



UNIVERSITY OF WISCONSIN
WHITEWATER

Department
of Counselor Education

Student Handbook
2022-2023



College of Education and Professional Studies
Department of Counselor Education
6035 Winther Hall
Whitewater, WI 53190
Revised: May 23, 2022

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Program Information

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 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 Clinical Mental Health and School Counseling Programs through 2024.

More than 2,000 graduate students have been granted the Master of Science degree in Counseling. Currently, seven faculty members work with approximately 130 enrolled students; of those, about 40 students graduate each year. The University of Wisconsin Board of Regents awarded UW-Whitewater's program with its 2016 Teaching Excellence Award for academic programs and departments. The honor recognizes programs that demonstrate an exceptional commitment to teaching and learning.

The program has evolved and changed in response to trends and developments in counseling and the human services. Projections for the 21st century 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.

Vision and Mission



Anti-Discrimination Statement

“If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality” (Desmond Tutu, n.d.)

We the faculty and staff of the counselor education department at the University of Wisconsin-Whitewater, are horrified and saddened by the events that have impacted the well-being and welfare of Asians, Asian Americans, Pacific Islanders, African Americans, the Latinx community, Native Americans and all other populations who have been disadvantaged and impacted by oppression. We acknowledge that structural racism, discrimination, and systemic oppression does exist and is historical, deeply rooted, and prevalent in our institutions. We also recognize that individuals from the above communities have been significantly impacted and harmed by these experiences of discrimination and oppression in all facets of their lives creating inequalities and inequities in resources, access to services and opportunities.

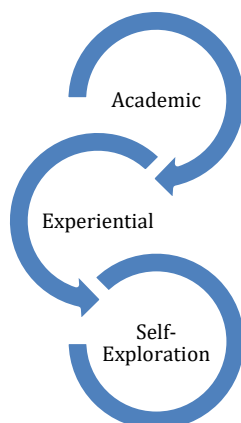
As members and professionals within the counseling field, we celebrate difference and diversity, and therefore we stand together with the communities identified above and other oppressed groups in our commitment to combat racism, discrimination, marginalization, and unfair treatment of any kind. We will achieve this commitment through a) dedication to social justice and advocacy; b) education and development of professionals who are strong leaders, advocates, and social change agents; c) recruitment, retention, support, and engagement of a diverse student body; and d) create of safe spaces, classes and environment that promote the learning and voices of a diverse student, faculty, and staff community. We will also hold ourselves accountable through continued professional development that addresses our own unconscious bias, fills the gap in our knowledge, and enhances our own diversity practice.

Purpose and Philosophy

The professional focus of counseling is to establish 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 students become effective professional counselors. 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 faculty endorse the philosophy that counseling is both an art and a science. Principles of human development, behavior change, assessment, and counseling have scientific bases. 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 and theoretical frameworks 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:



The counselor education staff believes that personal development and professional development occur concurrently in the progression towards becoming effective counselors. **Academic learning** happens through core and elective courses focused on helping students gain knowledge, understanding, and skills upon which to base counseling practice. **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. **Self-exploration** 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.

Our faculty and staff recognize that content and subsequent reflection in this program can be difficult. The program includes courses that include readings, media, and discussion around topics such as sexual assault, domestic violence, stalking, physical violence, and identity-based discrimination and harassment. As such, we encourage students to care for their safety and well-being as they move through the program. We also highly recommend personal counseling for students to work through any unresolved topics and/or any topics that become painful during the program (see Personal Counseling section).

Program Faculty

Our faculty and staff are committed to combining rigorous academic learning with relevant experiential learning and deep, self-reflective learning to help students develop professionally and personally. Faculty provide a safe and supportive space where they embrace diversity, positive regard and authenticity. In addition, faculty pursue both research and service to enhance their teaching within the department. For faculty information, please visit:

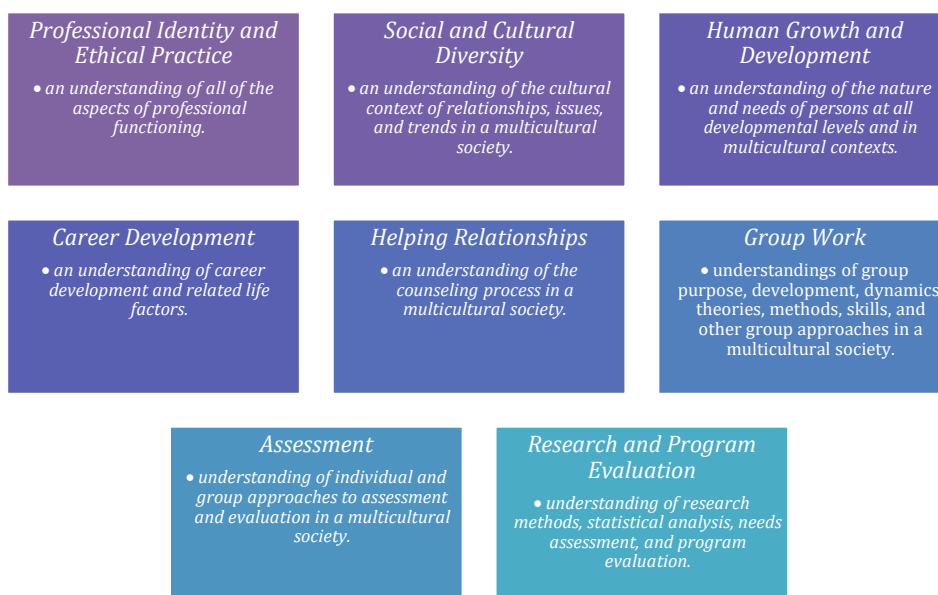
www.uw.edu/coeps/departments/counselored/facandstaff

CACREP Standards

The UW-Whitewater Counselor Education program has been accredited by CACREP since October 17, 2000. As such, the program objectives are based on the eight core counseling standards and program specific standards (e.g., School, Clinical Mental Health Counseling)

found in the [2016 CACREP Standards](#). The CACREP core standards and the program specific standards serve as the 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 assessment policies section of this handbook and is grounded in the eight core CACREP counseling standards listed below:



School of Graduate Studies Learning Outcomes

The UW-Whitewater Counselor Education program meets the Learning Outcomes for Master's-Level Education put forth by the UWW School of Graduate Studies as outlined below:

1. Advanced abilities in gathering, investigating, documenting, analyzing, interpreting, evaluating, and synthesizing complex information from the discipline and its practice.
2. Ability to apply discipline-specific skills (e.g., procedures, techniques, craft, technology and tool use) and knowledge (e.g., ideas, problems, concepts, vocabulary, history, and theory of the discipline) to real-world contexts.
3. Highly developed functional skills and behaviors necessary for maturing professionals including self-direction, problem-solving, decision-making, collaboration, and the capacity for networking and leadership.
4. Writing skills that reflect advanced practice in professional contexts.
5. Effective oral communication and interpersonal skills that support successful interaction with colleagues and professionally relevant constituents.
6. A capacity to recognize ethical challenges relevant to disciplinary practice and the ability to articulate and justify a professional response.
7. The ability to understand and respond effectively to the diverse interests and needs of domestic and global colleagues and constituents served by the discipline and its practice.

8. Recognition of the need for continuous professional development through self-directed learning and on-going engagement with colleagues and other professionals.

Student Learning Outcomes (SLOs)

The UW-Whitewater Counselor Education program is guided by student learning outcomes that are met through students' involvement with course work, related experiences, practicum, and internship. Specifically, by the end of the program, students will:

Articulate a professional counselor identity that emphasizes wellness, interdisciplinary collaboration, and ongoing professional development.

Develop an awareness and a spirit of advocacy for all populations, especially diverse populations

Advocate for safe, inclusive, culturally-responsive counseling programs and services that honor the diversity of all populations.

