The UW-RF Counseling Program is housed in the Wyman Education Building (WEB), as labeled in the map below. The Wyman Building is centrally located on campus, adjacent to the University Center and the Chalmer-Davee Library. Parking is available behind the building at meters or in nearby lots (no ticketing after 4:30pm).
Counseling Program
University of Wisconsin – River Falls
Wyman Education Building
400 East Wild Rose Avenue
River Falls, WI 54022

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SECTION I: WELCOME/INTRODUCTION
Dear School Counseling Student:

Welcome to the School Counseling Program at the University of Wisconsin- River Falls (UWRF). We are committed to helping you achieve your goal of becoming a school counselor. School counseling is a profession that offers an opportunity for you to provide a wide range of services to help children and adolescents, their parents and families, and teachers, administrators, and other school personnel. According to the Bureau of Labor and Statistics (2010), “employment is expected to grow faster than the average for all occupations. Projected job growth varies by specialty, but job opportunities should be favorable because job openings are expected to exceed the number of graduates from counseling programs, especially in rural areas.”

Initiated in 1968, the UWRF Counseling Program includes three full time faculty and approximately 50 students. The program resides in the Department of Counseling and School Psychology, in the College of Education and Professional Studies. In 2010, it ranked in the top 20% of all UWRF programs. The Counseling Program prepares counselors for K-12 school settings. Completion of the Program leads to a Master of Science in Education (M.S.E.) degree, with an emphasis in school counseling. The minimum time to complete the degree successfully is two years, with a maximum of seven years. The UWRF Counseling Program is founded on the basic assumptions about a multifaceted role for school counselors:

- School counselors are professionals who engage in the central mission of schools (i.e., academic, career, and personal/social success for ALL students).
- School counselors understand the importance of designing, implementing, and evaluation well-organized comprehensive school counseling programs in schools.
- School counselors understand the importance of team building and active leadership in educational systems.
- School counselors understand the value of data driven accountability practices.

The school counseling program at UWRF has incorporated the national training standards of the American School Counseling Association (ASCA), as well as the school counseling and pupil services standards established by the Wisconsin Department of Public Instruction (DPI). Throughout the program, an emphasis is placed on addressing social, cultural, developmental, and ethical aspects of counseling, preparing the student to work with a diverse student population in a culturally sensitive and responsive manner. Prepare for an exciting and challenging experience and a rigorous graduate school schedule with high academic demands to gaining a deeper understanding of yourself.

This handbook contains important information about our program as well as student expectations. It represents the official policies and procedures associated with the counseling program at UWRF. You will find information about courses, evaluation, funding, and other important topics. It is your responsibility to read the handbook and familiarize yourself with the program’s policies. This is an ever-evolving document, so consult with your adviser or one of the faculty members if you have any questions. Upon admission to the program, please sign and return the acknowledgement form at the end of the handbook to Jerry Liddell, Program Associate, indicating that you have read, understand, and agree with the policies presented here.

Additional information about UWRF and graduate studies can be found at http://www.uwrf.edu/catalog/GraduatePrograms.cfm.

Again, we want to extend to you a warm welcome to the school counseling program at UWRF. We look forward to working with you!

Dr. Mark Gillen, Program Chair
Dr. Caroline Baker
Jerry Liddell
College of Educational and Professional Studies (CEPS) Mission Statement
The mission of the College of Education and Professional Studies is to prepare creative, reflective, and ethical practitioners who value diversity, promote social justice, and utilize empirical evidence to inform their practice. The College of Education and Professional Studies is home to approximately 1400 students preparing for professional careers in communicative disorders, counseling, exercise and sport science, school psychology, social work, and teaching.

The UWRF College of Education and Professional Studies (CEPS) has as one of its central values respect for diversity. The CEPS is committed to being inclusive of all people within and served by the various programs offered through the college.

Diversity and Inclusivity
We support the CEPS Diversity and Inclusivity policy found here: http://www.uwrf.edu/CEPS/Global.cfm

Counseling and School Psychology Department Mission Statement
Programs within the Department of Counseling and School Psychology prepare individuals to enter professional roles in school and mental health settings. The department is unified by common goals of providing graduate education to prepare our students to be thoughtful, involved, and responsive professionals, particularly in meeting the needs of children, their families, and others in a collaborative and problem-solving fashion. Members of the department collaborate to insure that students develop expected proficiencies in their respective fields of study, consistent with state and national standards. Programs within the department adhere to the highest standards of the professionals in the fields of counseling and school psychology.

