



UNIVERSITY OF WISCONSIN
WHITEWATER

Department of
Counselor Education
Student Handbook

2014-2015



*University of Wisconsin-Whitewater
College of Education and Professional Studies
Department of Counselor Education
6035 Winther Hall
Whitewater, WI 53190
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Table of Contents

PROGRAM INFORMATION	4
MISSION	4
VISION	4
HISTORY AND DEVELOPMENT.....	4
PURPOSE & PHILOSOPHY.....	5
CACREP STANDARDS.....	5
<i>Eight Core Counseling Standards:</i>	5
PROGRAM FACULTY	6
PROGRAM OBJECTIVES	6
ADMISSION TO COUNSELOR EDUCATION PROGRAM.....	8
ADMISSION CRITERIA	8
ADMISSION PROCEDURES	8
DEFINITION OF FULL-TIME/PART-TIME STUDENT LOADS.....	10
ORIENTATION	10
PROGRAM EMPHASES.....	11
SCHOOL COUNSELING EMPHASIS.....	11
Specific Requirements.....	12
Non-Teachers.....	12
COMMUNITY COUNSELING EMPHASIS/CLINICAL MENTAL HEALTH COUNSELING EMPHASIS	12
Alcohol and Other Drug Counseling.....	13
Career Counseling.....	13
Marriage/Partnership and Family Counseling.....	13
HIGHER EDUCATION EMPHASIS.....	14
OVERVIEW OF THE COUNSELOR EDUCATION PROGRAM.....	14
CORE COURSES	14
<i>Higher Education Emphasis</i>	15
<i>School Emphasis</i>	15
<i>Community Emphasis</i>	15
<i>Clinical Mental Health Emphasis</i>	15
<i>Additional Specialty Courses</i>	16
PROGRAM OF STUDY (POS).....	16
COURSE DESCRIPTIONS	16
CLINICAL EXPERIENCE: PRACTICUM AND INTERNSHIP	17
PRACTICUM	17
Objectives	17
INTERNSHIP.....	18
Objectives	18
General Requirements.....	18
Supervision: On Campus & Field Supervision.....	20
Application and Admission	20
Placement.....	21
Student Malpractice Insurance Coverage	21
EMS.....	21
ASSESSMENT AND FEEDBACK.....	21
REVIEW OF PROGRESS.....	22
SCHOOL EMPHASIS ePORTFOLIO REQUIREMENT	23
ELIGIBILITY FOR CLINICAL EXPERIENCE (PRACTICUM AND INTERNSHIP)	23
STATE LAW AND IMPLICATIONS OF BACKGROUND CHECKS	23

STUDENT INVOLVEMENT IN PROFESSIONAL ORGANIZATIONS	24
CHI SIGMA IOTA.....	24
GRADUATE STUDENT COUNSELING ASSOCIATION (GSCA).....	25
OTHER PROGRAM INFORMATION	25
ASSISTANTSHIPS.....	25
FINANCIAL AID	25
D2L	26
CORRESPONDENCE.....	26
CREDIT LOADS.....	26
TRANSFER OF CREDITS.....	26
CHANGE OF EMPHASIS.....	26
THESIS RESEARCH.....	27
<i>Individual Studies</i>	27
PERSONAL COUNSELING EXPERIENCE	28
GRADING STANDARDS AND ACADEMIC PROBATION	28
ATTENDANCE POLICY.....	29
PLAGIARISM POLICY (TAKEN FROM THE UWW HANDBOOK)	29
GRADE APPEAL POLICY.....	29
PROCEDURES FOR DEALING WITH COMPLAINTS FILED AGAINST STUDENTS.....	30
REACTIVATION POLICY AND PROCESS.....	31
GRADUATION AND BEYOND	31
WISCONSIN LICENSURE OF COUNSELORS IN COMMUNITY AND SCHOOL SETTINGS.....	31
INSTRUCTIONS FOR OBTAINING A PROFESSIONAL COUNSELING LICENSE	32
INSTRUCTIONS FOR OBTAINING A SCHOOL COUNSELING LICENSE.....	32
SCHOOL COUNSELING FOR NON-TEACHERS.....	33
DEPARTMENT OF PUBLIC INSTRUCTION (DPI).....	34
PROGRAM ENDORSEMENT.....	34
POST-MASTER'S CERTIFICATE PROGRAMS	34
COUNSELOR EDUCATION TIMELINE	35
PRE-ADMISSION	35
POST-ADMISSION	35
COUNSELOR EDUCATION PROGRAM SEQUENCE	36
SPECIAL REQUIREMENTS FOR EMPHASES.....	37

Program Information

Mission

To prepare professional counselors to improve the human condition and advocate for social justice in an increasingly diverse and complex world. Rigorous academic learning, relevant experiential learning, and deep self-reflective learning are grounded in professional standards and contemporary research and occur within a mutually-engaging environment that embraces diversity, positive regard, and authenticity.

Vision

In five years, the Department of Counselor Education will be nationally/regionally recognized for our comprehensive, intentionally constructed, CACREP-accredited programs. Having achieved this recognition, we will be characterized by a vibrant, stable core of faculty; leading edge curricula; a diverse student body; a technologically state-of-the-art lab; and expanded social justice-oriented partnerships.

History and Development

The Counselor Education Program, leading to the Master of Science in Counseling, prepares its graduates to work in a variety of settings. The Board of Regents of the State Universities System authorized the development of the degree program in 1969. The North Central Association of College and Secondary Schools and NCATE granted initial accreditation during the academic year 1970-71, and the program has been approved for reaccreditation by both agencies. The Wisconsin Department of Public Instruction has approved the program for school counseling licensure. The Counselor Education Department has also received full Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for its Community Counseling, School Counseling, and Student Affairs Practice in Higher Education Programs.

As of May 2012, over 1,600 graduate students have been granted the Master of Science degree in Counseling. Currently, seven faculty members work with approximately 160 enrolled students; of those, about 40 students graduate each year.

The ratio of full-time to part-time students has fluctuated over the years. While a number of today's students are enrolled in full-time graduate study, the staff recognizes that economic and other conditions make it necessary for many students to remain employed while pursuing graduate studies. The program's commitment to serve part-time students is reflected in its full schedule of evening classes, its summer school offerings, and in the individualized design of internship.

The program has evolved and changed in response to trends and developments in counseling and the human services. Projections for the 21st century seem to indicate there will be a continuing need for professional counselors in the schools at both the elementary and secondary levels, in community and agency settings, and in higher education. Additionally, there is a need for counselors who wish to work in settings such as corrections, rehabilitation centers, drug and alcohol treatment centers, industries, and hospitals. We anticipate that the program will continue to evolve and change in response to the trends and developments in the field while maintaining its tradition of quality and professionalism.

Purpose & Philosophy

The professional focus of counseling is the establishment of helping relationships with clients. The UW-Whitewater program is designed to help students achieve competencies required by licensure regulations, employing agencies, and professional organizations. The primary function of the program is to help the student become an effective professional counselor. The development of such professionalism requires a personal investment of time and effort, serious self-examination, and the ability to meet the challenges of graduate education.

The counselor education staff endorses the philosophy that counseling is both an art and a science. Principles of human learning, development and assessment, and counseling approaches have scientific bases, but the application of these principles remains to a considerable extent an art. The counselor-in-training needs to develop not only as a behavioral scientist, but also as a person concerned with applying knowledge for the improvement of the human condition. No single approach to counseling enjoys widespread acceptance among professionals; there exists a diversity of philosophies, theories, and approaches. Students acquire a basic understanding of these diverse approaches and then develop their own unique counseling styles that are effective for them in working with their clients.

The counselor education program is based upon the philosophy that students need to experience three types of learning: academic or didactic learning, laboratory or experiential learning, and learning about self. Core courses and elective course work help students gain knowledge, understanding, and skills upon which to base counseling practice. Laboratory or experiential learning is provided early in the student's program, further developed during the on-campus practicum, and culminates in the internship. These opportunities to observe counseling activities, interact with clients in appropriate settings, and consult with supervisors help students develop their personal counseling styles. The counselor education staff believes that personal development and professional development occur concurrently in effective counselors. The process of self-development and self-understanding is facilitated through interaction with and feedback from staff members and fellow students, and assists students in assessing the impact of their behavior and interpersonal style upon the clients they serve.

CACREP Standards

The program objectives were based on the eight core counseling standards and clinical mental health counseling program specific standards found in the *2009 CACREP Standards*. These both the core and the program specific standards service a foundation for what is taught within the program. Furthermore, students are evaluated on each of these standards throughout the course of the program. This evaluation process is outlined in the student retention and dismissal policies section of this handbook. A PDF of the specific standards can be found here: <http://www.cacrep.org/doc/2009%20Standards%20with%20cover.pdf> .

