respect and inquiry.

## **6. Communicates**

**The developing professional applies knowledge of effective communication techniques.** 1)

Demonstrates effective oral, written and nonverbal communication and listening skills to convey ideas and information with all audiences.

- 2) Communicates with sensitivity.
- 3) Models a variety of digital age work to enrich learning and communication.
- 4) Advocates, models, and teaches safe, legal and ethical use of information and technology.

## **7. Plans**

**The developing professional utilizes effective planning techniques.**

- 1) Designs appropriate interventions that align with the ASCA domains of social emotional, academics and careers.
- 2) Designs learning experiences including digital age learning to meet student's developmental stages, intelligences, learning styles, strengths and needs.
- 3) Selects appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.
- 4) Uses data to determine the impact of interventions with students.

## **8. Assesses**

**The developing professional understands the assessment processes.**

- 1) Uses school data, pre and posttests to determine the effectiveness of interventions and school counseling program goals.
- 2) Selects and implements culturally and developmentally appropriate assessment strategies by engaging students in multiple ways of demonstrating knowledge.
- 3) Conducts ongoing informal and formal assessment strategies.
- 4) Uses assessment data and technology tools to plan for student learning.

## **9. Reflects on Practice and Teacher Preparation**

**The developing professional is a reflective practitioner who actively seeks opportunities to grow professionally.**

- 1) Views self as a learner continually growing and changing.
- 2) Reflects on personal and professional growth.
- 3) Accepts, reflects, and initiates change based upon feedback.
- 4) Explores innovative interventions for student learning.
- 5) Reflects on personal biases and accesses resources and experiences to deepen understanding of cultural, ethnic, gender, and learning differences.

## **10. Participates in the Professional Community**

**The developing professional fosters relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.**

- 1) Acts as an advocate for students.
- 2) Initiates and maintains collegial relationships.
- 3) Seeks leadership and professional growth opportunities in the educational community.
- 4) Models and promotes professional behaviors and digital citizenship.

# **Program Standards: Master of Education in School Counseling**



Doane's Master of Education in School Counseling Standards are supported by the American School Counselors (ASCA) Association's National Model [School Counselor Competencies](#) and Nebraska's certification requirements identified in [Rule 24](#).

Students in the program will:

1. Become skilled in the delivery of a comprehensive school counseling program that serves all students in the domains of social and emotional, academic and career development.
2. Know the ethical and legal procedures to ensure student and family privacy for the safety of all students.
3. Demonstrate the ability to lead, advocate, collaborate and change systems in the school setting to ensure social justice for all students.
4. Be able to demonstrate the ability to establish and implement interventions that meet the needs of all students in the classroom, small groups and individual response.
5. Use school data to close achievement gaps to ensure the success of all students in the school setting.
6. Be knowledgeable of the ASCA Framework for establishing a data driven school counseling program.

## **Administrative Structure**

The graduate programs in education are administered by the Dean of Teacher Education. The responsibilities include the following:

1. Administration of all graduate programs within the Unit.
2. Establishing, supervising and directing the budgets of the graduate program.
3. Design and supervision of the Strategic Long Range Plan for the graduate programs.
4. Recruitment and staffing for graduate and adjunct graduate faculty in education.
5. Leadership in faculty development for graduate faculty.
6. Providing leadership to the graduate faculty in education for the design and implementation of the graduate curriculum for professional preparation.
7. Providing leadership for the assessment of the programs.
8. Review, supervision, and implementation of all policies.
9. Direction of faculty evaluation.

The Dean of Teacher Education and the directors of each program provide direction for their respective programs. The assistant dean supports both deans in the administration of the programs.

### **Graduate Academic Affairs Committee**

Membership of the committee includes one full-time graduate faculty member from each of the graduate programs at Doane University, the registrar, the Vice President for Academic Affairs, and the program deans. The committee's duty is to consider all changes in graduate course offerings and academic policies

and, if approved, to forward them to the Doane University faculty for their approval or disapproval. The committee may meet formally or electronically as needed.

**Advisory Committee for the Master of Education in School Counseling.** Members of the counseling community will be asked to serve on the School Counseling Advisory Committee. The committee's duty is to consider directions for the program and to review curriculum policies.

## Policies

### **Commitment to diversity, equity and inclusion**

Committed school counselors have played a defining role in working towards equity for all children and being an advocate for diverse groups in schools. The professional school counselor is expected to view every child or youth as someone with potential and makes intentional efforts to provide quality educational experiences to meet the needs of all students. Professional school counselors must exhibit commitment to providing the best opportunities and learning environment for every child. Teachers and students alike benefit from the contributions of all and in working with and learning from people of different gender, class, ability, race, religion, sexual orientation or culture. Designing interventions should be based on diversity, equity and inclusion as an intentional effort to build on diverse strengths to meet the needs of and contribute to an ever changing global society.