Utilize self-exploration and reflection to understand how personal values and experiences influence professional counseling.

Demonstrate skills needed to build intentional and collaborative counseling relationships.

Develop theoretical case conceptualizations that inform counseling assessment, planning, and intervention.

Understand and utilize policy, ethical codes, and laws throughout the ethical decision-making process to ensure best practice.

Serve as systemic change agents, advocates, and leaders in the counseling field.

Analyze and evaluate counseling specific literature to inform practice.

Program Emphases

There are two emphases within the Counselor Education program: school counseling and clinical mental health counseling.

School Counseling Emphasis

The school counseling emphasis is a 60-credit program that 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, maintaining a 3.0 GPA, and a Professional Presentation during internship - students are granted a master's degree and are eligible for endorsement by the Wisconsin Department of Public Instruction (DPI) for the K-12 school counselor license.

School counselors work as educational leaders 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 to 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. Additionally, knowledge of effective interventions and data within the multi-tiered systems of support (MTSS) is essential as school counselors provide prevention and intervention programming to meet the diverse needs of students in schools.

Students enrolled in the school counseling emphasis must complete the core courses required of all students. In addition to these core courses, courses related to schools and the role of school counselors and consultation, collaboration and intervention are offered. The additional courses previously required by the Wisconsin DPI have been integrated into these courses for those individuals who have not been teachers. Finally, students in the school counseling emphasis must select a combination of elective courses totaling 6 credits.

Specific Requirements

- Students must complete a yearlong (September-May) internship in a school setting.
- Students must maintain a 3.0 GPA
- Students in the school counseling emphasis will also be required to pass the PRAXIS II Exam required by the Wisconsin DPI. Information about the Praxis II Exam (School Guidance and Counseling, code # 0421) can be found at ets.org/praxis/prepare/materials/0421. For information about Wisconsin standards, go to ets.org/praxis/wi/requirements > “Wisconsin” section.

Clinical Mental Health Counseling Emphasis

The clinical mental health counseling emphasis is a 60-credit program that meets the curriculum requirements for Licensed Professional Counselor in training (LPC-IT) 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, higher education settings, family service agencies, correctional institutions, business and industry, or social service agencies.

The clinical mental health counseling emphasis provides a specific knowledge base for mental health counseling as well as elective training options. Students in the clinical mental health counseling emphasis must select a combination of elective courses totaling 6 credits, upon admission to the program. Students may, in consultation with their advisor, change their elective courses if their career goals change.

Specific Requirements

- Students must complete a 600 hour internship in a clinical setting along with a 3.0 GPA.
- Students in the CMHC emphasis are required to pass the National Counselor Exam (NCE) prior to full LPC licensure (see WI DSPS for additional information on licensure: <https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>). This does not need to take place during the program; and the department faculty recommend taking the exam as soon after graduation as possible.

Overview of the Counselor Education Program

Of the 60 credits, students complete 48 credits of required core courses, which includes a 3-credit practicum, and a 6-credit internship. Students complete 6 credits of required emphasis courses and 6 credit of electives.

Core Courses

| Course No. | Title | Credits |
|------------|---|------------------|
| 712 | Foundations of Counseling | 3 |
| 715 | Research in Counselor Education | 3 |
| 716 | Crisis Intervention and Trauma Counseling Across settings | 3 |
| 718 | Principles of Counseling | 3 |
| 719 | Appraisal Procedures in Counseling | 3 |
| 720 | Career Development and Information Services | 3 |
| 721 | Groups: Theory and Practice | 3 |
| 722 | Theories of Counseling | 3 |
| 728 | Mental Health Diagnosis in Counseling | 3 |
| 731 | Introduction to Marriage, Couples and Family Counseling | 3 |
| 736 | Counseling Across the Lifespan | 3 |
| 741 | Social and Cultural Foundations of Counseling | 3 |
| 751 | Professional Practices: Ethics and Consultation | 3 |
| 793 | Supervised Practicum | 3 |
| 795 | Counseling Internship (2 semesters) | 3 (per semester) |
| | Total | 48 |

School Counseling Emphasis

| Course No. | Title | Credits |
|------------|--|-----------|
| 738 | Schools and the Roles of the School Counselor | 3 |
| 743 | School Counseling: Consultation, Collaboration, and Intervention | 3 |
| | Elective courses (two 3-credit courses) | 6 |
| | Total | 12 |

Clinical Mental Health Counseling Emphasis

| Course No. | Title | Credits |
|------------|--|-----------|
| 746 | Counseling and the Chemical Dependency Process | 3 |
| 753 | Treatment of Mental Health Disorders | 3 |
| | Elective courses (two 3-credit courses) | 6 |
| | Total | 12 |

Elective Courses

| Course No. | Title | Credits |
|------------|--|---------|
| 732 | Advanced Marriage, Couples and Family Counseling | 3 |

| | | |
|------------|--|------------------|
| 734 | Assessment and Treatment of Abusive Behaviors | 3 |
| 739 | Trauma Treatment | 3 |
| 747 | Counseling Children and Adolescents | 3 |
| 749 | Chemical Dependency: Evidence-Based and Integrated Treatment | 3 |
| 797* | Post-Masters Counseling Internship | 1.5-3 |
| 799 | Thesis credits | 3-6 |
| HELEAD 700 | Introduction to Higher Education and Student Affairs | 3 |
| HELEAD 710 | College Student Development | 3 |
| HELEAD 725 | Diversity and Equity in Higher Education | 3 |
| Other | | 3 |
| | | 6 credits |

Choosing Your Electives

Students have options when it comes to your electives-both within the department and outside of the department. Students can choose electives from multiple topic areas or focus on one area by taking multiple courses when applicable. Below we outline descriptions of electives within the Counselor Education Department and departments that offer electives outside of the department.

Alcohol and Other Drug Abuse (AODA) Counseling

Students with an interest in counseling clients with alcohol and/or other drug 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 clinical mental health counseling emphasis plus COUNSED 749, Chemical Dependency: Evidence-Based and Integrated Treatment have been approved by the Wisconsin Department of Safety and Professional Services (DSPS) as the knowledge base for substance abuse counselor licensure (e.g., eligibility for SAC-IT).

Specific requirements for Substance Abuse Counseling licensure:

- Substance abuse in training (SAC-IT): Complete COUNSED 746 as part of the CMHC coursework.
- SAC: Complete COUNSED 749 and complete a period of work experience in the alcohol and drug field prior to receiving licensure and internship may qualify as part of that work experience.

An important note: Recent changes to Wisconsin Ch. 457 and SPS 160-168 went into effect on May 1, 2018. Individuals with LPC licensure are **not** required to obtain the MPSW Specialty authorization or the 440.88 credentials to treat substance use disorders. Helpful links: <https://docs.legis.wisconsin.gov/statutes/statutes/440/VIII/88>
<https://docs.legis.wisconsin.gov/statutes/statutes/457.pdf>. It will be important to discuss your career goals with your advisor to ensure you have the knowledge and skills needed to meet those goals.

Child and Adolescent Counseling

The course 747-*Counseling Children and Adolescents* provides an overview of developmentally appropriate approaches to counseling children and adolescents in school and mental health settings. Various theoretical approaches and interventions will be explored. Issues specific to children and adolescents, including legal and ethical issues, working within the family context, and multicultural and diversity aspects will be addressed. This course is recommended for anyone who plans on working with children and adolescents whether in a school or community setting.

Marriage, Couples and Family Counseling

The marriage, couples and family elective 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.