Eight Core Counseling Standards:

Professional Identity and Ethical Practice - studies that provide an understanding of all of the aspects of professional functioning.

Social and Cultural Diversity - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Human Growth and Development - studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Career Development - studies that provide an understanding of career development and related life factors.

Helping Relationships - studies that provide an understanding of the counseling process in a multicultural society.

Group Work - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Assessment - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Research and Program Evaluation - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Program Faculty

For faculty information, please visit: <http://www.uww.edu/coeps/facstaff-directory?dept=N221300>

Program Objectives

While there are four different emphases within the program, there are shared program objectives. The objectives, which follow, are relevant to all students in the program; the objectives are met through students' involvement with course work, related experiences, practicum, and internship.

1. I am able to demonstrate facilitative counseling skills (warmth, primary empathy, genuineness, concreteness).
2. I am able to apply challenging skills (self-disclosure, advanced empathy, and confrontation).
3. I am able to recognize and address emotions.
4. I am able to develop a theoretically based case conceptualization.
5. I have the knowledge and ability to design and plan a group.
6. I am able to implement and facilitate groups.
7. I am able to establish and maintain effective consultation relationships with persons within and outside the work setting.
8. I can utilize computer technology to enhance counseling (e.g., accessing information on counseling skills and treatment on the Internet, bibliotherapy, and consultations on professional listserves).

9. I am able to demonstrate working knowledge of the work setting's services, policies and procedures.
10. I am able to meet the work setting's record keeping maintenance requirements (forms, reports, case notes, etc.).
11. I am able to function effectively within the context of a professional work social system.
12. I am able to consume research and interpret results effectively for counseling purposes.
13. I am able to conduct research, including action research, and program evaluation.
14. I have knowledge of facilitative skills (warmth, primary empathy, genuineness, and concreteness).
15. I have knowledge of challenging skills (self-disclosure, advanced empathy, and confrontation).
16. I am able to assess clients and develop appropriate treatment plans.
17. I am able to formulate a theoretically-based clinical hypothesis.
18. I am able to evaluate the outcome of my intervention with clients.
19. I am aware of the relationship between counseling as a social service and as significant social-political variables in the local, state and national communities, especially with reference to advocacy.
20. I have knowledge of, and demonstrated good understanding of ethical and legal guidelines.
21. I am able to generalize learning from one situation to another.
22. I have an understanding of issues and trends in a multicultural and diverse society.
23. I have knowledge and skills to counsel effectively in a pluralistic society.
24. I am committed to personal development and able to facilitate self-exploration, including willingness to address my own issues affecting my ability to be effective with others.
25. I demonstrate a commitment to professional development, and a readiness to participate and contribute to the profession and professional organizations.

**“The last of the human freedoms-
to choose one’s attitude in any
given set of circumstances, to
choose one’s own way.”** Victor Frankl

*“Do what you can,
with what you have,
with where you are.”*

Theodore Roosevelt

Admission to Counselor Education Program

Admission Criteria

- Baccalaureate degree from an accredited institution
- Overall undergraduate grade point average of 2.75* on a four-point scale
- Sufficient background in the behavioral sciences including coursework in the following:
 1. Human Development
 2. Abnormal Psychology
 3. Statistics

Students may be admitted to the program with these “deficiencies” (prerequisites not yet completed). Identified deficiencies must be removed prior to enrollment in course work beyond the first nine (9) credits. Courses taken to remove deficiencies may be at the undergraduate or graduate level. Credit earned to remove deficiencies will not count toward the degree requirements for the Master of Science in Counseling.

***Students seeking an exception** (based on an undergraduate GPA of less than 2.75) to the admissions standards should do the following:

- a) Follow the Admission Procedures (Step 1 and 2) listed below.
- b) Submit a letter requesting an exception clearly identifying reasons that justify this exception.
- c) Provide information supportive of this exception (e.g., additional references, Graduate Record Exam scores, life experiences, etc.).

On receipt of these materials, the regular admission procedures will be followed. Academic background (including specific deficiencies) will be examined and discussed in the admission interview.

Admission Procedures (Steps to apply to the Counselor Education Program)

- Step 1 Apply to the School of Graduate Studies** by either February 1 or October 1. To apply, you must have a baccalaureate degree from an accredited institution and have an overall undergraduate grade point average of *2.75 on a four-point scale.

Apply by going to: <http://www.uww.edu/gradstudies/> . **The application is online and needs to be completed and received by Feb 1 or Oct 1 along with a \$56.00 application fee.**

Request a hard copy of transcripts from your undergraduate school to be sent to the School of Graduate Studies (UW-W) by **Feb 1 or Oct 1**.

*School of Graduate Studies
Roseman 2013, UW-Whitewater
Whitewater, WI 53190*

The School of Graduate Studies will forward the application and transcripts to the Counselor Education Department. For more information you can call or write to the School of Graduate Studies at 262-472-1006, gradschl@uww.edu.

Step 2 Submit application materials to Counselor Education Department by Feb 1 or Oct 1. Electronic documents will be accepted.

- a) Cover letter
- b) Resume
- c) Brief Autobiography
- d) 2-3 page essay pertaining to career goals and plans
- e) Reference letters from two (2) persons knowledgeable about student's potential to do graduate work and function successfully as a counselor. All reference letters must be sent directly from the reference writer either via email or postal mail.
- f) By making application to the Counselor Education Program, the applicant affirms that he/she has read the current online version of the Student Handbook and will abide by the standards and requirements as listed in the handbook, including being able to pass a background check prior to commencing clinical work.

Send the above materials to stonejaa@uww.edu (electronically) or in the mail addressed as follows:

*The Chairperson
Department of Counselor Education
Winther Hall 6035, UW-Whitewater
Whitewater, WI 53190*

All documents (hard copies or electronic) must be received by the admission due date or the applicant will not be considered for the current admission process. When the due date falls on the weekend, the next business day becomes the effective due date.

Step 3 Departmental Review

1. Individuals meeting application requirements will have applications reviewed.

2. Applicants chosen for further consideration will have an interview scheduled.
3. Admissions is a competitive process based on the following criteria:
 - Academic preparation
 - Ability to communicate effectively
 - Potential to work with diverse populations
 - Experience in counseling or related positions
 - Demonstrated commitment to the counseling field

There are two admissions cycles, fall and spring. The deadline for submitting application materials for a fall review is October 1. The deadline for submitting application materials for a spring review is February 1. Applicants should consult the counselor education webpage (academics.uww.edu/counseled/) for updates on admission start decisions. Start dates are routinely summer and fall.

Definition of Full-time/Part-time Student Loads

Full-time student loads are defined as 9 credit hours fall and spring semesters, and 6 credit hours during summer session.

Part-time student loads are defined as fewer than 9 credit hours fall and spring semesters, and fewer than 6 credit hours during summer session.

Orientation

New students are offered the opportunity to participate with a department orientation program (generally offered in the summer) and a graduate school program (usually held in the fall). These orientation programs are designed to acquaint new students with the department, college, and university. Orientation to the department includes introductions of faculty, staff, current students and graduates of the program, and a review of relevant policies and procedures. Current students and graduates of the program offer some perspectives on their academic experiences and current work experiences. There is opportunity for questions and discussion.

Similarly, the reception held by the graduate school in the fall affords students the opportunity to ask a number of questions and explore issues most important at that time in the program. Other programs are offered periodically throughout the semester (practicum, internship meetings, etc.) to address immediate questions and concerns of students. In addition, the department's website, <http://academics.uww.edu/counseled>, communicates up-to-date information. You are advised to check it regularly for updates.

What lies behind us and what lies before us are tiny matters compared to what lies within us.

Ralph Waldo Emerson

“Only as high as I reach can I grow, Only as far as I seek can I go, Only as deep as I look can I see, Only as much as I dream can I be.”

Karen Ravn

Program Emphases

There are four emphases within the counselor education program: school, community, clinical mental health, and higher education. Students must select an emphasis upon admission to the program. Students may, in consultation with their advisor, change emphasis if their career goals change. All students complete required core courses, a 3-credit practicum, and a 6-credit internship. Students complete additional required courses and electives appropriate to their selected emphasis and specialization. Students may choose to write a thesis research paper for up to six elective credits.

School Counseling Emphasis

The school counseling emphasis (48 credit hours) has been designed for graduate students planning to become school counselors. Upon completion of the program and the school counseling emphasis requirements, including successful completion of the Praxis II exam and an ePortfolio, students are granted the master's degree and are eligible for endorsement by the Wisconsin Department of Public Instruction for the K-12 school counselor license.

School counselors are employed in elementary, middle, and secondary schools. Their major functions include individual and small group counseling, consultation with parents and teachers, and coordination of a wide variety of developmental services and programs. School counselors are expected to provide leadership and direction in the implementation of a comprehensive school counseling program for the school in which they are employed.