### **Notice of Nondiscrimination**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual harassment and sexual violence are prohibited forms of sex discrimination.

Any person having inquiries concerning the University's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, Section 504 of the Rehabilitation Act of 1973, is directed to contact Director of Human Resources. For inquiries concerning compliance with the regulations Title IX of the Education Amendment of 1972, is directed to contact the Title IX Coordinator at [titleIX@doane.edu](mailto:titleIX@doane.edu). Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, Title IX, or Section 504.

### **Accommodations**

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

### **Mental/Emotional Health**

As required by the Nebraska Department of Education (NAC 92, Rule 21, 003.10) , preservice school counselors are required to affirm under oath they do not have an order or determination currently in affect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity an incapacitated person in need of a guardian, or unable to manage one’s property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, students must affirm yearly, prior to any practicum methods class or internship experience, they have not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student’s responsibility to report any change in status regarding this rule. Preservice school counselors not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.

### **Felon Status**

The Nebraska Department of Education (NAC 92, Rule 20, 004.06) requires each preservice teachers to affirm that they have not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct (See Appendix G). The Nebraska Department of Education further states that felons may not student assist or student teach in K-12 classrooms, but in these instances may appeal to the State Board of Education for review. In compliance with this rule, preservice teachers must affirm yearly prior to any field experiences in any practicum or student teaching/internship they have not been convicted of a felony or misdemeanor involving moral turpitude. It is the preservice teacher’s responsibility to report any change in status to the Dean of the College of Education regarding this requirement.

### **Background Check**

Prior to admission to the School Counseling Program for non-certified teacher applicants, students will be required to undergo a background check through One Source. The College of Education will provide all needed information to complete this task. Preservice teachers are responsible for the cost of the background check. (Nebraska Department of Education, NAC 92, Rule 20, 004.06C)

### **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs and student handbooks.

### **Class Attendance**

Students are required to attend every class session and the PreK-12 all field experiences, practicum and student internship. Unexcused absences are not tolerated and repeated instances can lead to removal from the MED in School Counseling Program. Special provisions for making up work missed for an excused absence will be made by the instructor, and will need to make up lost hours during field

experiences.

### **Course Participation**

Doane University expects active participation, whether the course is on-ground or online. Students are expected to be prompt and regularly participate in all classes in their entirety. Consistent engagement is expected for online courses.

### **Unsatisfactory Performance in the Field Experience**

The field experience including Practicum and Internship are integral elements of quality school counseling preparation and are at the heart of quality preparation. As such, successful performance and effort are expected in each placement and unsatisfactory performance is a serious concern that could jeopardize admittance to or retention in the program. Unsatisfactory performance includes poor attendance and communication, failure to prepare and develop needed materials and lesson plans, and unprofessionalism in conduct, appearance and interactions. Instances of unsatisfactory performance may result in removal from the field experience and possible removal from the MED School Counseling Program.

### **Feedback**

An important aspect of the Doane Education Program is the opportunity for students to evaluate all of the experiences in the program. Each semester students have the opportunity to provide formal and informal feedback about their experiences in education program courses, practicum experiences and internship experiences. Student contribution to the feedback process is highly encouraged because it is important to the continuous improvement of the program.

### **Digital and Social Media**

The professional school counselor considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public. (ASCA Code of Ethics) The pre-service school counselor should use social media responsibly and transparently. Preservice school counselors when using social media for teaching and sharing information should ensure they follow school and district policies. Preservice school counselors should maintain separate and professional virtual profiles, keeping personal and professional lives distinct. (ASCA Code of Ethics)

### **Doane University's Appropriate Use Policy of Technology**

Information technology and resources include, but are not limited to: computers, software, databases, files, computer accounts, networks, Internet access, and electronic communication. The following are guidelines for acceptable use of information technology at Doane University.

The use of information technology and resources is a privilege extended to Doane University students, faculty, and staff. That use is restricted to academic, educational, research, and/or administrative purposes. These resources may not be used for commercial or business income purposes unless specific, written authorization for such use is given by the University. Any reselling of Doane's network

services is prohibited.

All use of information technology and resources must comply with federal, state and local laws, licensing and purchasing agreements, and Doane policies. Users of outside facilities such as libraries, Internet, or other electronic communication facilities must also comply with the acceptable practices and restrictions established by those facilities.