Specific requirements for LMFT licensure:

- Complete the 54 core courses in CMHC emphasis along with the two advanced MFT advanced courses in the curriculum—COUNSED 732 and COUNSED 734.
- Accumulate 300 direct client hours during practicum and internship.
- Pass the AAMFTRB exam; information on this exam can be found at <https://amftrb.org/your-exam-roadmap/>

Trauma Counseling

Students interested in trauma can choose to take specific electives in this area. By completing the coursework for the trauma electives, students will gain a better understanding of the neurobiological aspects of trauma as well as the impacts of trauma and abuse on individuals and families. Students will also gain skills for working with those who are in crisis or have experienced trauma. The trauma courses in the program include COUNSED 734, Families: Assessment and Treatment of Abusive Behaviors and COUNSED 739: Trauma Treatment.

Clinical Mental Health Counseling

Students in the school emphasis with specific interest in learning more about clinical topics, including treatment plans and AODA can integrate the core CMHC counseling courses (COUNSED 746 and/or COUNSED 753). Awareness of mental health topics is important in establishing future clinical work. Licensure options can include a License in Professional Counseling (LPC). Students will need to be thoughtful and work with their advisor to decide on their career goals so that their internship placement can be made accordingly. In fact, students will need to choose a primary emphasis (CMHC or School Counseling) during their first semester in the program. If a student wishes to be additionally licensed, they will need to take the CMHC electives and complete an additional one-semester internship.

School Counseling

Students with specific interest in working with children, adolescents and/or in school settings or within clinical practice can integrate the core school counseling courses (COUNSED 738 and/or COUNSED 743) within the CMHC emphasis. Awareness of school and community resources is important in establishing collaborative relationship and understanding of the organization and operations of the school is necessary to function effectively as a member of the educational team. Licensure options can include a DPI-approved school counseling licensure. Students will need to be thoughtful and work with their advisor to decide on their career goals so that their internship placement can be made accordingly. In fact, students will need to choose a primary emphasis (CMHC or School Counseling) during their first semester in the program. If a student wishes to be additionally licensed, they will need to take the school electives and complete an additional one-semester internship.

Thesis

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. See additional information later in the handbook.

Graduate Courses in Other Programs

In consultation with their advisor, students can investigate relevant and related graduate credits from other departments (e.g., Social Work, Psychology, Educational Leadership, Higher Education, etc.). For example, students may wish to focus on Higher Education Counseling (see below). In addition, students may wish to take courses from different program areas and diversity their elective experiences.

Higher Education Counseling

The higher education elective courses are geared to individuals who plan to seek employment as a counselor or administrator in post-secondary settings such as community colleges, technical colleges, public and private colleges, and universities. Students have 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. 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) as well as high-level administrative positions (e.g., Dean of Students, etc.). In addition to the core courses within the program, students wishing to pursue electives in this area would take courses offered through the Higher Education Leadership program: HELEAD 700: Introduction to Higher Education & Student Affairs and HELEAD 710: College Student Development.

Program of Study (POS)

During the interview process, the student and advisor develop the student's planned **program of**

study, which is signed and returned as acceptance for admission. Programs of study take into consideration the chosen emphasis, the individual life circumstances, and academic preparation of the student. In addition, the UW-Whitewater School of Graduate Studies policy states 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. When a student requests a deferment to the expected start date as indicated on the signed POS, exceptions will be made on a case-by-case basis with department approval.

As students progress through the program, they may wish to change 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 the 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. Students who fail to follow their plan of study as scheduled may be required to repeat initial courses before enrolling in internship or may not meet the requirements for graduation.

It is the responsibility of the student to maintain close contact with their advisors as they progress through the program. The advisors are 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.

Clinical Experience

Eligibility

Background Checks

The Counselor Education Department requires a background check at the time of practicum and internship (see additional information about background checks on page 26). If a student has committed crimes and offenses that would permanently disqualify him/her from licensure, the student would not be able to participate in practicum. If background checks indicate any concern, department faculty will consult and determine the appropriate intervention. The individual's advisor will meet with the student and discuss the concerns and eligibility for the clinical experience. Any interventions/plans will need to be approved by the department faculty.

Student Malpractice Insurance Coverage

All practicum and internship students are required to obtain professional liability/malpractice insurance. **Proof of insurance is required on or before your first day of practicum and internship class. You may forward an electronic copy of proof of confirmation to your faculty supervisor, send a photocopy of your proof of insurance via regular mail, or bring a photocopy on the first day of class.**

There are several insurance companies that offer insurance to student trainees at discounted rates. The American Counseling Association (ACA) Insurance Trust offers student rates through HSPO. See the ACA site for more information or go to hpsoc.com/support/faq/student. You can

also obtain professional liability insurance free as part of your student ACA membership which is a cost-effective way to get all ACA membership benefits. Students who are pursuing a school counseling emphasis can obtain professional liability insurance free as part of their student ASCA membership. Additional information about liability/malpractice insurance options will be made available at the information sessions required for enrollment in practicum and internship.

It is important to note that if you have licensure (e.g., SAC, SAC-IT, LPC) you may not be able to acquire liability insurance at the student rate and you must obtain liability/malpractice insurance at the professional rate related to your highest level of licensure. If you carry a license and obtain only a student rate you will not be fully covered and may be out of compliance with Wisconsin state statutes.

TB: Verification Processes

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. All verification needs to be given to the clinical coordinator before the student will be able to provide any counseling. As suggested above, students are required to purchase individual liability coverage prior to their practicum semester.

On the first day of internship class, students will need to sign an affidavit that their TB test is still current (TB tests are usually valid for 1 year though some school districts may request annual tests), that they have personal liability coverage for the duration of internship 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).

Practicum

Practicum students staff the Winther Counseling Services providing individual, group, and couples/partnership/family counseling services to students and other community members. The Winther Counseling Services, 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 (see information on Simulation IQ/EMS). Winther Counseling Services is used in several classes, but most especially in the practicum experience.

Objectives

The objectives of practicum are aligned with CACREP objectives and department student learning outcomes (SLOs). Upon the completion of practicum students will:

1. **Utilize** ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
2. **Demonstrate** counselor characteristics and behaviors that influence the counseling process
3. **Utilize** essential interviewing, counseling, and case conceptualization skills
4. **Create** developmentally relevant counseling treatment or intervention plans
5. **Develop** measurable outcomes for clients

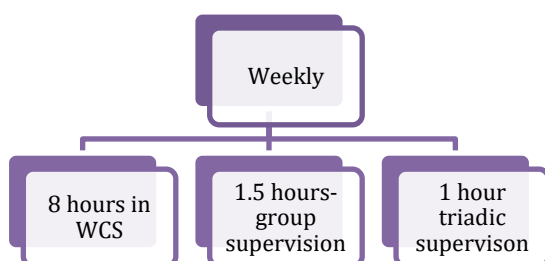
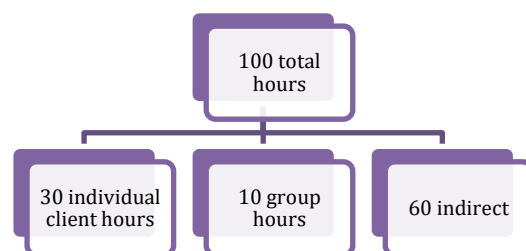
6. **Utilize** evidence-based counseling strategies and techniques for prevention and intervention
7. **Develop** a personal model of counseling
8. **Articulate** a professional counselor identity that emphasizes wellness, interdisciplinary collaboration, and ongoing professional development. (SLO #1)
9. **Demonstrate** skills needed to build intentional and collaborative counseling relationships. (SLO #4)
10. **Develop** theoretical case conceptualizations that inform counseling assessment, planning, and intervention. (SLO #5)
11. **Understand and utilize** policy, ethical codes, and laws throughout the ethical decision-making process to ensure best practice. (SLO #6)

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.