School counselors need understand student development and determine when individuals or a group of students have specific developmental needs. Awareness of school and community resources is important in establishing collaborative relationships. An understanding of the organization and operations of the school is necessary to function effectively as a member of the educational team.

School counselors find the opportunity to work with young people who function at all levels of effectiveness both stimulating and challenging. They also discover a new and exciting meaning of the term “*the whole child.*” School counselors provide prevention and intervention programming. They have a sense of satisfaction and significance in the knowledge that the programs and services they deliver are needed. They also come to a sometimes frustrating realization that it is not always possible to do all they would like to do.

Students enrolled in the school counseling emphasis must complete the core courses required of all counselor education students. In addition to these core courses, specialized courses related to perspectives of school counseling, elementary and middle school counseling, and secondary school counseling are required.

Specific Requirements

- Students in the school counseling emphasis will also be required to create an electronic portfolio. Please refer to School Emphasis ePortfolio Requirements under the Assessment and Feedback section of the Handbook, or refer to the Counselor Education website (<http://academics.uww.edu/counseled>) for more information.
- Students must also complete a yearlong (September-May) internship in a school setting.
- Students in the school counseling emphasis will also be required to pass the PRAXIS Exam required by the Wisconsin Department of Instruction. Information about the Praxis II Exam (School Guidance and Counseling, code # 0421) can be found at <http://www.ets.org/praxis/prepare/materials/0421/>. For information about Wisconsin standards, go to <http://www.ets.org/praxis/wi/requirements> > “Pupil Services” section.

Non-Teachers

Students who are not current teachers, or who lack two years of experience as a teacher, are invited to consider the school counseling emphasis. There are additional courses required that provide the student with the knowledge and skills to become licensed school counselors. Please see Licensure Requirements section of this handbook for more details.

Community Counseling Emphasis/Clinical Mental Health Counseling Emphasis

The community counseling program has transitioned to a 60-credit clinical mental health counseling degree in 2013. The community counseling degree program was phased out following the 2012-2013 admissions cycle. The clinical mental health counseling degree program meets the curriculum requirements for Professional Counselor Licensure in the state of Wisconsin and for the National Board of Counselor Certification. The clinical mental health counseling emphasis encompasses a broad range of interests and foci. Students who select this emphasis plan to work in

such diverse settings as community mental health centers, inpatient facilities, vocational or employment counseling agencies, family service agencies, correctional institutions, business and industry, or social service agencies. The transition to the clinical mental health counseling emphasis will provide a more specific knowledge base for mental health counseling as well as continuing to provide specialty training options.

Alcohol and Other Drug Counseling

Students with an interest in counseling clients with alcohol and/or other drugs related issues may receive training in the chemical dependency process and its impact on individual, family, and society. Course work focuses on developing effective counseling strategies and techniques for working with chemically dependent clients and their families. The courses in the community counseling emphasis plus COUNSED 749, Chemical Dependency: Treatment and Rehabilitation have been approved by the Wisconsin Department of Safety and Professional Services as the knowledge base for substance abuse counselor licensure, e.g., eligibility for SAC-IT.

Students seeking state substance abuse counselor licensure will be required to complete a period of work experience in the alcohol and drug field prior to receiving licensure. Internship may qualify as part of that work experience.

Career Counseling

Students interested in this area take courses in career counseling to prepare them to work in community and technical colleges, private and public universities, career centers, employment agencies, organizations and industries as human resource specialists, and other positions that have career and placement counseling as their primary emphasis. Services provided by career counselors may include career counseling and job search strategies, aptitude and interest testing, providing occupational information, as well as providing brief holistic counseling when necessary. Career counselors work with a variety of clientele including job seekers, the chronically unemployed, the underemployed, mid-life career changers, re-entry workers, displaced homemakers, and others.

Individuals who wish to work in technical college systems in the state of Wisconsin need to be aware of the certification requirements and procedures. Generally, the Wisconsin Technical College System Office grants provisional and five-year certification to counselors. Both certifications also have renewal requirements. For further and detailed information, check: <http://systemattic.wtcsystem.edu> or contact the Wisconsin Technical College System Office at 4622 University Avenue, Madison, WI 53705 (street address), P.O. Box 7874, Madison, WI 53707-7874 (mailing address).

Marriage/Partnership and Family Counseling

Students interested in marriage/partnership and family therapy will receive specific training and experience in this specialty field. The need and demand for trained professionals in marriage and family therapy has been steadily increasing. The marriage/partnership and family specialty area employs a systems approach to treatment, and offers courses designed to help students understand the methods, practices, and theories of marriage and family therapy. The program adheres to professional and ethical standards outlined by the American Association for Marriage and Family Therapy (AAMFT).

Students seeking licensure as a marriage and family therapist (LMFT) in the state of Wisconsin must meet academic and supervisory requirements as outlined in the Wisconsin Statutes and Administrative Code relating to the practice of marriage and family therapy. Web addresses below guide prospective students to definitions of marriage and family therapy practice, requirements, and relevant statutes.

In addition to the course offerings within the 48-hour community emphasis and the 60-hour CMHC, two additional courses, COUNSED 732 and COUNSED 733, are required. Also note those seeking skills in marriage and family therapy must complete an internship experience featuring 300 direct client contact hours. Those interested in marriage/partnership and family licensure should consult with the marriage/partnership and family therapy program coordinator. Clinical membership in AAMFT is available to individuals after they have successfully met state MFT licensure requirements, which includes passing the AAMFTRB exam; information on this exam can be found at <http://www.amftrb.org/exam.cfm>. Additional web addresses can be found on pages 8-9.

Higher Education Emphasis

The higher education emphasis (48 credit hours) provides course work and experiences for those who plan to seek employment in post-secondary settings such as community colleges, technical colleges, community colleges and center systems, public and private colleges, and universities. In addition to the core courses within the program, there is an opportunity to explore the history and structure of student services, student developmental theories, specific offices and positions within the field, and competencies and skills necessary to work as a student development professional. The program is built on requisite counseling skills that are essential to the success of student affairs professionals. Regardless of the administrative programming or counseling responsibilities students may seek, these counseling skills will provide a good foundation for success. State licensure is not required for those seeking a degree in higher education counseling.

While there are numerous and diverse opportunities in the field of student development, entry-level positions are most often found in residence life, admissions, financial aid, career services, academic advising, and special programs (e.g., offices providing services for international students, orientation) on college and university campuses. Beyond the entry-level positions, there are many opportunities to specialize or remain a generalist in student affairs work. These career moves, when built on a solid academic preparation, frequently lead to high-level administrative positions in divisions of student affairs including but not limited to Director, Dean of Students, or Assistant Chancellor (Vice President) for Student Affairs Administration.

Overview of the Counselor Education Program

Core Courses

Course No.	Title	Credits
715	Research in Counselor Education	3
718	Principles of Counseling	3
719	Appraisal Procedures in Counseling	3
720	Career Development & Information Services	3

721	Groups: Theory & Practice	3
722	Theories of Counseling	3
728	Clinical Studies in Counseling	3
736	Counseling Across the Lifespan	3
741	Social & Cultural Foundations of Counseling	3
751	Professional Practices in Counseling: Ethics and Consultation	3
793	Supervised Practicum	3
795	Supervised Internship (2 semesters)	3 (per term)
	Total	39

Higher Education Emphasis

Course No.	Title	Credits
729	Student Services in Higher Education	3
748	Administration in Student Affairs	3
	Elective	3
	Total	48

School Emphasis

Course No.	Title	Credits
738	Perspectives in School Counseling	3
743	Counseling in Elementary & Middle Schools	3
745	Counseling in Secondary Schools	3
	Total	48

Community Emphasis

Course No.	Title	Credits
731	Introduction to Marriage/Partnership & Family Counseling	3
734	Family: Assessment & Treatment of Abusive Behavior	3
746	Counseling & the Chemical Dependency Process	3
	Total	48

Clinical Mental Health Emphasis

Course No.	Title	Credits
712	Foundations of Clinical Mental Health	3
716	Crisis Intervention and Trauma Counseling	3
731	Introduction to Marriage/Partnership & Family Counseling	3
746	Counseling & the Chemical Dependency Process	3
753	Psychopharmacology for Counselors	3
	Specialty courses (two 3-credit courses)	6

Total **60**

Additional Specialty Courses

Course No.	Title	Credits
724	Career Counseling of Adolescent & Adult	3
732	Practices of Marriage/Partnership & Family Counseling	3
733	Theory & Techniques of Marriage/Partnership & Family Counseling	3
739	Trauma Treatment	3
749	Chemical Dependency: Treatment & Rehabilitation	3
752	Integrative Treatment	3
797	Post-Masters Counseling Internship	1.5-3
799	Thesis credits	3-6

Note, courses taken from another specialty program list of core courses will count as an elective

Program of Study (POS)

During the initial interview, the student and advisor together develop the student's planned program of study. As students progress through the program, they may wish to make changes in their program of study. However, too many changes to student programs may compromise the student's ability to graduate within his/her time frame. Therefore, changes must be limited in number and considered carefully. All changes in this program of study must have prior approval of the advisor. Any changes made without prior advisor approval may result in the student being dropped from the program or other action at the discretion of the counselor education staff.