Individuals may not use institutional resources without proper authorization from the assigned user of the resource. Individuals may not use another user's computer account or user id or change another user's password without prior permission from the assigned user. Users are responsible for their use of computer hardware, software, accounts, user ids, and passwords. Users are responsible for all resources assigned to them even if another person uses them.

Users must not access, copy, view or change private files without authorization. They may not change, create, or delete public files or directories without proper authorization. Users do not have the right to create or receive unauthorized copies of software. Users must not attempt to modify software, data, or systems in an unauthorized manner.

Information technology and resources must not be used to make unauthorized entry into other communications, computational, or informational devices or resources. Accessing restricted databases requires authorization.

### **Professional Ethics**

The school counseling profession has designed a code of ethics which governs individuals within the profession. Students are subject to the guidelines of this code and to the implications that school counselors must always be guided by the highest ethical and social standards. (See Appendix)

## **Nebraska Required Testing**

For certification as a professional school counselor in the state of Nebraska, students must complete the content testing exam.

For all students in the MED for School Counselors must take the **Praxis for Professional School Counselors 5422**.

## **Program Information**

## Definition of Terms

### **Tiers—**

The School Counseling program was organized into tiers to help guide students in their selection of courses of study. Tier 0 is only for those who do not hold a teaching certificate.

### **Practicum—**

Practicum is the first experience for pre-school counselors to work in a school setting under the supervision of a site-supervisor counselor in direct and indirect service for 150 hours.

### **Internship—**

Internship follows practicum and is the final course in which pre-school counselors work for 450 hours under the supervision of a site-supervisor counselor performing the duties of a school counselor in direct and indirect service with students in a school setting.

### **Praxis—**

To earn certification in the state of Nebraska as a school counselor students must earn a MED in School Counseling and pass the content exam 5422 Praxis for Professional School Counselors.

### **Critical Pieces—**

Assessments in a course identified in each Tier to provide benchmark information of student progress in the school counseling program.

<b>Program of Study for MED in School Counseling</b>
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Doane's School Counseling program is designed to maintain a program committed to excellence that provides certification as a school counselor in Nebraska. Course content is designed with concern for best practice, current research, and a commitment to the application and evaluation of the content. Doane's holistic approach recognizes that the cumulative effects of the completed graduate degree program are greater than the sum of the courses. The resident and adjunct graduate education faculty takes particular pride in the high marks for relevance and quality of instruction given to the entire program by students completing Doane graduate courses.

The school counseling program consists of 48 credit hours of coursework. All courses are required. Transfer courses must meet the Doane criteria for graduate credit at the institution granting the credit and will be evaluated on a case-by-case basis by Doane's Director of School Counseling. Each course in this curriculum is a graduate-level course and is designed to meet the needs of the **developing professional in school counseling**.

Graduate students in the school counseling program are allowed to register for a maximum of 6 credit hours each term in the fall and spring and 12 credit hours during the summer term. Courses may be taken on-line or in the classroom.

This matrix is a recommended course of study for students earning a Master’s Degree in Education for School Counseling. It is suggested that you complete the courses in each Tier before moving on to the next Tier. It is not recommended for students to register for Practicum or Internship before the completion of all of the courses in Tiers 1 and 2.

<b>Tier 0</b> (for students without a teaching certificate)	<b>Tier 1 - Foundation Courses</b> (start for students with a teaching certificate)	<b>Tier 2 - School Counseling Programming</b>	<b>Tier 3 - School Counseling Culminating Courses</b>
<p><b>EDU 613</b> - Models of Teaching</p> <p><b>EDU 601</b> - Critical Issues in Education</p> <p><b>EDU 670</b> - Classroom Management</p> <p><b>EDS 620</b> - Exceptional Children (SpEd Required)</p>	<p><b>**COE 605</b> - Critical Issues in School Counseling</p> <p><b>**COE 601</b> - Counseling Theories and Methods for K-12 Schools</p> <p><b>**COE 615</b> - Counseling Skills and Crisis Intervention</p> <p><b>**COE 655</b> - Ethics, Law and Professional Practice for School Counselors</p> <p><b>COE 616</b> - Career and College Readiness</p> <p><b>COE 633</b> - Human Development K-12</p> <p><b>COE 625</b> - Social Justice in School Counseling</p> <p><b>COE 622</b> - Counseling Practices</p> <p><b>COE 630</b> - Social and Cultural Awareness</p> <p><b>COE 635</b> - School Counseling and Special Populations</p>	<p>1. <b>COE 610</b> - Interpreting Data in School Counseling</p> <p>2. <b>COE 620</b> - School Guidance Curriculum</p> <p>3. <b>COE 634</b> - Group Counseling for School Counselors</p> <p>4. <b>COE 650</b> - Programming for School Counseling</p>	<p>* 1. <b>COE 602</b> - Practicum Lab Counseling (150 hrs.)</p> <p>* 2. <b>COE 691</b> - Internship in Counseling (450 hrs.)</p> <p>Practicum/Internship Information Chart - link coming soon!</p>
<p>At least 3 of these courses should be completed before taking any courses in Tier 2 of the progression</p>	<p><b>**These courses must be completed before taking the first course in Tier 2</b></p>	<p>The courses in this Tier are listed in the order in which they should be taken or you must have advisor approval.</p>	<p>* You must complete all courses in Tier 1 and 2 before taking Tier 3 courses.</p>