Prior to the semester in which practicum begins, there is a required orientation workshop that explains the requirements, policies, and expectations of the practicum experience. **During the semester in which students take COUNSED 793: Supervised Practicum, students can register for no more than 9 credits (this includes 3 practicum credits).** In addition, students are required to purchase professional liability insurance and complete a background check before enrolling in practicum (see eligibility requirements in the next section).

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 faculty, maintenance of electronic records, and supervision, including 1.5 hours of group supervision and 1 hour of individual/triadic supervision.



To meet the 100-hour requirement, practicum students provide regularly scheduled 8 hours/week of coverage for WCS operation (Monday – Thursday). When not seeing clients, students can use this time to complete progress notes, research client-related concerns, observe recordings, and complete practicum assignments/paperwork. In addition to the hours listed above, there are other academic requirements

that each student must fulfill, as outlined in the syllabus.

Counseling sessions are recorded for supervision purposes as practicum students participate with individual and group supervision each week. This is a time to develop and refine counseling skills and provide a service to the community. This course is a satisfactory/no credit course. Students must pass this course to move on in the program.

Practicum conduct

Practicum counselors are part of the Winther Counseling Services staff and at the beginning of the practicum semester will sign a document accepting the responsibilities of this position. Practicum students will display professional and ethical behavior (e.g., confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self-awareness, and monitoring, etc.) in Winther Counseling Services and in any settings connected to practicum (e.g., groups in schools) in accordance with the American Counseling Association Code of Ethics and American School Counseling Association Ethical Standards. Unethical or inappropriate behavior demonstrated by practicum counselors or other WCS staff may result in suspension or termination of client work in Winther Counseling Services and may result in dismissal from the program. Due process will be implemented in any decision rendered. See **Code of Conduct** section for additional information.

EMS/Simulation iQ

Education Management Solutions' (EMS) Total Counseling application allows students a unique opportunity to use comprehensive, state-of-the-art recording and case management technologies in Winther Counseling Services. 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 UW-Whitewater Counselor Education Program is one of few in the country using this exceptional and comprehensive system.

Internship

The Counseling Internship is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in field placements 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, all objectives align with CACREP objectives. The primary objectives of the Counseling Internship are:

1. **Refine** professional counseling skills, including exploration, insight and action with individuals and groups.

2. **Understand** and **demonstrate** the role and process of the professional counselor advocating on behalf of the profession
3. **Know** the ethical standards of professional counseling organizations and credentialing bodies, and demonstrate applications of ethical and legal considerations in professional counseling
4. **Gain knowledge** regarding the multiple professional roles and functions of counselors across specialty areas, and engage in relationships with other human service and integrated behavioral health care systems, including interagency and interorganization collaboration and consultation
5. **Demonstrate** essential interviewing, counseling, and case conceptualization skills; knowledge and application of theories and models of counseling
6. **Develop and engage** in self-care strategies appropriate to the counselor role
7. **Demonstrate knowledge** regarding professional counseling organizations, including membership benefits, activities, services to members, and current issues
8. **Learn** professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
9. **Engage** in research of current professional development issues; refine professional presentation skills

Typically, the supervised internship is an academic year long (fall-spring) experience. Timelines that fall outside of the fall-spring timeline should be explored with the student's advisor. Students earn between 3-6 graduate credits on a pass-fail basis for each semester satisfactorily completed. Thus, students must earn a minimum total of six credits in internship to be granted the Master of Science in Counseling. The Counselor Education staff places students in actual field settings upon the approval of appropriate professional personnel within the specific setting.

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. Because of differences in client populations, or counseling objectives and procedures used among settings, 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 faculty supervisors.

Students 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 providing individual and small group counseling. The time spent in such activities is called direct contact hours. Students are required to gain experience in a minimum of 240 direct contact hours during the year (300 hours for students wishing to pursue MFT licensure). Students should work to complete a minimum of 100 hours during the first semester. Students who wish to extend their internship beyond the 2 semester experience should talk with their advisor about the possibility of adding an additional internship in the summer.

The internship experience should enable the student to obtain an overall perspective and understanding of the role and functions of the counselor in the specific settings. As such, students are also expected to participate in other counseling related activities (e.g., staff meetings, research, progress notes, conferences, etc.). The time spent in such activities is not to be regarded as contact hours in terms of the 240-hour requirement. These activities combined with the time spent in either consultative activities or counseling contacts would comprise the 20 hours per week

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.

While all students participate with direct and indirect contact hours 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, to include practicum and internship, working with individuals, couples, groups, families, and partnerships.
- b. Students seeking licensure as a school counselor have a primary placement at one age level and are required to have *substantial* experience at another level or levels. The substantial experiences are determined collaboratively by the student.

Application

Application policies and procedures:

1. Students complete the internship application, including a resume to the department clinical coordinator by the specified date during the fall semester one year prior to the internship.
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 who wish to take 2 courses while in internship will need to formally request an exception via a letter to all faculty. The letter will need to include the student's plan for success and balance given the load.
4. Due to the nature of internship, department faculty recommend that students who have outside employment work 20 hours/week or less. If work or life is interfering with successful completion of internship, students will be required to meet with faculty, including their faculty supervisor, to discuss whether a professional development plan is needed. Faculty will follow policies described in the **Program Progress, Retention, and Dismissal Policies** section of the handbook.

An internship committee composed of Counselor Education faculty reviews and approves the applications, 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.

Placement

The internship committee is responsible for the placement of students in appropriate settings. Students are encouraged to consult with their advisor to explore possible future employment and possible settings. **Students are not to make their own commitments regarding settings or initiate contact with a placement site without prior approval.** 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. The setting must provide opportunities for students to participate in an established or structured program 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.

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. Internship placements must meet the location requirements of the department, specifically that placements must be within 75 minutes of UWW. Students who wish to pursue a placement outside of the map placement area must apply for an out of area placement exception with the department. Students must be prepared to make travel arrangements if necessary.

Students may request to meet with the internship committee for review of actions/placements. If the conclusions of the committee are found to be unsatisfactory, the student will be informed of additional appeal procedures. Once a placement is confirmed by site and student, the student is expected to keep the commitment to that internship setting.

Supervision: University and Site Supervision

The Counselor Education staff members serve as on-campus, university supervisors. These staff members organize and conduct weekly on-campus classes, 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 to consult with the student and site supervisor. Additional conferences at the site may be arranged at the request of the student or site supervisor.

Site supervisors can 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. Site 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.

Internship Conduct

Interns are to model professional and ethical behavior (e.g., confidentiality and limits to confidentiality, recognition of qualifications and limitations, record keeping, dual relationships, self-awareness, and monitoring, etc.). Interns need to be aware and behave in accordance with the American Counseling Association [Code of Ethics](#) and use associated ethical decision making

[models](#). Students in school counseling internships should be aware of and follow the American School Counselor Association [Ethical Standards for School Counselors](#).

In all placements, interns are expected to exhibit professional behavior at their site. Unethical or inappropriate behavior demonstrated by internship counselors may result in suspension or termination of client work and may result in dismissal from the program. Due process will be implemented in any decision rendered. See **Code of Conduct** section for additional information.

Assessment and Feedback

Assessment Overview

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 student. 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, and in circumstances that warrant consultation with the Center for Students with Disabilities, that the student initiate that contact with the center to arrange for accommodations.