Graduates from our programs will develop both the knowledge base of their respective professions and interpersonal professional skills to work directly with children, and closely with parents, teachers, administrators, other school specialists, and community professionals, to provide support for learners with many needs. Graduates from our programs will value diversity and individual differences, and follow a commitment to lifelong learning and professional development.

SECTION II: PROGRAM OVERVIEW
Counseling Program Mission Statement
The mission of the UWRF Counseling Program is to prepare school counselors who exhibit excellence in counseling practice and leadership, respect human dignity and cultural diversity in the broadest sense, and commit to lifelong personal and professional growth. Additionally, program learning outcomes require that upon graduation from the UWRF counseling program, students will be able to:

• Identify as professional school counselors through language and behaviors;
• Implement and advocate for comprehensive school counseling programs;
• Support student success by incorporating best practices through research, scholarly literature, and technology;
• Consult, collaborate and establish partnerships with stakeholders;
• Apply ethical, developmental, and cultural practices in school counseling.

SECTION III: ADMISSION TO THE PROGRAM
Applying to the Program: Requirements and Deadlines
Follow this link for more information: http://www.uwrf.edu/CSP/CounselingProgramApplicationRequirements.cfm

Background and Criminal Checks
Upon acceptance to the School Counseling Program, you are required to complete and submit both background and criminal checks. Information is sent to you with your acceptance letter, and must be submitted prior to
entrance into the program. Additionally, background checks may be required prior to your Practicum and Internship experiences.

Reciprocity/Transferring Credits
Applying credits from other programs or institutions is considered on a case-by-case basis. At maximum, nine graduate credits may be completed and applied toward your degree, with permission from your adviser and the Director of Graduate Studies. To accept transfer credits, we must receive an official transcript from the institution listing the course taken. Other documentation may be requested to ensure effective decision-making regarding your training as a counselor.

Applying External Credits to Graduation
Students who wish to participate in professional development and enriching opportunities are encouraged to do so. However, if such opportunities award credit hours:
• Students are eligible to take one graduate credit per academic year outside of UWRF (September through August) if:
  -UWRF counseling program does not offer this course
  -the graduate course is pre-approved by program faculty (the course description must be submitted to the student's adviser)
• Upon successful completion of the one credit the student must submit official transcripts to the UWRF program.

New Student Meetings
Following the admissions process, a New Student Meeting occurs each semester. You are encouraged to attend this meeting in order to speak with other new and current students as well as program faculty. You will also learn about navigating the program, including course registration, degree plans, using technology, and becoming involved with the School Counseling Student Association.

SECTION IV: FUNDING
Tuition and Fees
You can find detailed information about graduate student tuition and fee schedules and policies regarding payment at http://www.uwrf.edu/AccountsReceivable/. It is your responsibility as a student to review payment policies and procedures to ensure compliance.

Tuition Reciprocity with Minnesota
Through an agreement between the states, Minnesota residents can benefit from reduced tuition costs with Wisconsin public universities. Minnesota residents can apply for reciprocity online and should do so as soon as they have applied for graduate school. Reciprocity benefits will be automatically renewed each year with continued enrollment at UWRF and Minnesota residency. Should enrollment discontinue, reapplication is necessary. Visit the website for more information: http://www.getreadyforcollege.org/hesod/reciprocity/apply1.cfm

Financial Aid
There are minimum credit hour requirements to maintain financial aid per semester. To find out more about types of financial aid, applying for financial aid using the Federal Application for Financial Student Aid (FAFSA), and specific financial aid policies at UWRF, please visit http://www.uwrf.edu/FinancialAid/.

Scholarships & Grants
The UWRF scholarship deadline is typically in January each year (subject to change). Please refer to the scholarships webpage for specific deadlines and details about the application process for each scholarship. Applications are available online or from the Office of Financial Assistance at 315 North Hall. Late applications
will not be accepted; there are no exceptions. Specific grants for underrepresented graduate students can be found at http://www.uwrf.edu/FinancialAid/TypesOfAid/Grants.cfm.