### Faculty Advising

The Advising Office is housed on the Lincoln campus. The Director of the School Counseling Program advises candidates.

Advisers assist students in developing programs of study, monitoring progress in the program, and assisting with program changes. Much advising in the programs is done through e-mail and phone conferences as students are at numerous locations throughout the state. Adjunct and resident faculty also refer students to the graduate office or the Directors’ office when students have questions in their classes. In addition, students may review their academic program through Doane’s web site, available 24/7 [wa.doane.edu](http://wa.doane.edu).

The Graduate Office will monitor students completing nine hours of credit with B or better in each course for full graduate standing. A student receiving any grade below a B for any graduate course will have his/her file reviewed even though the student’s cumulative GPA may be 3.000 or higher. Decisions are

communicated to the student in writing as soon as practical after the student completes 9 hours of Graduate Education credit.

### **Full-time Students**

Full-time students in the graduate education programs are defined as those enrolled in six credit hours during a term of instruction.

### **Graduate Calendar**

The graduate calendar for education consists of a fall and a spring term of 15 weeks each and one summer term with courses of varying lengths. Courses during the fall and spring terms generally meet one evening a week. Summer term classes are scheduled during the day, with meeting times determined by the number of days the course meets. Unique schedule preferences of each site-based program are met by flexible scheduling. Online courses are offered during fall, spring and summer semesters.

<b>MASTER OF EDUCATION IN SCHOOL COUNSELING</b>
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### **Admission Requirements – Master of Education in School Counseling**

After completion of the application for admission, each student is required to provide an official transcript from the institution awarding his/her undergraduate degree, and an official transcript from each institution granting graduate credit the student wishes evaluated for transfer credit. These transcripts must be sent directly from the institution to the Graduate Studies in Education office at Doane University and must bear the official stamp of the issuing institution. Transcripts issued to students are not acceptable for submission. Students must have an undergraduate cumulative GPA of 3.00 or higher. Applicants not meeting this requirement will be referred to the Graduate Education Faculty Committee of the Whole for consideration. Three letters of recommendation are required, a copy of the applicant's current teaching certificate (if applicable), an essay responding to prompts, a self-reporting survey, and a meeting with the Director of School Counseling. The application file should be complete before the student registers for their first course in the program.

### **Transfer of Credit Policy – School Counseling Program**

Any request for transfer credit will be evaluated on a case-by-case basis as there are no elective courses in the School Counseling program. Transfer decisions will be made by Doane's certification officer.

**Students are responsible for making formal requests to graduate institutions they have attended to have their graduate transcripts sent directly to Doane University, Graduate Studies in Education, 303 North 52nd Street, Lincoln, NE 68504.**

### **Full Graduate Standing for the School Counseling Program**

After completion of nine credit hours of graduate study, the file of a degree-seeking student is reviewed to determine if the student is eligible for full graduate standing. The criteria for full graduate standing in the Master of Education in Counseling program are as follows:

- The applicant must have earned an undergraduate degree from an accredited college or university with an undergraduate GPA of 3.00 or higher.
- The applicant must obtain three letters of recommendation from professional educators who are well acquainted with the applicant and can speak to his/her ability to pursue certification as a school counselor, write an essay responding to two prompts, complete a self-reporting survey, and have all



- official transcripts on file in the graduate office.
- The applicant must maintain the highest ethical conduct in coursework and in professional positions held as defined in the Standards for Professional Practices Criteria in 92 NAC 27. A student must be a model, representing the ideals expected of members of the school counseling profession.
  - The applicant must have completed nine hours of graduate study at Doane with a 3.00 or higher cumulative grade point average. A student receiving a grade below a B for any graduate course will have his/her file reviewed even though the student's cumulative GPA might be 3.00 or higher.