Anthology Portfolio

A fundamental goal of the UW-Whitewater Counselor Education program is to utilize student learning evidence in decision making and program improvement. Evaluation in the program includes opportunities for counselor education program faculty to comprehensively evaluate students individually and collectively. Other forms of data, including information obtained from graduates, field supervisors, and other stakeholders also informs program improvement. To systematically obtain assessment data as well as facilitate program improvement, we introduced the use of Anthology Portfolio (also known as Chalk and Wire) to collect and report data. Anthology Portfolio is an online e-portfolio management and assessment system utilized for a variety of purposes including key assessment data collection and reporting, e-portfolios, practicum and internship experiences, and surveys/forms. Students utilize Anthology Portfolio to submit assignments or other evidence of their knowledge and competencies in core courses. Faculty utilize Anthology Portfolio to assess student outcomes based on the standards and learning outcomes identified by the program. Within Anthology Portfolio, the following standards are evaluated:

- CACREP 2016 Program Standards
- CACREP 2016 Clinical Mental Health Counseling Standards
- CACREP 2016 School Counseling Standards
- UW-Whitewater Counselor Education Student Learning Outcomes (SLOs)
- Wisconsin Department of Public Instruction Teacher Standards
- UW-Whitewater School of Graduate Studies Master's Level Outcomes

Reporting options are available to individual faculty, the department chair, and other stakeholders in real time. Reports are available for how and where standards are assessed. Reports are also available for individual students, cohorts, or other groups as needed. All faculty have access to the Anthology Portfolio system. Anthology Portfolio provides a dynamic data

collection and reporting option which supports the Counselor Education program in making programmatic and curricular decisions on a continual basis.

Assessment through the program

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 will provide positive and constructive feedback to enhance and build on students' learning. While much of the work is individually focused, several courses require a focus on group projects to help students 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.

Review of Progress

A formal Review of Progress takes place during the semester in which a student will complete 12 credits in the Counselor Education program (fall semester for students who begin the program in the summer; spring for those students who begin their program in the fall). This review assesses student development across academic, skill, professional/dispositional areas, as identified in specific program goals and objectives. Students need to complete the Review of Progress by the due date established. Due to the importance given to this process, completion of the Review of Progress 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 meet to discuss the Review of Progress of all students, identify concerns, and provide feedback to the students. Students are encouraged to meet with their advisors to discuss specific feedback as well as an overall assessment of individual progress. The review concludes with one of the following:

- A positive review that includes commendation related to present development with encouragement for future progress.
- An identification of concerns which need to be addressed with the student's advisor and plans for further review.
- An unsatisfactory review during which assessment that professional direction may need to be reexamined; In this case, a consultation with the student's advisor will be scheduled and a remediation/professional development plan developed.
- As part of the application process for practicum and internship, faculty will again review the progress of each student. Applicants' progress toward meeting the program objectives will be discussed prior to determining eligibility for the clinical experiences.

Clinical Skills Assessments

The Counselor Education faculty believe that counselors' personal awareness, knowledge base, and skills 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 assessments are conducted as a part of COUNSED 718, COUNSED 721, COUNSED 793, and COUNSED 795. These assessments enable faculty members to provide formative and summative feedback to students.

Professional Presentation

During their final year of the program and while enrolled in COUNSED 795, students will be required to complete a *Professional Presentation*. This presentation is designed to allow students to reflect on their greatest learning over the course of the program as well as their counselor identity and theoretical orientation. The presentation will be given to the COUNSED 795 internship class as a culminating project/experience.

Program Progress, Retention, and Dismissal Policies

Grading Standards and Academic Probation

Students should consult the [Bulletin of the School of Graduate Studies](#) 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 to be returned to good standing status. This includes graduate courses that are repeated. 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 meet graduate school requirements of a minimum of 3.0 cumulative GPA to be admitted to internship and to graduate.

Students must earn at least a B in COUNSED 718 Principles of Counseling and COUNSED 721 Groups: Theory and Practice and must earn a “satisfactory” in COUNSED 793 Practicum and COUNSED 795 Internship. Students must earn at least a B- in all other courses applied toward the degree. No more than two courses in which a B- is earned may be applied toward the degree. Courses may be repeated to meet these requirements; however, courses may be repeated only once.

Satisfactory Progress

The following criteria are used as evidence of satisfactory progress toward a Master of Science in Counseling:

1. Meet all the UW-Whitewater Graduate School requirements including grade point average.
2. Maintain progress toward degree completion as agreed upon in the student’s Program of Study (POS).
3. Maintain an overall minimum 3.00 GPA (on a 4.00 scale) as noted in the Academic Review above.
4. Achieve a “B” or better in 718: Principles of Counseling and 721: Groups: Research and Practice and a “Satisfactory” in COUNSED 793: Practicum and COUNSED 795: Internship.

5. Exhibit adherence to professional ethical standards as defined by the American Counseling Association (ACA), the American School Counseling Association (ASCA) and other professional accreditation and licensing bodies.
6. Demonstrate personal and professional behaviors that indicate appropriateness for the counseling profession and the ability to develop the skills necessary to become a competent counselor.

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 seven 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 seven 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 seven calendar days.
- d) If this resolution is unsatisfactory, the student may then, within seven calendar days after receiving the chairperson's response, submit a written appeal to the Counselor Education 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 three 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.

Program Progress, Retention, and Dismissal Policies

Counselor Education faculty members take seriously the responsibility to admit into professional preparation programs only those individuals who are appropriately qualified for the profession. Faculty members also take seriously the responsibility of mentoring such students once they are admitted, providing support and encouragement toward completion of the desired degree. In addition to being committed to the personal and professional growth of students, the counseling faculty has an ethical responsibility of gatekeeping for the counseling profession. The retention and dismissal policies are designed to provide students with information related to their progress in acquiring skills and competencies essential to professional practice and to provide faculty with the necessary information to evaluate student progress toward achieving those skills and competencies. The following process will be followed should a student be identified as making unsatisfactory progress.

Unsatisfactory Progress

1. Any faculty member or professional field supervisor, at any time (together or separate from the review of progress process outlined above), can request faculty review of a student's progress toward meeting degree requirements and acquiring and exhibiting competencies necessary for professional practice. Such requests will be forwarded through the department chair and will be reviewed by the faculty in a formal department meeting. Students will be notified in writing by the chair if progress toward completion of their program is unsatisfactory.
2. Students receiving notice of unsatisfactory progress will consult with their advisor regarding their deficiencies and establish specific written and/or behavioral objectives to remediate such deficiencies (**Professional Development Plan**). The written objectives become a personal record in the student's file. Failure to remediate deficiencies by the agreed upon time frame, will result in consideration for dismissal from the program.
3. If during the review of progress, Professional Development Plan, or by other faculty request, the faculty deems that the student's progress is unsatisfactory or his or her conduct constitutes a serious violation of professional practice or ethics, as determined by the faculty, the chair will appoint a faculty committee consisting of three department faculty members to investigate. The committee's findings are presented in a timely fashion to the faculty in closed session for recommended action.

4. Any action by the faculty is conveyed to the student in writing by the department chair (with copy to advisor) with specific recommendations for remediation or notice of dismissal.
5. The program faculty reserves the right to suspend or terminate a degree candidate's enrollment in a program at any time for academic or performance-related reasons as determined by the faculty in the program. If a student's enrollment is suspended or terminated, he/she may request a review of the decision by the Dean of the College of Education and Professional Studies or his/her designee. The purposes of a review are to permit a master's degree student or degree candidate to challenge (1) the factual information that formed the basis of the decision and/or (2) to challenge the sanction: suspension or termination. Such a request must be made in writing to the Dean, College of Education and Professional Studies, or his/her designee within 14 working days of notification of suspension or termination and must identify the basis or bases for the review or challenge to the factual basis and/or sanction. A review is not an adversarial proceeding. The student may appear before the Dean or designee personally. A review shall be held within 10 working days of the date the Dean or designee receives the request, except that it may be held at a later date upon mutual agreement or upon order of the Dean or designee. Following the conclusion of the review, the Dean or designee shall advise the student and the Graduate School of his/her decision, in writing, within five working days (with copy to department chair and advisor). Students wishing to appeal the decision of the Dean may follow the procedures established at the university level. In the meantime, the student is considered dismissed from the program.