Thus, it is important that students maintain close contact with their advisors as they progress through the program. The advisors stand ready to assist the students to plan and schedule a sequence of course work, including appropriate electives, which will provide the best possible preparation to meet students' professional goals. Note that no more than three one-credit courses and/or workshops may be counted toward elective credits in the program. Students who fail to follow their plan of study as scheduled may be required to repeat initial courses before enrolling in internship.

The Graduate School policy is that a student has seven years to complete the degree, measured from the beginning of the term in which the first course to be included in the degree was completed. Programs of study will be designed in consultation with the advisor taking into consideration the chosen emphasis, the individual life circumstances, and academic preparation of the student.

Course Descriptions

For course descriptions, go to:

http://www.uww.edu/gradstudies/catalog1214/courses_counsed.php

Clinical Experience: Practicum and Internship

Practicum

Prerequisites for participating in practicum include Principles, Theories, Group, and Professional Practices courses. It is recommended that this class be taken after completing Counseling Across the Lifespan, Social and Cultural Foundations of Counseling, and Career Development and Information Services. Consultation with your advisor is required to determine the best semester for you to take this class per your program of studies.

Practicum students staff the Winther Counseling Lab and off-campus annex providing individual, group, and couples/partnership/family counseling services to students and other community members. The Winther Counseling Lab, located in 3004 Winther Hall, is a suite of rooms consisting of two classrooms, four interview rooms, a reception area, and an office/observation room. Classrooms and interview rooms have cameras and microphones to allow for recording and observing all sessions. The counseling lab is used in a number of classes, but most especially in the practicum experience. Recording and observation occur at the annex as well.

Practicum students participate with individual and group supervision each week. This is a time to develop and refine counseling skills while providing a service to the community. Policies and procedures specific to the lab will be discussed with students participating in the practicum experience.

Prior to the semester in which practicum begins, there is an orientation meeting that explains the requirements and expectations of the practicum experience.

Objectives

Overall, the objectives of the practicum semester include:

1. A tentative articulation of a theoretical orientation.
2. The practice of various counseling approaches.
3. The development of a case conceptualization and treatment plan.
4. The development of a theoretically congruent set of intervention strategies.
5. Experience leading to a greater confidence as a counselor.
6. Experience with various clientele demographics.
7. Greater awareness of personal counseling strengths and challenges.
8. Awareness of ethical dilemmas, obtaining consultation and developing a process of working through ethical dilemmas.
9. Increase self-awareness of values, biases, attitudes, and belief systems when working with clients from different backgrounds and addressing these in supervision.
10. Students establish and maintain ethical and effective working relationships with staff and clients.

The overall expectations of the practicum semester include 100 hours of time in direct and indirect service. These hours must meet the following definitions:

1. 40 hours of direct service, defined as 30 hours of individual counseling and 10 hours of group counseling.
2. 60 hours of indirect service, such as research into client issues, consultation with experts, maintenance of files and records, and supervision, including group supervision and individual supervision.

Practicum students are expected to provide regularly scheduled coverage for the lab hours of operation (Monday – Thursday). During the fall and spring semesters, students are scheduled weekly for 8 hours of lab coverage. When not seeing clients, students can use this time to complete progress notes, research client-related concerns, observe recordings, and complete practicum assignments/paperwork.

These counseling sessions will be recorded for supervision purposes. In addition, there are other academic requirements that each student must fulfill, as outlined on the syllabus. While functioning within the practicum class, students are covered by the university insurance. However, students are strongly encouraged to purchase professional liability insurance before enrolling for the practicum semester. Go to <http://www.acait.com> for example of student malpractice insurance.

Internship

The Supervised Internship in Counseling is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in field settings that are compatible with the individual student's experiences, competencies, and career goals. Students work with clients under the supervision of a qualified field staff member in the setting and the university counselor education staff.

Objectives

Although specific objectives vary among settings, the primary objectives of the Supervised Internship in Counseling are:

1. Students know and understand the services or programs provided to clients.
2. Students know and understand the counseling needs of the client population.
3. Students design, develop, and implement appropriate services or programs.
4. Students establish and maintain ethical and effective working relationships with staff and clients.
5. Students implement effective individual and small group counseling strategies and processes.
6. Students effectively utilize counseling tools or resources such as information systems, appraisal data and referral sources.
7. Students consult with persons in the setting, community or client's immediate environment.
8. Students implement research strategies to assess programs or services.
9. Students identify their professional competencies and plan appropriate educational or career goals.
10. Increase self-awareness of values, biases, attitudes, and belief systems when working with clients from different backgrounds and addressing these in supervision

General Requirements

General requirements that apply to all students enrolled in internship are outlined below. Due to differences in client populations, or counseling objectives and procedures used among settings, specific objectives consistent with all settings cannot be identified in these guidelines. The specific activities in which a student participates will be determined by the nature of the setting, activities initiated by the student, and assignments by field or university supervisors.

The supervised internship is an academic year-long (fall-spring) experience. Students earn three graduate credits on a pass-fail basis for each semester satisfactorily completed. Thus, students must earn a minimum total of six credits in internship in order to be granted the Master of Science in Counseling. Students seeking a post-master's certificate can complete a one semester twenty-hour per week internship (3 credit hours) or a two semester ten-hour per week internship (1.5 credit hours/semester).

The counselor education staff concludes that internship should encompass two major areas of learning. First, it should provide students an opportunity to work directly with individuals and small groups of clients. Second, it should enable students to participate in significant activities related to the total counseling function of the field setting. Therefore, although the counselor education staff believes that working with clients is the foundation of internship, students are expected to participate in other appropriate activities as well; these activities will be defined collaboratively, by students and supervisors.

The counselor education staff places students in actual field settings upon the approval of appropriate professional personnel within the specific setting. Students are to spend 20 hours per week in the setting for the duration of the academic year for 30 weeks (at minimum, a total of 600 hours). Students are required to work directly with clients doing individual and small group counseling. The time spent in such activities is called contact hours. Students are required to gain experience in a minimum of 240 contact hours during the year. Students should complete a minimum of 100 hours during the first semester. Students are required to make audio and/or video recordings of counseling sessions for supervisory purposes. These recordings will be made in a manner that is legally and ethically appropriate and agreed upon by the field supervisor.

Students are also expected to participate in other counseling related activities (e.g., staff meetings, research, progress notes). The time spent in such activities is not to be regarded as contact hours in terms of the 240 hour requirement.

While all students will participate with direct and indirect service totaling 600 hours during the academic year, specific requirements should also be noted for several groups.

- a. Students seeking Licensed Marriage and Family Therapy (LMFT) status are required to have a minimum of 300 contact hours including work with individuals, couples, groups, families, and partnerships.
- b. Students seeking licensure as a school counselor have a primary placement at one level and are required to have substantial experience at other level(s). The primary placement and substantial experience are determined collaboratively by the faculty supervisor and student.
- c. Students enrolled in the higher education emphasis will be placed in counseling and service positions in colleges, universities, or technical schools.

The internship should enable the student to obtain an overall perspective and understanding of the role and functions of the counselor in the specific settings. Therefore, students are expected to participate in activities related to informational services, appraisal programs, research procedures, conferences or staffings, and other appropriate activities. These activities combined with the time spent in either consultative activities or counseling contacts would comprise the 20 hours per week. Internship is an academic year experience, beginning in September and ending in May for all students in the program. Post-master's students have the option of a one semester or an academic year internship as mentioned above.

Supervision: On Campus & Field Supervision

The counselor education staff members serve as on-campus supervisors. These staff members organize and conduct weekly on-campus seminars, which students must attend. Students may be requested to participate in individual on-campus conferences with their university supervisor. University supervisors make periodic visits to the setting in order to consult with the student and field supervisor. Additional conferences within the field setting may be arranged at the request of the student or field supervisor.

Field supervisors are able to perform significant educational and supervisory functions. Therefore, each student will work with a supervisor in the setting who has earned a master's degree in counseling or a related field and is able to provide effective assistance. Field supervisors must be employed in the setting and must perform duties enabling them to provide effective supervision. Therefore, if an approved supervisor is not available, the setting will not be approved.