The Counseling and School Psychology Department offers one scholarship to students per year, the Mary J. Crownhart Scholarship. The counseling or school psychology student must have a cumulative GPA of 3.0 or higher and exhibit leadership qualities through involvement in professional and/or other organizations. The award value varies from year to year, but has been approximately $885 in the past.

The Vera and Clifford Brainerd Memorial Scholarship is offered to counseling students only. The average award amount is $1000. The purpose of the scholarship is to provide financial support to students at UW-River Falls. Scholarships will be awarded using the following criteria:
• Must be pursuing an M. S. E. degree in School Counseling
• Must have completed at least 9 credits in the Counseling Program at UW-River Falls
• Must provide a brief personal essay which describes those opportunities the candidate has engaged in to broaden their educational experience, such as:

1. Affiliation with a School Counseling Professional Organization like WSCA or MSCA
2. Participation in a recognized student organization at UW-River Falls like the UWRF School Counseling Student Organization
3. Other profession related non-academic experiences like group work at schools, depression screenings, graduate assistantships, etc.

The Advanced Opportunity Program Fellowship is a grant awarded to graduate students to provide financial support for minority and disadvantaged graduate students allowing them to focus attention on their graduate studies and to complete their degrees in a timely fashion.

Additionally, professional organizations such as WSCA, MSCA, and ASCA offer student scholarships. Check out their websites for more information.

Graduate Assistantships
The School Counseling Program generally offers 1-2 graduate assistantships per year, depending on program budget and needs. Duties may include assisting with research, writing, classes, accreditation, student and stakeholder meetings, practicum and internship preparation, and other projects. A stipend is awarded based on an average work schedule of fifteen hours per week throughout the academic year from August through May, and health insurance is available. Preference is given to current counseling students who have completed at least one graduate program course. To receive announcements regarding this opportunity and to apply for the position, join the School Counseling listserv and “like” the Facebook page.

SECTION V: ADVISING
Who is Your Adviser?
Your adviser will be one of the program faculty members. Upon admission to the program, you will receive a letter notifying you of your adviser. Your adviser will work with you on completing a degree plan, and will help you make choices to ensure timely progress.

Planning
Plan to meet with your adviser as soon as you are accepted into the program, and at least once per semester. You will discuss overall goals and objectives, and create a tentative timeline to completion. This document assists in planning which courses you will take, based on when they are offered, to ensure timely progress through the program. An example can be found on the website. COUN 610 is required in your first semester, and 600 level courses should be completed before 700 level courses.
SECTION VI: PROGRAM REQUIREMENTS

Minimum Credit Hours to Graduate

There are core courses and electives required to complete the program. Currently, each core counseling course is equal to 3 credit hours. Core courses are only offered during autumn and spring semesters, in the evenings from 4:30-7:15pm. Electives are offered during summer and J-term.

<table>
<thead>
<tr>
<th>APPLICATION DATE</th>
<th>SEMESTER CREDIT HOURS REQUIRED TO GRADUATE</th>
<th>CORE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to February 1, 2011</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>February 1 or October 1, 2011</td>
<td>45</td>
<td>8</td>
</tr>
<tr>
<td>February 1, 2013 or after</td>
<td>48</td>
<td>9</td>
</tr>
</tbody>
</table>

Core Courses & Descriptions

Counseling 610: Introduction to School Counseling
This course is designed to familiarize students with an overview of the field of school counseling and basic skills. It is a pre-/co-requisite to every other core course. (3 credits; F, Sp)

Counseling 612: Lifespan Human Development
This course provides an overview of human development theory as it relates to personal and psychological development: cognitive, ego-identity, aesthetic, moral, social, perspective-taking, multicultural, and emotional development, and life transitions. Information relative to assessing developmental levels and age-appropriate tasks and transitions, selecting and implementing expressive or action-oriented interventions to match these levels, and evaluating the effectiveness of such interventions will be provided. Prerequisite: COUN 610. (3 credits; F, Sp)

Counseling 614: Counseling Practicum
A 100-hour practicum placement will require students to work with K-12 students, under the supervision of program faculty and licensed school counselors, to practice individual and group counseling skills. Audio/video tapes, live supervision, and written transcripts will be required to facilitate supervision. This course will occur in either your 2nd or 3rd semesters, or at the completion of 2-3 core courses. (3 credits; F, Sp)