All decisions regarding full graduate standing are based upon reviews of official transcripts of prior college work, letters of recommendation, GPA, and other pertinent information. If evidence of a breach in ethical behavior is presented, the Dean and/or graduate faculty reserve the right to evaluate this factor as a criterion for denying full graduate standing.

Decisions are communicated in writing as soon as practical after the student completes nine credits of study and has on file the three letters of support and the required transcripts. Decisions cannot be given by telephone, nor can they be given to any person other than the applicant without a written release from the applicant.

### **Doane E-Mail Accounts Required for Faculty and Students**

To comply with the Higher Education Act, ALL course communication between faculty and students will use Doane e-mail addresses. Students should also use their Doane e-mail for communication with Doane offices. The Graduate Office, Business Office, Financial Aid and Blackboard will all use students' Doane e-mail accounts. All Doane students have access to a Doane e-mail account and receive instructions about setting this up when they apply. If students do not set up their e-mail or have forgotten their password or user id, they should contact [helpdesk@doane.edu](mailto:helpdesk@doane.edu).

## **APPLICATION-ADMISSION-RETENTION-PROGRAM DESIGN**

### **Application Policies**

Doane University does not discriminate in education, employment or professional agreements on the basis of race, color, religion, sex, national origin, disability, age, marital status or sexual orientation. For further information, contact the 504 Compliance Coordinator at 1014 Boswell Avenue, Crete, NE 68333, or call 800-333-6263. In accordance with Title V, Section 504 of the Rehabilitation Act of 1973, students with physical and/or learning disabilities will not be discriminated against on the basis of their disabilities. Should you require any physical or other assistance in completing the application, assistance is available at the Graduate Studies Office, 303 North 52<sup>nd</sup> Street, Lincoln, NE 68504, 402-466-4774, upon request.

In accordance with Title V, Section 504 of the Rehabilitation Act of 1973, students with physical and/or learning disabilities will not be discriminated against on the basis of their disabilities. Applicants who wish to request accommodations in the admissions process should contact the Dean of Graduate Studies responsible for the program in which admission is sought at 402- 466-4774.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provides that "no otherwise qualified disabled individual in the United States...shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs are accessible to the disabled, but it does not require that every building or part of a building on campus is accessible. Some of the architectural barriers at course sites cannot be removed in the immediate future.

Thus, it will be necessary to reschedule classes to accessible buildings or take other steps to open some of our programs to students with mobility impairments.

Students interested in services related to a disability should notify the college of any special circumstances that would affect their ability to compete equally in the college environment. To assist the college in providing services, qualified professionals upon request must provide documentation of such disabilities.

Students are encouraged to self-identify at any time by initiating the process described above. To initiate this process, students are encouraged to contact the following office before arriving on campus so their needs can be anticipated, reviewed, and accommodated: Graduate Education Office.

Students wishing to engage in graduate study in the Graduate Program should obtain the appropriate application forms from Graduate Studies in Education; Doane University; 303 N. 52nd; Lincoln, NE 68504. Students must complete an application to the Graduate Program in order to enroll in any class numbered 600 or over. Submitting incomplete or false information is grounds for denial or subsequent dismissal.

To complete application a student must submit:

- A completed application form
- A check for \$30 made payable to Doane University (this application processing fee is not refundable and does not apply toward tuition.)

### **Time Limitations**

A student is expected to complete the program within seven years of beginning graduate study at Doane University. Credits taken in the program which were completed more than seven years prior to graduation are reviewed by the dean or assistant to the dean. The criteria for accepting or rejecting these credits as a part of the student's program are always based on the relevance of the material at the time of review. If the course is not accepted because the course material is no longer relevant, the student must then retake the appropriate graduate course(s) as part of the program of study, or in the case of elective courses, select additional electives.

### **Academic Standing**

A graduate student is in good academic standing if he/she maintains a graduate cumulative grade point average of 3.00 or higher.

### **Academic Probation**

A degree-seeking graduate student is placed on academic probation if, at any time, the graduate cumulative grade point average falls below 3.00. The student is notified in writing of his/her academic status and of any specific conditions for retention.

### **Academic Suspension**

A student may be suspended from Doane University for any of the following reasons: 1. Failure to return to good academic standing after the specified probationary period of one semester. 2. Failure to meet requirements set forth in the letter of probation.