Application and Admission

The number of students enrolled for a given year is limited; therefore, any change regarding enrollment must be approved by the internship committee. Students should follow these procedures for admission:

1. Students will need to complete the internship application by the specified date during the fall semester one year prior to the internship. The completed form will be returned to the department chairperson.
1. A typed resume must accompany the application.
2. Students must have satisfactorily completed all courses as outlined in their program of study prior to the internship. A 3.0 grade point average is required at the end of the semester preceding internship. If this is in doubt, the placement will not be finalized until the 3.0 is verified.
3. Students employed full-time (more than 21 hours per week) may not take additional course work concurrently with internship.
4. Full-time students that are not employed full-time (20 hours or less/week) may be scheduled for one additional 3 credit course per internship semester.

A committee composed of the advisors of students in the counselor education program reviews and approves the applications. This committee determines admission to internship and the nature of the actual placement. The committee will give priority to those students who have not implemented a program change. Students may request to meet with the committee for review of committee actions.

If the conclusions of the committee are found to be unsatisfactory, the student will be informed of possible additional appeal procedures.

Placement

The internship committee is responsible for the placement of students in appropriate settings. Students are encouraged by means of setting visitations or consultations with staff to explore possible future employment and possible settings. At the same time, students are not to make their own commitments regarding settings. The only exception to this policy is for students employed in the setting in which they plan to take internship.

Placement will take into account available sites, availability of qualified supervisors, existing programs in specific settings, and competencies of the individual student. Students are to be aware that admission to the counselor education program does not guarantee a specific internship placement in terms of type of setting or location of the setting. Students are to be prepared to make travel arrangements if necessary.

The setting must provide opportunities for students to participate in an established program. In order for a setting to be considered, an on-going or structured program must be in existence at the time of placement in that setting. The setting must be served by a qualified counselor, i.e., one who has earned a master's degree in counseling or a related field, assigned at least one-half time to counseling.

Student Malpractice Insurance Coverage

The University of Wisconsin-Whitewater has insurance coverage for students involved in practicum and internship experiences. However, students are strongly encouraged to secure their own individual liability coverage. The American Counseling Association provides affordable student liability rates. Questions can be directed to an ACA Insurance Trust representative at 1-800-347-6647, ext. 284 or students may choose to visit the ACA Insurance Trust website at <http://www.acait.com> for information. Student liability insurance applications can be downloaded from this website.

EMS

The recent acquisition of Education Management Solutions' (EMS) Total Counseling application provides students a unique opportunity to use comprehensive, state-of-the art recording and case management technologies. Students use the EMS system during clinical coursework, most specifically during the practicum semester when supervised counselors-in-training provide counseling to persons on the campus and in the community. Students are introduced to the EMS technologies early in the program (during Principles of Counseling and Group Counseling), and the technology will be invaluable to learning in the Practicum semester. The UWW Counselor Education Program is one of few in the country using this exceptional and comprehensive system.

Assessment and Feedback

Professional and personal development of students throughout the program depends on feedback from faculty and fellow students, as well as on-going self-reflection by each person. Many forms of assessment will be used by faculty and staff to facilitate learning. Every effort will be made to attend to different learning styles, and accommodate individual learning needs. Note that it is important for students to articulate these needs to be sure faculty are aware of them.

Because faculty are interested in providing multiple assessments of learning within specific courses, there will be written exams, integrative papers and projects, oral presentations, recorded-reviews and presentations, and group projects. These specific assessments are chosen to reflect the learning objectives and outcomes in the course. Faculty provide positive and constructive feedback to enhance and build on learning. While much of the work is individually focused, several courses require a focus on group projects to help you develop those skills to work collaboratively with others, skills that are needed by all professional counselors. Expectations will be stated clearly by faculty at the beginning of the semester, and students should seek clarifications regarding assignments or structures as needed.

In addition to in-class assessments, there are several major self-assessments that will be a part of your work. For all students, the review of progress (a written self-assessment then reviewed by faculty members of the department) is an opportunity to reflect overall on the learning you have done; more specific description will follow, but it is important to note that it occurs in the semester after you complete 12 credits in the program. Likewise, during all clinical courses (Principles, Practicum, Group, and Internship), students will assess their growth and learning over time. Supervisors will provide this feedback as well, using the same format and addressing the objectives that provide focus for the training.

Review of Progress

The Counselor Education Faculty believes that counselors' personal awareness, knowledge base, and skill evolve throughout their professional careers. As students progress through the Counseling Program, faculty members provide an ongoing review of students' progress within the program while encouraging students to monitor their own development as well. To facilitate this review, skills assessment surveys are conducted at the beginning and end of COUNSED 718, COUNSED 721, COUNSED 793, and COUNSED 795. These surveys enable faculty members to provide formative and summative feedback to students.

A formal procedure for a review of progress will take place in the semester immediately following the students' completion of their first twelve credits in the counselor education program. This review will assess student development academically, professionally, and personally as identified in specific program objectives. Those 25 objectives are listed specifically earlier in this handbook. Students need to complete a review of progress form (self-assessment) by the due date established within the semester following completion of twelve credits in the counselor education program. Due to the importance given to this process, completion of the self-assessment is required to continue in the counseling program. Failure to meet this requirement will result in an administrative hold on the student's registration.

Faculty will meet to discuss the review of progress of all students, identify concerns, and provide feedback to the students. This individually written feedback will include comments on progress in

academic, professional, and personal development, as well as an overall assessment of progress. The review will conclude with one of the following:

1. A commendation related to present development with encouragement for future progress.
2. An identification of concerns which need to be addressed with the student's advisor and plans for further review.
3. An assessment that professional direction needs to be reexamined via consultation with the student's advisor.

A review of progress will also occur as part of the process of application to the internship. Applicants' progress toward the program objectives will be discussed prior to determining eligibility and appropriateness of the internship experience.

School Emphasis ePortfolio Requirement

Persons in the School Counseling Emphasis will also complete a developmental ePortfolio. This ePortfolio is intended to help integrate learning over time, with the final culmination of that learning in the internship year. Specific guidelines and objectives can be found on the department home page (<http://academics.uww.edu/counseled/CEPHandbook/index.php?page=11#SEPR>).

Eligibility for Clinical Experience (Practicum and Internship)

The following policy is effective for all new students:

1. All students must have a TB test and submit a criminal background check via The Office of Field Experiences in the College of Education prior to the practicum (current charge is \$10.00). All verification needs to be given to the Clinical Director before the student will be able to provide any counseling. As suggested above, students are strongly encouraged to purchase individual liability coverage prior to their practicum semester.
2. On the first day of internship class, each student will need to sign an affidavit that their TB test is still current (TB tests are usually valid for years, though some school districts may request annual tests), that she/he has personal liability coverage for the duration of internship (strongly encouraged by not required), and that no criminal behavior has occurred since the previous background check. If criminal behavior has occurred, another background check will be required. (Note: schools and/or agencies may require a background check despite no change in legal status).
3. If background checks indicate any concern, department faculty will consult and determine the appropriate intervention (see requirements below). The individual's advisor will meet with the student and discuss the concerns and eligibility for the clinical experience.

State Law and Implications of Background Checks

As of October 1, 1998, the law requires criminal and regulatory background checks of all persons responsible for the care and safety of children and vulnerable adults working in or having access to clients being served under programs regulated by the state. Individuals wishing to provide counseling services in the school or in state certified mental health agencies must submit to a background check.

Since there has been an increased concern regarding the potential for physical and emotional abuse of vulnerable citizens by persons who have been convicted of serious crimes or have a history of other improper behavior, Wisconsin has identified specific crimes and offenses that will permanently disqualify individuals from being licensed or employed in care giving settings. For less serious crimes and acts, the law allows persons to demonstrate rehabilitation by submitting clear and convincing evidence of rehabilitation. The Counselor Education Department requires a background check prior to involvement with practicum. If a student has committed crimes and offenses which would permanently disqualify him/her from licensure, the student would not be able to participate in practicum and would not be able to complete their Master's degree. If less serious crimes/acts have been committed, the clinical director will meet with the student to develop a rehabilitation plan. This plan will need to be approved by the department faculty

Student Involvement in Professional Organizations

Students are encouraged to participate in professional organizations that reflect their chosen area of interest. Such participation helps facilitate professional identity formation and development of a collegial network. Faculty members in the department are involved in a wide range of professional organizations. Each faculty member will be glad to introduce you to and assist you in joining an organization that best meets your professional goals. There are links to a number of counselor professional organizations and resources at the department's website at <http://www.uww.edu/coeps/departments/counseled/other-useful-links>.

- American Counseling Association
- Wisconsin Counseling Association
- American Mental Health Counselors Association
- Wisconsin Mental Health Counselors Association
- American College Personnel Association
- Wisconsin College Personnel Association
- American School Counselor Association
- Wisconsin School Counselor Association
- American Association for Marriage and Family Therapy
- Wisconsin Association for Marriage and Family Therapy
- National Career Development Association
- Wisconsin Career Development Association
- American College Counseling Association
- Association of Multicultural Counseling and Development

Chi Sigma Iota

Chi Sigma Iota is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism,

leadership, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Additional information regarding Chi Sigma Iota is located at www.csi-net.org/.