Counseling 615: Cultural & Ethical Foundations of Counseling
This course will expose students to issues of race, ethnicity, socioeconomic-status, culture, gender, sexual orientation, physical/psychological ability, religion, and age as they relate to the counselor, client, and counseling process. Ethical codes will also be reviewed and applied to practical case studies, capturing the current demands and obligations of the school counselor. This course is required for all counseling majors. Teaching methods for this course include a didactic-experiential approach including lecture, small group discussions, and open discussions. (3 credits; Sp)

Counseling 620: Career Counseling
This course introduces the student to a variety of theories and practices in career counseling and career development as applied to a comprehensive, developmental school counseling program model. The use of career assessments, information sources (including computerized and online career guidance and information systems), and career counseling skills are discussed and practiced, emphasizing cultural considerations. (3 credits; F)

School Psychology 622: Introduction to Psychoeducational Appraisal & Intervention
This course introduces knowledge and skills needed by school mental health professionals to conduct assessment and intervention practices in the school setting. Common techniques in individual and school systems assessment and corresponding evidence-based interventions are included. Work with children with disabilities is emphasized. (3 credits; Sp)
Counseling 732: Group Counseling
This course focuses on the study of techniques and theories of group counseling through supervised experience in small groups. The purpose is two-fold: (1) to acquaint the student with the theories and techniques of the major approaches to group counseling through didactic presentation and (2) to integrate content with practical application via student involvement in various types of group experiences. This course is designed to facilitate experiential learning. (3 credits; F, Sp)

Counseling 753: Counseling Theory and Skills
This course will present to the student the basic theories of counseling. The intent of the course is to provide counseling students with a basic understanding of the major theories of counseling as well as specific skills for interviewing and counseling. Psychodynamic, Client-Centered, Existential, Cognitive, and Behavioral therapies are among those presented. Students will engage, as counselors, in four 30-minute sessions with a client. (3 credits; F)

Counseling 770: K-12 Curriculum
This course will engage students in the process of developing a comprehensive guidance curriculum, based on the ASCA National Standards. The focus of the instruction will include program development, implementation, modes of delivery, and coordination of counseling services with school curriculum for various domains. (3 credits; F)

Electives & Descriptions
Special Education 530: Exceptional Child
This is a survey course examining the general aspects of the exceptional child. Emphasis centers on the historical, philosophical and social background leading to legislative provisions for individuals with disabilities; definitions and eligibility criteria of each area of disability to include referral procedures; Individualized education programs; due process; characteristics of various exceptionalities including gifted and talented and attention-deficit disorders; and examples of accommodative techniques in the classroom. The impact of the diversity issues posed by the environment and people surrounding persons with disabilities is a major focus. Attention is also directed toward working with parents and community agencies. Identification of high-risk students within each area of exceptionality is examined. Current issues and trends and other controversies are examined briefly. Field experience, which can be part of the human relations component for education majors only, is a requirement of the course. No prerequisites; Students who have received teaching licenses within 5 years of entering the program will not need to take this course. (3 credits; F, Sp, Su; sometimes online)

Teacher Education 750: Advanced Educational Psychology
The focus of this course is on examining current issues and trends in educational psychology. Students review state-of-the-art research and theory in learning, motivation, and development, as well as current recommended practices in assessment and instruction. Students are then required to pose research hypotheses, examine related literature, and design appropriate methodology for a thesis, curriculum project or another graduate level culminating activity. Required for students who are not licensed educators or who do not have a degree in education. No prerequisites (3 credits; Sp, Su)

Teacher Education 760: Methods of Research
This course is designed to study the role and logic of research methods; action research; a consumer's and basic practitioner's introduction to the computation, interpretation, and application of commonly used statistics. The course also requires definition of problems and issues, critical examination and synthesis of research, conceptualization of a research question, succinct review of the literature planning of an investigation, and the collection of data; review of gender and racial bias in educational research. No prerequisites (3 credits; F, Sp, Su; online and brick-and-mortar options)
Counseling 718: Addictive Behaviors
This course is designed to familiarize students with alcohol, drug, and other addictive behavior issues. A review of common disorders which could lead to chemical use, common medications dispensed in the schools, and prevention programs will be provided. Prerequisite: COUN 610 (1 credit; Su)