These policies are explicated to give students a clear understanding of the expectations of Counselor Education faculty as they work with students to become professional counselors.

Code of Conduct

In addition to the policies outlined above, the Counselor Education program follows the Code of Conduct policies put forth by the School of Graduate Studies.

§ 1. INTRODUCTION

§ 1.1. The Counselor Education Program (the "Program") at UW-Whitewater (the "University") seeks to prepare students for both academic and professional excellence.

§ 1.2. Therefore, this policy establishes a code of conduct for students and a set of procedures for enforcing that code of conduct.

§ 2. STUDENT CODE OF CONDUCT

§ 2.1. The Program hereby adopts the as revised by the ACA (2014) and ASCA (2016) as its student code of conduct (the "Code").

§ 2.2. In addition, a failure to complete any requirement imposed under **§ 5.5** shall itself also be a violation of the Code.

§ 3. ALLEGED VIOLATIONS OF THE CODE

§ 3.1. Allegations of a violation of the Code by a student in the Program may be brought to any faculty or instructional staff providing instruction to or advising any student in the Program.

§ 3.2. An allegation of conduct that does not violate the Code is not governed by this Policy.

§ 3.3. All allegations of a violation of the Code by a student in the Program shall also be forwarded to the Dean of Students to determine whether that conduct also constitutes a violation of [Wis. Admin. Code chs. UWS 14](#)¹ or [17](#)².

§ 3.4. Any allegations of conduct by a student that may pose a risk to the health and/or safety of others should be forwarded to the [University CARE Team](#).³

§ 3.5. Any faculty or instructional staff in the Program shall forward allegations of a violation of the Code by a student in the Program to the Program Coordinator.

§ 4. INVESTIGATION

§ 4.1. Once the conduct process under [Wis. Admin. Code chs. UWS 14](#) or [17](#) is complete or the Dean of Students office has informed the Program that it will not pursue a conduct process for the alleged violation of the Code, the Program may commence an investigation.

§ 4.2. The Program Coordinator will assign an investigator who is competent to determine whether a violation of the Code occurred (the “Investigator”).

§ 4.3. Investigative Process

§ 4.3.1. The Investigator will request any and all documentary evidence from the Dean of Students regarding the alleged violation of the Code.

§ 4.3.2. The Investigator will invite the accused student (the “Student”) and any other persons likely to have relevant information regarding the alleged violation of the Code to submit statements in writing and to provide any and all relevant documentary evidence not already provided to the Dean of Students.

§ 4.3.3. The investigator will consider all documentary and/or written evidence received in response to a request under this § 4.3.

§ 4.4. Investigative Report

§ 4.4.1. The Investigator will review all documentary evidence submitted and will submit a report to the Program Coordinator making a determination of whether or not the preponderance of the evidence shows that a violation of the Code was committed.

§ 4.4.2. The investigator will provide written reasons for this determination based on the evidence submitted.

§ 4.4.3. The investigator will provide a draft of this investigative report with all evidence considered as attachments thereto to the Student and will invite the Student to provide a final written response to the report.

§ 4.4.4. The Investigator will make any appropriate changes to the investigative report and will include the Student’s written response as a final attachment to the written report and provide such report to the Program Coordinator, the Dean of the School of Graduate Studies (the “Dean”), and the Student.

¹ Available at: https://docs.legis.wisconsin.gov/code/admin_code/uws/14.

² Available at: https://docs.legis.wisconsin.gov/code/admin_code/uws/17.

³ CARE Team website available at: <https://www.uww.edu/dean-of-students/support-services/care-team>.

§ 5. DELIBERATION

§ 5.1. If the Investigator determined that a violation of the Code was committed, the Program Coordinator will provide the written report and all attachments thereto to the Code of Conduct Review Committee (the “Committee”) and the Student.

§ 5.2. The Committee shall deliberate the matter in closed session under [Wis. Stat. § 19.85\(1\)\(a\)](#)⁴ and may only consider the information in the report and attached thereto.

§ 5.3. The Investigator and any member of the Committee that was allegedly harmed by the Student shall recuse themselves from this deliberation.

§ 5.3.1. If the recusals under this **§ 5.3** leave the Committee without a quorum to deliberate, the Program coordinator shall inform the Dean of the School of Graduate Studies (the “Dean”).

§ 5.3.2. If so notified, the Dean will appoint an ad hoc committee composed of three faculty, associate deans, and/or instructional staff competent to consider the alleged violations of the Code, which shall act as the Committee under this policy.

§ 5.4. If the Committee determines that the preponderance of the evidence shows that a violation of the Code was committed, it will determine whether the Student can successfully complete the Program solely based on the information in the report and attached thereto.

§ 5.5. If the Committee determines that the Student can successfully complete the Program, it may impose any reasonable requirements that will allow the Student to successfully complete the Program.

§ 5.6. If the Committee determines that the Student cannot successfully complete the Program, it shall dismiss the Student from the Program.

§ 5.6.1. Dismissing the Student from the Program under this **§ 5.6** (a “Dismissal”) will not remove the Student from any courses in which the Student is actively enrolled or from the Student’s general enrollment at the University.

§ 5.6.2. A Dismissal will prevent the Student from registering for any future courses in the Program or from receiving a degree from the Program.

§ 6. DECISION

§ 6.1. The Committee shall delegate a member to provide a written decision explaining why it believes a violation of the code occurred based solely on the information in the report and attached thereto and detailing the sanctions it is imposing under **§ 5.5** or **§ 5.6**. A copy of the written decision shall be sent to the Dean.

§ 6.2. The decision under **§ 6.1** shall become final fourteen (14) calendar days after it was sent to the Student’s University email account, unless the Student informs the Program Coordinator that the Student disagrees with the Committee’s decision.

§ 6.3. The Committee shall include the information regarding appeal rights in **§ 6.2** in its written decision under **§ 6.1**.

⁴ Available at: <https://docs.legis.wisconsin.gov/statutes/statutes/19/v/85/1/a>.

§ 7. RECONSIDERATION

§ 7.1. If the Student appeals under § 6.2, the Student shall be asked to:

§ 7.1.1. Identify in writing whether any of the grounds for appeal under § 8.1 are present in the Committee's decision.

§ 7.1.2. Submit any additional written materials to be considered by the Committee.

§ 7.2. The Committee shall deliberate on whether to affirm, modify, or overrule its decision under § 6 in closed session under [Wis. Stat. § 19.85\(1\)\(a\)](#) and may only consider the information in the report, the information attached thereto, and any written materials submitted under § 7.1.

§ 7.3. The Committee shall delegate a member to provide a written decision explaining why it is affirming, modifying, or overruling its original decision.

§ 7.4. The decision under § 7.3 shall become final fourteen (14) calendar days after it was sent to the Student's University email account, unless the Student informs the Dean that the Student disagrees with the Committee's reconsideration of its decision.

§ 7.5. The Committee shall include the information regarding appeal rights in § 7.4 in its written decision.

§ 8. APPEAL

§ 8.1. The Dean has (thirty) 30 days from receipt of an appeal under § 7.4 to respond and shall sustain the decision unless the Dean finds any of the following:

§ 8.1.1. The information in the record does not support the findings or decision.

§ 8.1.2. Appropriate procedures were not followed which resulted in material prejudice to the Student.

§ 8.1.3. The decision was based on factors proscribed by state or federal law.

§ 8.2. The decision of the Dean under § 8.1 shall be final.

Additional Program Information

Anthology Portfolio

The Counselor Education department uses Anthology Portfolio (also known as Chalk and Wire) to collect and report data. Anthology Portfolio is an online e-portfolio management and assessment system utilized for a variety of purposes including key assessment data collection and reporting, e-portfolios, practicum and internship experiences, and surveys/forms. Students utilize Anthology Portfolio to submit assignments or other evidence of their knowledge and competencies in core courses.