3. Receipt of a second course grade below a "B".
4. Breach of academic integrity.

5. Failure to meet the expectations as outlined for Practicum and Internship (See Appendix G)

In all cases, the student is notified of the suspension in writing. For the right of appeal, consult that section in this handbook. For specifics on what constitutes plagiarism, please see a later section of this handbook.

## **Academic Dismissal**

A graduate student may be dismissed from Doane University when the appeal process for suspension has been exhausted. Such students are notified in writing by the Dean of the College of Education.

## **Mental/Emotional Health**

As required by the Nebraska Department of Education (NAC 92, Rule 21, 003.10) , preservice school counselors are required to affirm under oath they do not have an order or determination currently in affect by a court or any other governmental body which finds the student to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity an incapacitated person in need of a guardian, or unable to manage one's property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified mental health professional. In compliance with this rule, students must affirm yearly, prior to student assisting or teaching in any practicum methods class or student teaching/internship experience, they have not been convicted of a felony or misdemeanor involving moral turpitude. Furthermore, it is the student's responsibility to report any change in status regarding this rule. Preservice school counselors not meeting this standard are not allowed to participate in K-12 activities until they have received permission to proceed by the State Board.

## **Felon Status**

The Nebraska Department of Education (NAC 92, Rule 20, 004.06) requires each preservice school counselors to affirm that they have not been convicted of a felony or misdemeanor involving abuse, neglect, or sexual misconduct (See Appendix G). The Nebraska Department of Education further states that felons may not student assist or participate in practicum or internship in K-12 classrooms, but in these instances may appeal to the State Board of Education for review. In compliance with this rule, preservice school counselors must affirm yearly prior to any field experiences in any practicum or internship they have not been convicted of a felony or misdemeanor involving moral turpitude. It is the preservice school counselor's responsibility to report any change in status to the Dean of the College of Education regarding this requirement.

## **Background Check**

Prior to admission to the Master of Education in School Counseling program all students enrolling as non-certified teachers will be required to undergo a background check through One Source. The College of Education will provide all needed information to complete this task. Preservice teachers are responsible for the cost of the background check. (Nebraska Department of Education, NAC 92, Rule 20, 004.06C)

## **Insurance**

Students must enroll as a member of ASCA (American School Counselor Association) prior to practicum and internship. Joining this organization provides you with liability insurance to protect you for any problems or issues that may arise during your service in a K-12 school setting.  
(<https://www.schoolcounselor.org/Membership/Proof-of-Insurance>)

## **Academic Integrity**

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner

reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs and student handbooks.

### **Class Attendance**

Students are required to attend every class session and practicum and internship. Unexcused absences are not tolerated and repeated instances can lead to removal from the Master of Education School Counseling Program. Special provisions for making up work missed for an excused absence will be made by the instructor, and will need to make up lost hours during field experiences.

### **Course Participation**

Doane University expects active participation, whether the course is on-ground or online. Students are expected to be prompt and regularly participate in all classes in their entirety. Consistent engagement is expected for online courses.

### **Unsatisfactory Performance in the Field Experience**

The field experience including Practicum and Internship are integral elements of quality school counselor preparation and are at the heart of quality school counselor preparation. As such, successful performance and effort are expected in each placement and unsatisfactory performance is a serious concern that could jeopardize admittance to or retention in the program. **Unsatisfactory performance includes poor attendance and communication, failure to prepare and provide direct and indirect services, and unprofessionalism in conduct, appearance and interactions.** Instances of unsatisfactory performance may result in removal from the field experience and possible removal from the School Counseling Program.

### **Feedback**

An important aspect of the Doane Teacher Education Program is the opportunity for students to evaluate all of the experiences in the program. Each semester students have the opportunity to provide formal and informal feedback about their experiences in education program courses, practicum experiences and internship. Student contribution to the feedback process is highly encouraged because it is important to the continuous improvement of the program.

### **Digital Citizenship / Social Media**

The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the general public.( [ASCA School Counselor Competencies A15](#)) The pre-service school counselor should use social media responsibly and transparently. Preservice school counselors when using social media for teaching and learning should ensure they follow school and district policies. Preservice school counselor should maintain separate and professional virtual profiles, keeping personal and professional lives distinct.

### **Doane University's Appropriate Use Policy of Technology**

Information technology and resources include, but are not limited to: computers, software, databases, files, computer accounts, networks, Internet access, and electronic communication. The following are

guidelines for acceptable use of information technology at Doane University.

The use of information technology and resources is a privilege extended to Doane University students, faculty, and staff. That use is restricted to academic, educational, research, and/or administrative purposes. These resources may not be used for commercial or business income purposes unless specific, written authorization for such use is given by the University. Any reselling of Doane's network services is prohibited.