Counseling 755: Child and Adolescent Counseling
This course advances specialized knowledge and skills in counseling children and adolescents. Students will learn to assess behavior in consonance with developmentally appropriate strategies and techniques to counsel children and adolescents. They will examine pertinent theoretical, behavioral, and play therapy techniques. Teaching methods for this course include a didactic-experiential approach including lecture, small group discussions, asynchronous online work, and open discussions. Prerequisite: COUN 610 (1 credit; Su, J-term)

Counseling 789: Special Topics in Counseling
Courses under this catalog number vary and may include Solution Focused Counseling- Advanced Skills, Technology, PBIS, Individualized Education Plans (IEPs), Advanced Ethical Issues, and other current topics related to school counseling. Prerequisite: COUN 610 in most cases (1 credit each course; Su, J-term)

Comprehensive Examination
Students are required to take and pass a comprehensive exam after all core courses have been satisfactorily completed and prior to completing Internship. The exam takes place at the end of both fall and spring semesters. Information regarding the exam is sent to students well in advance of the exam date, including detailed instructions and room information. Students must sign up to be admitted to the exam, which is computer-based. Successful completion requires a demonstration of comprehensive knowledge and application of core course content. Students are permitted to use hard copy materials such as textbooks, class notes and electronic files during the exam. A passing score on all questions is required for successful completion of the exam. Should a student fail one question, they will be given an opportunity to retake part of the comprehensive examination, answering a different question. Should a student fail the retake or both parts of the initial exam, the student must wait until the next comprehensive examination offering to retake the entire exam.

COUN 771-772-773: Internship
Only after all core counseling courses have been completed, and the student has successfully passed the comprehensive exam, can he or she begin internship. A minimum of 600 clock hours in the schools must be completed; students do this in various combinations including all 600 hours in one semester or dividing the experience over several semesters. Every student must complete 200 clock hours at each grade level (i.e., elementary, middle, and high school). During internship, students are expected to participate in all of the roles of a professional school counselor, including individual, small and large group counseling, as well as other components of the national and state counseling models.

Students secure their own internship sites, with strong support from the program and internship coordinator. This process starts the semester before you plan to complete internship. Announcements and deadlines are sent out to the program listserv, and a mandatory pre-internship meeting is held early each semester to outline specific policies and procedures. Do not contact anyone to serve as your internship supervisor until you have attended this meeting. Liability coverage is assumed as part of your enrollment in the UW system and based on your successful completion of the coursework and the comprehensive exam. However, some school districts may require additional background checking and coverage at your expense.

SECTION VII: OTHER STUDENT SUPPORTS
School Counseling Student Association (SCSA)
Upon acceptance into the Counseling Program, you are automatically a member of the student group. The SCSA is a free, student-led organization, with a faculty adviser. Each year, the SCSA applies for a budget, which funds their sponsored events such as the fall and spring Welcome Back Socials, the National School Counseling Week
speaker events, and some funding for students to attend conferences. Involvement and leadership is encouraged, since the group would not exist without its members stepping up and getting involved. It’s also a great resume builder, so volunteer to help plan an event, serve as Treasurer, or as President of the Association.

**Discrimination & Harassment**

The University of Wisconsin-River Falls strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment. If you have concerns about such behavior, contact your instructor, the Office of Student Rights & Responsibilities at 715-425-4555, or the Office of Equity, Diversity and Inclusion at 715-425-3833. For a list of prohibited behaviors and protected classes or to report online, please, see the following link: [http://www.uwrf.edu/EquityDiversityInclusion/incident.cfm](http://www.uwrf.edu/EquityDiversityInclusion/incident.cfm).

**Disability/Special Accommodations**

The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and other programming and services on campus. Those who will need academic adjustments or accommodations for a disability should contact the Office of Student Ability Services at 715-425-4555. Decisions to allow adjustments and accommodations are made by the Office of Student Ability Services on the basis of clinical documentation the students provide to sufficiently indicate the nature of their situation. Additional information is at: [http://www.uwrf.edu/AbilityServices/Index.cfm](http://www.uwrf.edu/AbilityServices/Index.cfm).