Graduate Student Counseling Association (GSCA)

GSCA is a professional student organization for UW-Whitewater Counselor Education Students. All counselor education students, regardless of credit accumulation or GPA, may become a member of GSCA, participating in GSCA events and receiving GSCA support and correspondence.

Other Program Information

Assistantships

A limited number of graduate assistantships are available each semester within the counselor education department for students in the counselor education program. There are additional assistantships across the campus; for information and to make application for all assistantships contact the graduate school at <http://www.uww.edu/gradstudies/gradassist.php>. The counselor education staff believes that an assistantship provides benefits not offered by grants or loans in that the student has the opportunity to work closely with a professional on projects of professional relevance.

Assistantships are generally available for either 20 hours of work per week or for 10 hours per week. Students are limited to 10 hour/week assistantships when enrolled in internship. Graduate Assistants must be full-time students (9 credits minimum per semester).

Duties, which do not include teaching, are varied. Graduate students are generally assigned to engage in administrative assistance required for the efficient functioning of the Winther Counseling Lab. Graduate assistants also provide support to department-wide initiatives and work collaboratively with department faculty.

Graduate assistantships are administered through the School of Graduate Studies. Applications may be obtained at the Graduate Office. For information on financial aid other than graduate assistantships, contact the Financial Aid Office.

Financial Aid

Questions regarding financial aid should be addressed to <http://www.uww.edu/financialaid/> or via phone at 262-472-1130.

To qualify for federal financial aid, graduate students must be enrolled at least half time, which at UW-Whitewater is 4.5 credits

Students must be making Satisfactory Academic Progress to qualify for aid. See the following website for more information: <http://www.uww.edu/financialaid/policies/academic-progress>.

D2L

Faculty members in the Counselor Education department use Desire to Learn technology (D2L). This program allows instructors to post course materials necessary for student success. All students will be expected to use this program for course access and materials.

Correspondence

Students are expected to use their university email address because program information is often distributed in this manner. Program announcements are also found on the department homepage at <http://www.uww.edu/coeps/departments/counseled/calendar>. Students are encouraged to consult the department homepage regularly and to consider being part of the Counselor Education Facebook group, designed exclusively to connect alumni of the program and current students while focusing on professional development opportunities, job networking, etc.

If there is a change of address, it is important to notify the department office directly because information does not come to departments from the Registrar's Office.

Credit Loads

During the semester in which students take COUNSED 793: Supervised Practicum, students can register for no more than 9 credits.

During the semester in which students take COUNSED 795: Supervised Internship, students who are not employed full-time (20 hours/week or less) may be scheduled for one additional 3 credit course per internship semester. Those students who are employed full-time (more than 21 hours per week) may not take additional course work concurrently with internship.

Transfer of Credits

- Consult the School of Graduate Studies at <http://www.uww.edu/gradstudies/>
- Nine (9) credits or fewer of relevant graduate credit completed at another institution or within another graduate program at UW-Whitewater may apply to the Counselor Ed Program.
- Students who have earned core credits in required courses at another institution may request credit by substitution for required courses in this program.

Students wishing to transfer credits should complete the Request for Evaluation of Transfer Credits form, which is available at the Graduate Office. At the time of admission, the student's advisor evaluates and determines applicability of transfer credits.

Change of Emphasis

At the time of admission, students declare one of the four emphases (Community, Clinical Mental Health, Higher Education, and School). The program of studies (POS) is created to reflect the coursework that will lead to that emphasis. If a student desires to make a change of emphasis, that request must be put in writing (including reasons for the change) to the advisor who will then bring

it to the department for consideration. The department will make a decision and the advisor will communicate that decision to the student. It is then the student's responsibility to contact the Graduate School regarding that change.

Some students may have interest in more than one emphasis and are encouraged to pursue additional coursework upon completion of the first degree. Electives from other emphases may be completed simultaneously with coursework in selected emphasis, but it is not possible to complete two emphases simultaneously. Certificate programs are available through the department and these options should be discussed with the advisor.

Thesis Research

The graduate thesis provides an opportunity for a student to explore a topic relevant to the field of counseling in more depth and intensity. This exploration is done in collaboration with the academic advisor and the three-member thesis committee. Because of the nature of that study, the thesis is designed as a two-semester, six-credit experience. In each semester, the student works with the thesis chair and thesis committee to create, conduct, and report his/her research. It is important that the student work intentionally and directly with the thesis chair and committee to design the research. Specifically, persons interested in completing a thesis should:

1. Discuss and make the decision to pursue the thesis option in consultation with his or her academic advisor. This decision should be made prior to the student's first internship semester; earlier decisions facilitate a better thesis experience.
2. Identify a thesis chair.
3. Contact the Graduate School for a thesis packet (paperwork that begins the process).
4. Contact thesis chair to discuss tentative plans before doing any writing or research.
5. In consultation with thesis chair, form a three-member faculty committee to work collaboratively with design and analysis.
6. Begin the writing process, seeking consultation with thesis chair and/or committee throughout the process. The student should meet with thesis chair and committee regularly.
7. Complete the writing process.
8. Present research findings in thesis defense meeting to be scheduled in cooperation with thesis chair and committee and posted so that interested persons might attend.

The thesis (end product) is evaluated on a pass/fail basis, and credits are counted as electives in the program. Evaluation of progress toward completion of thesis is made with a **P** (progress) or **I** (incomplete). The thesis chair determines appropriate grade (P or I) and informs committee members of the grade. All committee members are involved with final deliberations about the pass/fail for the final thesis. Graduate school policies apply related to the length of time to complete project (7 years in program unless exception is granted). A thesis is not required as part of the graduate program in counseling.

Individual Studies

Students who wish to gain knowledge toward a specific learning objective, (i.e., an expansion of knowledge presented in course work, or a content area other than those contained within course

offerings) may approach a professor within the Counselor Education Department to guide this independent learning process. Individual study proposals should include the following:

- a. A brief abstract of course content
- b. Statement of objectives
- c. A listing of texts, professional resources and/or plan for research and literature review
- d. Expectations of student and professor
- e. Methods of evaluation

Students proposing an individual study project will have their proposal presented to department faculty in writing the semester prior to the planned start of individual study. The faculty member directing the individual study will notify the student regarding feedback on their proposal and the faculty's decision relative to acceptance of the proposal.

Personal Counseling Experience

Students admitted to the program are strongly encouraged to participate in a personal counseling experience. The purpose is to provide students an important opportunity for personal exploration that is essential for their development as effective counselors. An additional benefit is that students experience counseling from the client perspective.

Students are also encouraged to participate with counseling sessions through the department's Counseling Lab located at Winther 3004. You can contact the lab by telephone at 262-472-2842 or email at counselinglab@uww.edu; email communications should be limited to contact information only and should not contain confidential information. Counselors in the lab are practicum students supervised by department faculty. Counseling sessions are usually recorded with permission.

Health and counseling services are also available to all enrolled students at the University Health and Counseling Services located in the Ambrose Health Center.

Grading Standards and Academic Probation

Students should consult the Bulletin of the School of Graduate Studies (online) to be aware of policies regarding academic probation. A student who fails to maintain a 3.0 overall grade point average for all graduate work completed at UW-Whitewater is placed on academic probation. Students placed on probation must attain a 3.0 overall grade point average within the next 12 graduate level credits in order to be returned to good standing status. This includes graduate courses that are repeated. Courses may be repeated only once. Although the original course and grade remain on the transcript, the last grade earned replaces the old grade and is the only grade that will count in computing the grade point average.

Students must earn a grade of at least a B in COUNSED-718, Principles of Counseling, and at least a BC in any other courses applied toward the degree. No more than two courses in which a grade of BC is earned may be applied toward the degree. Students must meet graduate school requirements of a minimum of 3.0 cumulative GPA in order to be admitted to internship and to graduate. Courses may be repeated to meet these requirements.

Attendance Policy

It is the policy of the department that students engaged in excessive class non-attendance will be subject to a departmental review. The student may be discontinued in the program if there is not sufficient reason for absences, and a clear plan will be put forward to ensure class attendance going forward. The student has the right of appeal for any decision made by the department.

Plagiarism Policy (taken from the UWW Handbook)

Commitment to Personal Integrity:

As members of the UW-Whitewater community, we are subject to the highest standards of personal integrity. Personal integrity is reflected by our respect of the dignity and privacy of others and our adherence to standards of intellectual integrity.

Members of the UW-Whitewater community have a responsibility to promote and a right to expect:

1. That all members will perform to the utmost of their abilities in an honest and sincere manner. Cheating, plagiarism, and the use of unauthorized materials is dishonest and a violation of our community's trust. The misrepresentation of our work in any manner threatens the spirit of community and cannot be tolerated. In giving credit for others' contributions and taking credit for our own when appropriate, we can celebrate each others' ideas.
2. That the privacy of personal records will be maintained in accordance with legal statutes and our ethical responsibilities.
3. That all members have access to a fair and timely hearing, and a resolution of grievances and complaints.