All use of information technology and resources must comply with federal, state and local laws, licensing and purchasing agreements, and Doane policies. Users of outside facilities such as libraries, Internet, or other electronic communication facilities must also comply with the acceptable practices and restrictions established by those facilities.

Individuals may not use institutional resources without proper authorization from the assigned user of the resource. Individuals may not use another user's computer account or user id or change another user's password without prior permission from the assigned user. Users are responsible for their use of computer hardware, software, accounts, user ids, and passwords. Users are responsible for all resources assigned to them even if another person uses them.

Users must not access, copy, view or change private files without authorization. They may not change, create, or delete public files or directories without proper authorization. Users do not have the right to create or receive unauthorized copies of software. Users must not attempt to modify software, data, or systems in an unauthorized manner.

Information technology and resources must not be used to make unauthorized entry into other communications, computational, or informational devices or resources. Accessing restricted databases requires authorization.

### **Professional Ethics**

The school counseling profession has designed a code of ethics which governs individuals within the profession. Student school counselors are subject to the guidelines of this code and to the implications that school counselors must always be guided by the highest ethical and social standards.

## **REGISTRATION AND ENROLLMENT POLICIES**

**Registration dates for all programs are listed in the course schedules and on Doane's web advisor, wa.doane.edu. Students with financial or other holds on their account will not be permitted to register for classes.**

**Financial Aid students must meet the requirements set by the Financial Aid Office. Financial Aid policies may be found in the Graduate Catalog.**

**Educational Leadership, Education Specialist and Doctorate students will be notified about registration procedures for the first class in their program following the selection process.**

**Thereafter all students register through web advisor. Curriculum and Instruction students, endorsement seeking students, non-degree-seeking students and Initial Certification at the Advanced Level and School Counseling students will register for all classes through web advisor.**

### **Doane University College of Education Payment Policy**

Fall and Spring charges are due the first day of each semester. Due to multiple start dates during the summer, charges for classes that begin in May or June are due June 15th. Classes that begin in July are due July 15th.

If full payment or payment arrangements have not been made by the dates listed in the above paragraph, the student account will be subject to late fees. A hold will also be placed on the student account to prevent further registration or release of transcripts.

#### **Payment Types Accepted**

All payment types listed are accepted online by logging into Web Advisor at [wa.doane.edu](http://wa.doane.edu) or in person at the Crete, Grand Island, Lincoln or Omaha campuses. Cash is not accepted.

- **Check:** Checks can be made payable to Doane University and mailed to the Business Office, 1014 Boswell Avenue, Crete, NE 68333. Please indicate the student's ID number on the memo line of the check.
- **ECheck: Payment can be made online by e-check** by logging into Web Advisor at [wa.doane.edu](http://wa.doane.edu). Click on "View Your Account" and follow the instructions. There is no convenience fee for this service. Make sure that you follow the instructions very carefully and properly input your bank's routing number and your account number. Returned electronic checks are treated the same as any dishonored item, and you will be charged a \$25 fee if your check is returned.
- **Credit Card: Payment can be made** by logging into Web Advisor at [wa.doane.edu](http://wa.doane.edu). Click on *View Your Account* and follow the instructions. American Express, Discover, MasterCard or Visa are accepted. A convenience fee of 2.75% will apply.

#### **Automatic Payment Deferment**

Automatic deferments will be granted to students who have been awarded financial aid or have certified military benefits to cover the entire balance by the payment deadlines listed above. However, if these benefits do not cover the balance 100%, the student is responsible for the difference by the payment deadline.

If financial aid has not been awarded, military benefits have not been certified or if payment arrangements have not been made by the payment deadline, the student account will be subject to late fees. The account

will also be placed on registration hold and transcripts will not be released.

#### Outside Assistance and Financial Aid

The Office of Financial Aid considers outside scholarships part of your financial resources when determining your eligibility for aid. If you have been awarded outside scholarships, you must inform the Office of Financial Aid of the amount of your tuition benefit.

If the outside scholarships result in an over-award of need-based aid, the Office of Financial Aid may be required to reduce your loan amount. This could result in a balance due to the university for financial aid you have already received.

#### Monthly Installment Payment Plan

An online installment plan is available through Nelnet Business Solutions. This can be found by logging into Web Advisor at wa.doane.edu Short-term plans (six months) are available for a one-time charge of \$25. Long-term plans (nine or twelve months) are \$45. Both are interest-free plans. Payments are charged on the 5th or the 20th of each month, and you can choose either free e-check withdrawals from a checking/savings account, or payment with an American Express, Discover, MasterCard or Visa credit card, subject to the 2.75% convenience fee.