**Mental Health/Counseling Services**

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UWRF please contact the Counseling Services at 24 East Hathorn Hall (715) 425-3884 or 3531. Counseling Services are available to currently enrolled UWRF students. Services are confidential, free, and provided by professional staff. Individual counseling is provided by on-campus counselors located in Career, Counseling and Student Health Services at 211 Hagestad Hall. Students may call or stop in to schedule an appointment. Services include, but are not limited to, alcohol and drug assessments, personal health issues, and attaining academic and professional goals. For more information, visit the Counseling Services website at [http://www.uwrf.edu/CounselingServices/](http://www.uwrf.edu/CounselingServices/)

**Medical Services**

Certain clinical health services are provided through Student Health Services for registered full-time and part-time UWRF students through contractual agreements with the River Falls Medical Clinic and the Pierce County Reproductive Health Services. A portion of the segregated fees paid by students supports Student Health Services. Students are eligible for Student Health Services during the two academic terms, and the January and Summer terms, as long as they are registered for classes and have paid required fees. Students are eligible between consecutive terms as long as they are registered for the next term and have paid fees as required. For more information regarding UWRF Medical Services, visit [http://www.uwrf.edu/StudentHealthAndCounseling/index.cfm](http://www.uwrf.edu/StudentHealthAndCounseling/index.cfm).

**Career Services**

UWRF provides students and alumni with free career services. Here, students are able perform online job searches, speak with career counselors, get help writing/editing resumes and cover letters and speak with prospective employers at career fairs and mock interviews. For more information, please visit the Career Service website at [http://www.uwrf.edu/CareerServices/Index.cfm](http://www.uwrf.edu/CareerServices/Index.cfm) or visit their office in 211 Hagestad Hall.

**Writing Centers**

The UWRF Online Writing Lab (OWL) is a virtual space where students may receive friendly, competent assistance to help them improve as writers. The OWL provides assistance during any stage of the writing process and provides interactive feedback to its clients through synchronous and asynchronous tutoring sessions. The
UWRF OWL (Online Writing Lab) offers a variety of online reference materials for students. The Department of English also offers writing assistance in the University Writing Center.

The OWL staff consists of specially trained undergraduate students from a variety of majors - tutors who help students learn to write more effectively on their own. The OWL is not a proofreading, rewriting, or correcting service, or a guarantee of better grades. The UWRF Writing Center is a place where students receive friendly, competent assistance to help them improve their written work in one-on-one tutorial sessions. Staff consists of undergraduate students, from a variety of majors, who have been specifically trained. The writing center is not a proofreading, rewriting, or correcting service, or a guarantee of better grades. It is a place where tutors can help students learn to write more effectively on their own. This service is available for both undergraduate and graduate students who are currently enrolled in classes at UWRF. For more information, please visit http://www2.uwrf.edu/english/WritingCenter.html.

Police/Security
The mission of the UWRF Police Department is to protect and serve the university community, visitors, and campus property. The University maintains a very strong commitment to campus safety and security. Exterior lighting is an important part of this commitment. Motor vehicle parking lots, pedestrian walkways, and building exteriors are well lighted. Also, exterior doors to buildings are locked and secured each evening by University Police and University Police Officers for added campus safety. The UWRF Police Department is located in 27 South Hall, or for more information see their website at http://www.uwrf.edu/Police/. You may also call 715-425-3133 for assistance, or 911 in an emergency.

Graduate Studies
Graduate Studies is responsible for setting university policies regarding graduate education including the admissions process, financial aid, and graduation requirements. You can find more information at their website: http://www.uwrf.edu/Admissions/GraduateStudents.cfm.

Bookstore
Graduate students buy their textbooks and course materials, which are usually available 2-3 weeks before the semester begins, from the Falcon Shop. It is located in the University Center and also supplies UW-RF gifts and apparel.

Inclement Weather Policy
In the event of extreme weather, we trust students will make safe choices for themselves and others as far as arriving safely to class. If you believe it is unsafe for you to travel, notify the instructor, as soon as possible, via email and phone. Make appropriate plans to make up the missed class. Check your email and D2L for announcements about cancelled classes.