Grade Appeal Policy

At the University of Wisconsin-Whitewater, it is expected that instructors will evaluate students regularly and consistently by criteria and guidelines presented to students at the beginning of each grading period. If a student has reason to believe the grade is incorrect, the student may take the following steps in chronological order beginning with the informal process. A complaint that is timely and filed under any other student complaint procedure and then referred for processing under these procedures shall be considered to have met the deadline for filing as a grade appeal.

1) *Informal Process*

- a) Consult the instructor whose grade is being appealed. This consultation must take place within 7 calendar days of the start of classes after the grading period in question.
- b) If the student/instructor conference is unsatisfactory or if the instructor is unwilling or unable to participate within 7 calendar days, the student may schedule a conference with the chair of the department in which the course was offered.
- c) After hearing the student's appeal, the chair will attempt to resolve the problem within 7 calendar days.

- d) If this resolution is unsatisfactory, the student may then, within 7 calendar days after receiving the chairperson's response, submit a written appeal to the Department's Grade Appeals Committee through the chairperson. This will initiate the Formal Appeal Process.
- 2) *Formal Process*
- a) The appeal must be in writing and signed by the student. The student must submit two complete copies of the appeal and any supporting materials to the department chair. The chair will deliver one copy to the instructor.
 - b) The Department Grade Appeals Committee will:
 - i) Convene to examine the appeal and the response. Following its review of the written appeal, the Department Grade Appeals Committee may ask for clarification and/or additional information from the student, the instructor, or both. At its discretion, the Counselor Education Grade Appeals Committee may request separate meetings with the student and the instructor. After considering the information, the Department Grade Appeals Committee will render its conclusion in writing to the chair, student, and instructor within 14 calendar days of receipt of the appeal.
 - ii) While the Grade Appeals Committee cannot require the instructor to change a student's grade, the Committee can recommend such a change to the instructor and to the Dean of the College in which the course is offered.
 - c) Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for the further appeal to the Dean of the College in which the course is offered, within 3 calendar days of presentation of the Committee findings. The Dean will review the student's appeal and the findings of the Committee. Following the review, the Dean will render his/her conclusions in writing to the Chair, student, and instructor within 14 calendar days of the appeal.
 - d) If this action is unsatisfactory to the student, a final appeal may be made to the Provost, who will determine whether a change in grade is to be made within 14 days of the receipt of the appeal. The Provost is the only individual authorized to change a student's grade without the instructor's permission. However, the Provost may change a grade only when the faculty department committee and the Dean support such a change.
- 3) *Department Grade Appeals Committee:*
- a) The Department Chairperson will appoint a Department Grade Appeals Committee consisting of three tenured faculty members who are not subject to the appeal.
 - b) The Department Chairperson will designate one of the three tenured faculty members to chair the Department Grade Appeals Committee.

Procedures for Dealing with Complaints Filed Against Students

This set of procedures addresses complaints about students in the counselor education program. The procedures address alleged misconduct that may reflect on the student's ability to perform as a student or as a graduate in a manner consistent with the standards of the profession.

1. Complaints should be in writing and signed. Oral or unsigned complaints may be investigated at the discretion of the department. Complaints should be presented to the department chair. The chair, in consultation with the Dean and/or Provost, may investigate or appoint an investigator. The investigation will include gathering inputs from the individual bringing the complaint and the accused.

2. The accused will be informed in writing of the nature of the complaint and given an opportunity to respond in person at a hearing arranged by the investigator. The accused will be informed of the right to bring counsel to this meeting. While the actual complaint may be shared with the accused, this will be at the discretion of the chair. The name of the individual bringing the complaint will not be released without notice to the individual.
3. The investigator will present his/her findings to the Counselor Education Department for a decision.
4. Examples of possible decisions/actions available to the department include, but are not limited to:
 - a. A finding of no misconduct
 - b. A letter of reprimand to the student's file
 - c. Suspension from the program
 - d. Dismissal from the program
 - e. Denial of degree
5. Decisions/actions will be decided by a majority vote of the faculty of the department. That decision will be communicated to the accused in writing within five days of the action.
6. Appeals may be directed to the Dean of the College of Education. Appeals must be presented in writing within 10 days of his/her receipt of the department's decision.
7. When issues are unresolved at the time of commencement, degrees can be withheld or delayed.

Reactivation Policy and Process

Life occasionally will disrupt educational plans. It is extremely important to inform your advisor of any changes in your schedule, especially those changes that require you to withdraw temporarily from the program. If this occurs, students who have rearranged their schedules in consultation and with the approval of their advisor are allowed to continue in the program, as long as it has not been longer than a year since the last course was completed. Students who have discontinued coursework for more than a year will need to reapply to the program.

In order to reapply to the program, students need to inform the Office of Graduate Studies that they would like their student status reactivated. The student will also need to send a letter of application to the department chair indicating the semester in which the student wishes to begin. The student will be included in the next admissions process and can provide updated information to his/her file clarifying the reason for withdrawal from the program and supporting readmission. Following the interview process, the student will receive written notification of the admission committee's decision.

Graduation and Beyond

Wisconsin Licensure of Counselors in Community and School Settings

Professional counselors practicing in community and school settings in the state of Wisconsin are required to have licenses. For school counselors, the Department of Public Instruction (DPI) grants the license following an endorsement from the academic program. For community counselors, the

Department of Safety and Professional Services (DS&PS; <http://drl.wi.gov/>) oversees this process, with the academic program providing confirmation of completion of the approved program.

Instructions for Obtaining a Professional Counseling License

Students in the Community or CMHC programs can attain licensure as Licensed Professional Counselors, Licensed Marriage and Family Therapists, and/or Licensed Substance Abuse Counselors. In each case, the necessary forms can be downloaded from the appropriate website, and the department chair will officially verify program completion and forward to next steps in the process. Specific and current rules and procedures for obtaining those licenses can be located at the websites listed below. Please note, students interested in pursuing an LPC will be required to pass a Jurisprudence exam. More information can be found on the DRL website.

<http://drl.wi.gov/index.asp?locid=0> - Department of Safety and Professional Services (DS&PS) Homepage

<http://www.legis.state.wi.us/rsb/> - Statutes

<https://docs.legis.wisconsin.gov/statutes/statutes/457> - Code relative to LPC and LMFT, Chapter 457; see relevant sections.

http://drl.wi.gov/board_code_detail.asp?boardid=32&locid=0 - See MPSW 10 – 20.

<http://drl.wi.gov/docview.asp?docid=377&locid=0> - Professional Counselor Training License Application

http://drl.wi.gov/prof_docs_list.asp?profid=43&locid=0 - LPC Forms

<http://drl.wi.gov/profdetail.asp?pdetailid=2243&profid=43&locid=0> - LPC Organizations

<http://drl.wi.gov/docview.asp?docid=583&locid=0> – MFT Training License Application

http://drl.wi.gov/prof_docs_list.asp?profid=24&locid=0 – MFT Forms

<http://drl.wi.gov/profdetail.asp?pdetailid=2093&profid=24&locid=0> - MTF Organizations

<http://drl.wi.gov/profession.asp?profid=55&locid=0> – Substance Abuse Counselor in Training

<http://drl.wi.gov/profession.asp?profid=56&locid=0> – Substance Abuse Counselor

Instructions for Obtaining a School Counseling License

1. A passing score on the Praxis II Exam is required. Information about the Praxis II Exam (School Guidance and Counseling, code # 0421) can be found at <http://www.ets.org/praxis/prepare/materials/0421/>. For information about Wisconsin standards go to <http://www.ets.org/praxis/wi/requirements> > “Pupil Services” section.

2. Obtain a license application and Conduct and Competency form from the DPI Applications website. Forms can be found at <http://dpi.wi.gov/tepd/applications.html>; Fill out form PI-1602-IS.
3. Submit the completed application, Conduct and Competency form, and \$100 fee to the Winther Hall Information Desk (the window on the second floor in Winther Hall). The \$100 fee covers all initial licenses.
4. The student's master degree must be posted before the application can be processed by the Certifying Officer. Certificate students in school counseling should discuss licensure requirements with the Certifying Officer.
5. Once the degree has been posted, there is a 4-6 week processing time before the Program Verification Form is issued. This verification is only a confirmation that UWW endorses the applicant for licensure and does not signify a license.
6. The initial license is issued by the Department of Public Instruction.

School Counseling for Non-Teachers

Persons who are not currently eligible for teacher certification are welcome into the school counseling program. However, to be eligible for school counseling certification, non-teachers must complete additional coursework as required by the Wisconsin Department of Public Instruction. These courses must be completed in addition to the 48 credits required for master's degree in counseling with the school counseling emphasis.