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.

APA workshop

All newly admitted students will be provided with the opportunity to improve their writing through APA writing workshops. These workshops are led by faculty with the intent on helping students develop the scholarly writing ability required in graduate school. These workshops will be incorporated into initial coursework.

The overarching goal of the workshop is to improve students writing and support the emergence and development of their professional and academic voices. The objectives are as follows:

1. Assess students' baseline writing competency.
2. Assist students to review and revise their baseline work using APA formatting and structure (e.g., title page formatting, level headings etc.).
3. Assist students to review and revise their baseline work using APA professional writing requirements.
4. Assist students to create APA citations and references for their baseline work.
5. Assist students to understand syllabus requirements for assignments and create outlines demonstrating this understanding.
6. Assist students to create a draft of an academic paper from an outline utilizing learning from previous workshops.

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 www.edu/gradstudies/financialasst/gradassist. The Counselor Education staff believes that an assistantship provides benefits not offered by grants or loans in that the student can work closely with a professional on projects of professional relevance.

Assistantships are generally available for either 20 hours of work per week or for 15 hours per week. Graduate assistants must be full-time students (9 credits minimum per semester or have faculty and School of Graduate Studies approval if below 9 credits). 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 Services. 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.

Background Checks

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 caregiving 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 admission to the program and again at the time of practicum and internship**. If a student has committed crimes and offenses that would permanently disqualify him/her from licensure, the student would not be able to start their master's degree and may not be able to participate in practicum and/or internship.

Canvas

Faculty members in the Counselor Education Department use Canvas for all courses, which allows instructors to post course materials necessary for student success. All students are expected to use this program for course access and materials. The Turnitin software is often used as a supplement. As a condition of taking courses in the program, papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Change of Emphasis

At the time of admission, students declare one of the two emphases (Clinical Mental Health 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 and students will need to choose a primary emphasis in the first year of their program. Certificate programs are available through the department and these options should be discussed with the advisor as an option after graduation.

Correspondence

Students are expected to use their university email address regularly because program information is often distributed in this manner. Program announcements are also sent out most Monday mornings by the department chair. 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, and the UWW

Counselor Education Linked In page for 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.

Course Descriptions

Current course descriptions are listed in the graduate catalog: [Clinical Mental Health Counseling](#) and [School Counseling](#).

Credit Loads

During the semester in which students take COUNSED 793: Supervised Practicum, students can register for no more than 9 credits without department approval.

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.

Deferral

Should students wish to defer before their initial enrollment, they will need to discuss this plan with their advisor.

Financial Aid

Questions regarding financial aid should be addressed to 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: uww.edu/financialaid/policies/academic-progress.

Full-time/Part-time Student Loads

Full-time student loads are defined as 9-12 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.

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. Students cannot take more than 4 credits of independent study credits during the program.

Mandatory Reporting Requirements

Professional counselors promote wellness in schools, family, and community environments. Professional and academic behavior in this program is guided by ACA and ASCA's codes of ethics and the State of Wisconsin mandate reporting related to ethical practice. The full ACA code is found [here](#) and the ASCA code [here](#). Wisconsin State requirements are linked [here](#). University of Wisconsin-Whitewater requirements may be found at this [link](#).

Students will receive instruction in mandated reporting responsibilities through coursework in COUNSED 751: Professional Practices and Ethics and during their practicum and internship experiences. If a student, faculty, or staff observe questionable ethical behavior or believe they have witnessed or suspect the abuse or mistreatment of a child, they are obligated to report. All concerns must be brought to the immediate attention of supervisors as they become known and/or before engaging in the activity in question. Students will be trained on mandatory reporting steps throughout the program. Additional information on the mandatory reporting status of faculty is found in the Title IX section below.

New Student Orientation

New students are strongly encouraged to participate in a department orientation program (generally offered in the summer). This program is designed to acquaint new students with the department, college, and university and includes introductions of faculty, staff, current students and graduates of the program, and a review of relevant policies and procedures.

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.

There are two options available on campus. The first is through the University Health and Counseling Center. The University Health and Counseling Services is located in the Ambrose Health Center and appointments can be made online (<https://www.uww.edu/uwcs/>) or by phone

(472-1300). Alternatively, students may seek counseling through Winther Counseling Services located at Winther 3004 by contacting WCS 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 WCS are practicum students supervised by department faculty. Most counseling sessions are recorded, and clients' permission is required for recording.

Plagiarism Policy (taken from the UW-Whitewater 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 other's 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.

Additional information can be found in chapter 14 of the student handbook (<http://www.uww.edu/student-handbook/system-17intro>).

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Plagiarism in any class will be taken seriously. All papers will be submitted via Canvas, and Turn-it-in software will be used to ensure that any assignments submitted are not plagiarized. If it is suspected that a student has plagiarized any assignment the instructor will ask to meet individually with that student to discuss the plagiarism concern. If it is determined that plagiarism has occurred university policies on plagiarism and academic misconduct will be followed. Please note that possible consequences of engaging in plagiarism can include receiving an unsatisfactory grade on that assignment, an unsatisfactory grade in the course (which may require you to re-enroll in the course) and/or dismissal from the program.

Procedures for Dealing with Complaints Against Faculty

Informal complaints: Students who have a problem (e.g., class issues, miscommunication) with a faculty member should utilize counseling and problem-solving skills to try to solve the problem. Students will need to discuss the issue or issues with the faculty member. They may consult with their advisor to discuss how best to approach their concerns and they will be redirected to talk

with the faculty member involved. Formal complaint procedures are outlined by the Dean of Students Office and can be found [here](#).

Procedures for Dealing with Formal 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.

Please note: faculty will follow the Code of Conduct put forth by the School of Graduate Studies in all complaints.

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 (three semesters) will need to reapply to the program.**

To reapply to the program, students need to inform the School 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/advisor 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.

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](#).

- American Counseling Association (ACA)
- Wisconsin Counseling Association (WCA)
- American College Personnel Association (ACPA)
- Wisconsin College Personnel Association (WCPA)
- American School Counselor Association (ASCA)
- Wisconsin School Counselor Association (WSCA)
- American Association for Marriage and Family Therapy (AAMFT)
- Wisconsin Association for Marriage and Family Therapy (WAMFT)
- National Career Development Association (NCDA)
- Wisconsin Career Development Association (WCDA)
- American College Counseling Association (ACCA)

Student Campus Organizations

Graduate Student Counseling Association (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, participate in GSCA events and receive GSCA support and correspondence.