Please do not assume your balance will automatically be adjusted if financial aid is received or a class is dropped or added. You should review your agreement balance online through [mypaymentplan.com](http://mypaymentplan.com) or contact the **Doane Business Office at 402.826.8250** to confirm any changes.

Any unpaid balances are subject to late fees, as well as registration and transcript holds. Students can view their outstanding balance by logging into Web Advisor at wa.doane.edu.

Most courses have a textbook or a required set of materials. When a course fee is added to the course, those charges are automatically billed to the student and must be paid with tuition. Textbooks can be ordered from Follett Books online. Graduate education books are not available at either the Doane-Crete or the Doane-Lincoln bookstores. Please see the current catalog or course schedule for tuition charges.

Degree-seeking students and Initial Certification at the Advanced Level students will be charged a one time fee for LiveText – an assessment database and electronic portfolio program. The fee will be charged along with tuition for a single required course in the student’s program and will offer the student 5 years of portfolio and data access.

**Full time students in all graduate education programs are defined as those enrolled in six or more credit hours during a term of instruction.**

#### **Refund Policy**

A student withdrawing prior to the official beginning of a term is refunded all tuition payments. Tuition refunds for dropping or withdrawing from any graduate education courses are based on the semester schedule instead of the beginning and ending dates of particular Education graduate classes. This schedule of refunds is as follows:

After the FIRST DAY OF THE TERM, refunds for student withdrawing or dropping a class are based on the following schedule:

0-10 days: 100% 29-35 days: 10%

11-21 days: 50% After 35 days: 0

22-28 days: 25%

Graduate education students must keep in mind that their first class meeting MAY be past the deadline for ANY tuition refund based on the Doane University Calendar. Please refer to the course schedules for the

official starting date of each term.

### **Waitlist Policy**

When a student attempts to register for a full class they will be given the option to be added to the waitlist. When a seat becomes available, ***a notification email will be sent to the first student's Doane email address.*** That student will then have 24 hours from the time the email was sent to respond confirming they would like to be registered for the class. If that student does not respond within **24 hours**, they will be dropped from the waitlist and the next student on the list will be notified.

### **Financial Aid Withdrawal Policies**

First-time attendees receiving federal loans are refunded those federal funds based on a pro-rated refund policy if they withdraw during the first 60% of the period for which they have been charged. This calculation requires that a pro-rated calculation be done on all direct charges assessed in direct proportion to the period of time that remains in the period of enrollment at the time the student withdraws. The percentage of direct costs to be refunded is computed by dividing the total number of weeks in the term into the number of weeks remaining in the term at the time the student withdraws. This percentage is applied to the total direct costs to determine the amount of refund. Doane University will retain an administrative fee of five percent or \$100 whichever is less. Students not receiving federal funds do not receive pro-rated refunds.

If a student received benefits from federal financial aid, a portion of any refund must be returned to that federal student aid program.

**After census day, no refund is made unless a complete withdrawal occurs.**

Federal loans that are forwarded by electronic fund transfer and applied to students' accounts are done so after the first scheduled class meeting. Credit balances may be requested from the Business Office at any time after the second class meeting. Refund checks will be issued about one week after the request is approved.

### **Drop and Withdrawal Policies**

For one or two week courses meeting during the summer in locations such as Crete, Fairbury, Fremont, Grand Island, Lincoln, Norfolk, North Platte or Omaha, no Drops or Withdrawals for a "W" grade are allowed after a course begins. The last date to drop/withdraw from an online course in the summer is June 15. After these dates have passed a grade of "F" instead of a "W" will be awarded for any drops or withdrawals. During Fall semester, any drops or withdrawals from a course after October 31 will receive a grade of "F" instead of a "W." For Spring semester, any drops or withdrawals from a course after March 31 will receive a grade of "F" instead of a "W."

## **Appendix**

- A. [ASCA School Counselor Standards and Competencies](#)
- B. [NDE Rule 24](#)
- C. [ASCA School Counselor Ethical Standards](#)
- D. [Doane MED School Counseling Program of Study](#)
- E. [School Counseling Critical Pieces](#)
  - a. Tier 1—COE 601-Ethics Final Exam
  - b. Tier 2—COE 610-Data Literacy Final Project Rubric
  - c. Tier 3---COE 691-[Internship Final Evaluation](#)
- F. Observation Forms for [Practicum](#) and [Internship](#)