1. Completion of a course in working with students with disabilities. The course may be completed (with a passing grade) at either the undergraduate or graduate level. At UW-Whitewater, the course options that meet this requirement are SPECED-205 Psychology of the Exceptional Child and SPECED-700 Theoretical Foundations of Contemporary Practices in Special Education.
2. Completion of a course in learning strategies. The course at UW-Whitewater that meets this requirement is EDFOUND-481/681 Human Abilities and Learning. The course may be completed (with a passing grade) at either the undergraduate or graduate level. Students should give their advisors copies of the transcripts for the above courses for student files, and students are also encouraged to keep copies for themselves.
3. Completion of the Human Relations Code Requirements. Students must meet the requirements of the Human Relations Code as specified by the UW-Whitewater Human Relations Office. Satisfaction of this requirement is attained by completing COUNSED 741 Social and Cultural Foundations, COUNSED 738 Perspectives in School Counseling (both already required in the master's degree), and, furthermore, a special assignment in COUNSED-795 Supervised Internship. Obtaining experience (hours) toward the fulfillment of this human relations requirement can be accomplished over the course of a student's time in the program. Please see the professor for COUNSED 738 for further explanation and direction regarding this assignment. Students should submit a form documenting fulfillment of this assignment to their internship supervisor by the end of the internship experience. It is the school counseling intern's responsibility to complete the assignment in order to fulfill DPI requirements.

Department of Public Instruction (DPI)

<http://dpi.wi.gov/home.html> - DPI Homepage

<http://tepd.dpi.wi.gov/licensing/application-forms> - DPI Applications

http://ssp.dpi.wi.gov/ssp_sclicensure - DPI School Counselor Licensure Information

Program Endorsement

The Counselor Education Department will endorse a student for certification or licensure in only the emphasis area she/he completes. If a student desires certification or licensure in additional areas, the student must complete course work and additional internship requirements in that specific area.

Post-Master's Certificate Programs

For persons interested in continuing professional development

Graduate counseling certificate programs are designed for individuals who have a master's degree in counseling from a CACREP-accredited institution (or equivalent) and are interested in acquiring additional knowledge and skills, and ultimately the necessary credentials, to function effectively in other settings. Course sequences are set up to create certificate programs in the areas of Addictions, Community, Higher Education, and School. Additional coursework may be required for persons who are not graduates of CACREP (Council for the Accreditation of Counseling and Related Education Programs) programs. A total of 9 to 18 credits will be required for each certificate program, depending on the background of the individual and the intended emphasis; at least a one-semester internship is required to complete a certificate program. See specific descriptions for each certificate program on the department website at

<http://www.uww.edu/coeps/departments/counseled/programs/post-masters> and contact the program coordinator listed on the website for more information. Detailed information about the application process (including paperwork, interviews, assignment of advisor, etc.) is included on the department website as well; admissions decisions are made by the department faculty. The certificate programs are designed as supplements to the original master's degree in counseling.

Counselor Education Timeline

This section outlines steps and procedures to assist students as they progress through the program. The sequence should remain the same for full and part-time students. The pace may differ significantly. Our intent is to provide an informative guide to use as a resource. First, we present an overview, and then more specifics to help you plan.

Pre-Admission

Application to the School of Graduate Studies

- Deadline of February 1/October 1 is recommended to allow time for processing and forwarding of application and transcripts to the Counselor Education Department.
- Apply online at <http://www.uww.edu/gradstudies/programapps.php>.
- Completed application must be accompanied by official transcripts and \$56.00 application fee.

Application to the Counselor Education Department

- Deadline is February 1/October 1.
- Submit the following items to the Counselor Education Department Chairperson, UW-Whitewater, 6035 Winther Hall, 800 West Main Street, Whitewater, WI 53190:
 - A cover letter
 - A resume
 - A brief autobiography
 - A 2-3 page essay pertaining to career goals and plans
 - Reference letters from two (2) persons knowledgeable about student's potential to do graduate work and function successfully as a counselor
- Students are expected to have a G.P.A. of 2.75 or above

Interview

An interview process will be completed during which time, an interview with at least one faculty member will be required before acceptance into the program

Admission Decisions

Notification in writing of admission status in mid-November and mid-March.

Application for Graduate Assistantships

Due to School of Graduate Studies by March 15.

Post-Admission

Acceptance of Admission Decision

Sign the Program of Study and send it to the Counselor Education Department.

Academic Advising and Program of Studies (POS)

- Register for classes at your earliest possible opportunity based on your Program of Study.
- If any problems arise, consult with your advisor.

Registration

- Register for classes via the WINS system on the UW-W website. The current course catalog (Timetable) is available at <http://courses.uww.edu/Graduate/COUNSED>.
- Consult with your advisor before making any changes to the Program of Study.

Student ID

Obtain your Student ID (HawkCard) from The Hawk Card Office located on the second floor of the University Center. The Hawk Card Office hours are 7:45am-4:30pm Monday through Friday. The HawkCard is required to check out textbooks, use the library resources online, log on to WINS, etc.

Textbooks

- Purchased required textbooks at the University Bookstore
- www.uwwhitewaterbookstore.com will provide information on required textbooks for selected courses

Parking Permits

- Obtain a parking permit at the Visitor Center
- For detailed information regarding parking services refer to <http://www.uww.edu/adminaffairs/parking/index.html>

Counselor Education Department and School of Graduate Studies Orientations

- Attend the Counselor Education Department orientation program (generally offered early summer) and the School of Graduate Studies orientation program (generally offered late summer/early fall)
- Hand in the signed form indicating you have read student handbook and are abiding by the policies and procedures in the handbook.

Counselor Education Program Sequence

Review of Progress

Complete a review of progress form (self-assessment) by the due date established following the semester in which you complete twelve credits in the counselor education program.

Practicum Orientation Meeting

Prior to the semester in which practicum begins, students must attend an orientation meeting that will explain the requirements and expectations of the practicum experience.

Practicum Experience

- Participate in practicum after completing the Principles, Theories, Group, and Professional Practices courses
- It is recommended that practicum occur after completing Counseling Across the Lifespan, Social and Cultural Foundations of Counseling, and Career Development and Information Services
- 40 hours of direct service

- 30 hours of individual counseling
- 10 hours of group counseling
- 60 hours of indirect service
- 8-12 hours of Winther Lab scheduled coverage per week

Internship Application

- Complete the internship application by the specified date, during the fall semester **one year** prior to the internship.
- Return the completed form to the department chairperson.
- Placement is made by department faculty.

Internship Field Placement

- Spend 20 hours per week in your internship field placement (fall & spring semesters).
- Work directly with clients doing individual and small group counseling (contact hours).
- A minimum of 240 contact hours during the year is required.
- Students seeking AAMFT certification are required to have a minimum of 300 contact hours.
- A minimum of 100 contact hours should be completed during the first semester.
- Certification students require a one semester internship. This can be a one semester, 20 hours per week (3 credit hours) experience or the internship can be spread over two semesters, 10 hours per week (1.5 credit hours/semester).

Application for Graduation

Complete an application for graduation during the first month of the semester in which you expect to graduate. You can obtain the form at the Graduate Office or online at <http://www.uww.edu/registrar/graduation/graduate-application>. A fee of \$45.00 will be charged to all graduates and will be billed to student account.

National Counselor Exam

Students may take the National Counselor Exam in April of the year in which you will be eligible for graduation. Information will be distributed in internship class. The exam is administered by the UW-Whitewater Testing Center.

Marriage and Family Therapy Exam

This exam is required for those selecting LMFT status in Wisconsin.

Praxis II Exam

This exam is required for school counselor licensure.

Graduation Exit Survey

Complete a Graduation Exit Survey on <http://www.digitalmeasures.com/uww/> during the final semester of the program.

Special Requirements for Emphases

1. Community Emphasis
 - a. Licensure Requirements –See page 8-9

2. School Emphasis

- a. ePortfolio Requirements – go to <http://academics.uww.edu/counseled/CEPHandbook/index.php?page=11#SEPR>
- b. Licensure Requirements – See page 8-9

*These items need to occur every semester or academic year.

*“Courage doesn’t always roar.
Sometimes courage is the quiet voice
at the end of the day saying,
‘I will try again tomorrow.’”
Mary Ann Radmacher*

“We do not receive wisdom;
We must discover it
For ourselves after a journey
That no one can take for us
Or spare us.”
Marcel Proust

*“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”
John Quincy Adams*

**“When it is obvious that the goals cannot be reached, don’t
adjust the goals, adjust the action steps.” *Confucious***

We encourage you to visit the department homepage at <http://www.uww.edu/coeps/departments/counseled> for updates, announcements, and further information.