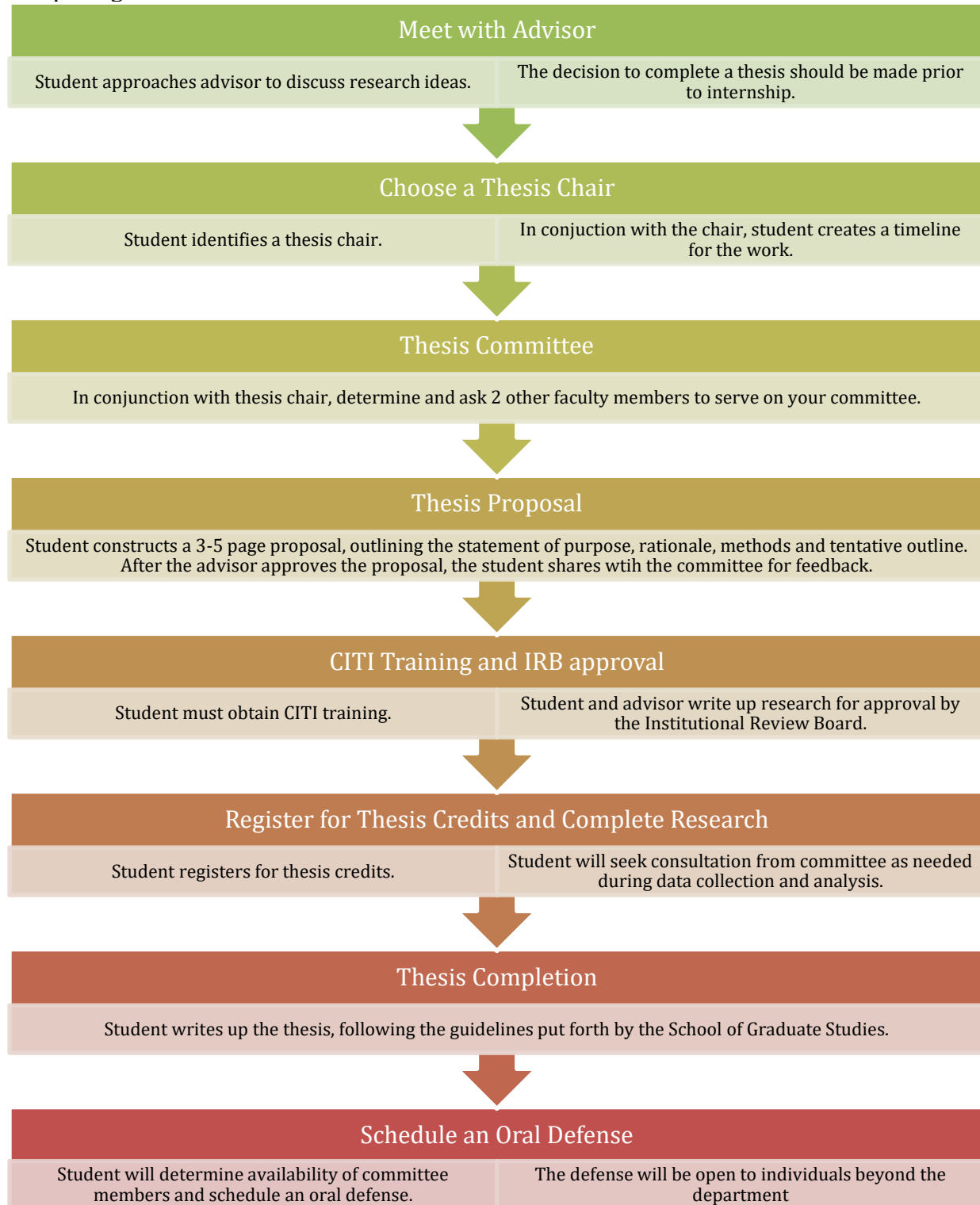
Association for Graduate Students of Color (AGSC) is an organization that intends to create a community for graduate students of color to share their experiences and any challenges they may encounter during graduate school. Membership for the Association for Graduate Students of Color shall be open to all University of Wisconsin-Whitewater graduate students.

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 minimum of 2 semester, and a maximum of six-credits. Students who

receive an incomplete in their thesis credits will not be able to cannot graduate without first defending their thesis.

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 follow the timeline outlined below.



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.

Title IX

UW-Whitewater is a campus community that prides itself on treating its students with compassion, care and support both in their academic pursuits and in working through their prior life challenges or difficulties that they may have experienced. Per UW-W policies and practices, **"Federal law requires all university employees to report information obtained during the course of their duties regarding sexual misconduct, including domestic and dating violence, unless otherwise exempt by state law. For more information, including on how to report an incident, see <http://www.uww.edu/sexual-misconduct-information>".** Thus, if and when certain information is learned, whether in an academic program, residence life or other campus activity, the person (UWW employee) who learns that information is required to report if the information includes any form of sex discrimination, violence, abuse or neglect, past or present. Because this educational program involves a great deal of discussion and education related to our personal histories, experiences and backgrounds, there will be times when you may share something personal that falls within one of the categories above, thereby requiring the instructor or staff person to report what was shared. If this occurs, the staff person will use discretion, reason and sensitivity to abide by our policies while respecting your privacy. The goal of these requirements is to prevent or avoid further harm to you, as a student, or those who may be exposed to further abuse by others. If you have questions or concerns, you are encouraged to talk with your course instructor or department chair.

Transfer of Credits

- Consult the School of Graduate Studies at uww.edu/gradstudies.
- Twelve (12) credits or fewer of relevant graduate credit completed at another institution or within another graduate program at UW-Whitewater may apply to the Counselor Education program.
- Students who have earned core credits in required courses at another institution may request credit and substitute transfer courses 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. Clinical courses are generally not accepted as transfer credits to the program, and students who wish to transfer clinical courses from other programs will need to request an exception from the department.

Graduation and Beyond

Wisconsin Licensure Requirements

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 Clinical Mental Health Counselors, the Department of Safety and Professional Services (DSPS; drl.wi.gov) oversees this process, with the academic program providing confirmation of completion of the approved program. Additional information on the application processes will be provided during internship. Please note that the department does not have authority over licensure requirements. It is the responsibility of the student to apply for licensure upon graduation.

Program Endorsement

The Counselor Education Department will endorse a student for certification or licensure in only the emphasis area the student 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

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, CMHC, and School. Additional coursework may be required for persons who are not graduates of CACREP programs. A total of 12 to 18 credits will be required for each certificate program, depending on the background of the individual and the intended emphasis. Students seeking a post-master's certificate can choose between a one-semester 20-hour-per-week internship (3 credit hours) or a two semester 10-hour-per-week internship (1.5 credit hours/semester). The certificate programs are designed as supplements to the original master's degree in counseling and are not CACREP accredited.

See specific descriptions for each certificate program on the department website, including application paperwork, interviews, assignment of advisor, etc. Admissions decisions are made by the department faculty. When a person has an interest in a certificate program and does not fit neatly into that program, they will be encouraged to enroll as a special student if there is space available. Faculty approval will be required and provided on a case-by-case basis.

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.

Post-Admission

Acceptance of Admission Decision

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

For all students beginning in 2020: students accepting admission will submit a criminal background check at the time the POS is submitted. All background checks must be submitted before class registration.

Academic Advising and Program of Study (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-Whitewater website. The current course catalog (Timetable) is available at courses.uww.edu/Graduate/COUNSED.
- Consult with your advisor before making any changes to the Program of Study.

Student ID

Obtain Student ID (HawkCard) from The Hawk Card Office (2nd floor of the UC). 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, and to access the counseling rooms in WCS.

Textbooks

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

Parking Permits

- Obtain a parking permit at the Visitor Center.
- For detailed information regarding parking services, refer to uww.edu/adminaffairs/parking/students.

Counselor Education Program Sequence

Counselor Education Department Orientation

Attend the Counselor Education Department orientation program, generally offered in summer.

Review of Progress

Complete a Review of Progress form by the due date established during the semester in which student completes 12 credits in the Counselor Education program.

Practicum Orientation Meeting & Application

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.
- 8-12 hours of Winther Counseling Services scheduled coverage per week.
- 60 hours of indirect service.
- 40 hours of direct service.
 - 30 hours of individual counseling
 - 10 hours of group counseling

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 representative (clinical coordinator or administrative department associate).
- Placement is made by department faculty.

Internship Field Placement

- Spend 20 hours per week in your internship field placement (fall and 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 between practicum and internship.
- A minimum of 100 contact hours should be completed during the first 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 through the link above. A fee will be charged to all graduates and will be billed to student account.

National Counselor Exam

Students may take the National Counselor Exam during the year in which they are eligible for graduation. Information will be distributed in internship class. The department recommends that students take the exam soon after graduation.

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 and must be taken before graduation.

Graduation Exit Survey

Students will be required to complete a Graduation Outcomes and Satisfaction Survey from the School of Graduate Studies.