SECTION VIII: SCHOOL COUNSELOR LICENSING
Praxis
The Praxis exam (Professional School Counselor) is a requirement of the Wisconsin Department of Public Instruction (DPI) for anyone graduating from a Wisconsin School Counseling Program. The Praxis exam (Professional School Counselor-Test Code 0421 or 5421) must be successfully completed before UWRF can endorse you for licensure. All students will need to take the Praxis to become a licensed school counselor (no matter what state you are planning to apply to for licensing). To learn more about the exam visit the website: http://www.uwrf.edu/CSP/Praxis2ExamInformation.cfm.

State Requirements
The School Counseling Program at UWRF prepares students for licensure in Wisconsin and Minnesota, though other states may have different requirements. Please refer to the following website for more detailed
information: http://www.uwrf.edu/CEPS/EPP/Licensing.cfm. Additionally, you may visit the Wisconsin Department of Public Instruction licensing website at http://dpi.wi.gov/tepdl/licensing.html.

SECTION IX: PROFESSIONAL COUNSELING ORGANIZATIONS

National
American School Counseling Association (ASCA): www.schoolcounselor.org
American Counseling Association (ACA): http://www.counseling.org/

State
Wisconsin School Counselor Association (WSCA): www.wscaweb.org
Minnesota School Counselors Association (MSCA): www.mnschoolcounselors.org

SECTION X: ADDITIONAL ITEMS

Social Media & Technology
School counselors must remain current and responsible with technology as it enhances student learning, including social media. This means maintaining knowledge and awareness of policies, new tools, trends, and software. We advise you to participate in social media cautiously. Anything posted to a social media site is public and permanent, and represents you personally AND professionally. When you engage via social media, avoid doing anything that will discredit yourself, the UWRF Counseling Program, or the profession of School Counseling. Please choose carefully what messages and pictures you post, as well as what your friends post on your behalf. Inappropriate photos or comments could cost you a job. We advise that you not connect online with K-12 students from your practicum or internship sites unless this is an approved policy of your school site. More information can be found in UWRF’s Social Media Policy.

Readmission/Re-Entry to the Program
If you choose to suspend coursework for a semester or more, you will need to apply for re-entry. More information can be found here: http://www.uwrf.edu/Registrar/ReadmissionReentry.cfm

Non-Candidate for Degree (NCD)
Individuals taking courses under the provisional or pending admission status may enroll under the following conditions:

1. Not more than one three-credit course may be taken per semester.
2. Not more than nine credits may be taken pending an admission decision. Credits taken beyond the allowed nine will not be counted toward a degree when you are admitted to regular status.
3. Credits taken are not a factor in the admission process, but may be used toward a degree in counseling at UWRF if you gain regular admission to the Counseling Program.
4. Only the following courses may be taken prior to regular admission:
   a. COUN 610: Introduction to School Counseling
   b. SPED 530: Exceptional Child
   c. TED 750: Advanced Ed Psychology
   d. TED 760: Research Methods

Contact the program director for guidance before registering for any class.

Student Grievance Policy
The School Counseling Program faculty strives to be sensitive to and responsive to the diverse needs of all students. The faculty attempts to work with all students to assure a level of competency necessary to be effective school counselors. If, as a student, you have a grievance with an individual faculty member, it is generally best to take it to the faculty member in an individual conference and attempt to resolve the issue in accordance with the ethical standards established by ACA. Unresolved or more serious issues or grievances may
be discussed with the program director, the chair of the Department of Counseling and School Psychology, or the Dean of the College of Education and Professional Studies as needed to attain resolution.

Comprehensive Student Evaluation

Student Assessment Plan

The Counseling Program at UW-River Falls trains students to be school counselors based on state and national standards, and evaluates student knowledge, skills, and demeanors for entry into the profession. Once admitted to the program, the following assessments are used to evaluate student progress:

1) Coursework and exams (see course syllabi)
2) Mid-semester Evaluation: The mid-semester evaluation occurs each semester and provides a snapshot of the student’s overall performance at that moment.
3) Comprehensive Examination (see Handbook description)
4) Practicum and Internship site and university supervisor evaluations (see related Handbooks)
6) Praxis Examination (see Handbook description)

Comprehensive Evaluation Tool: Rating Scale (see Website for Forms)

During Practicum or as needed based on other assessments above, a rating scale is utilized to evaluate each student’s comprehensive program performance, and is kept in the student’s file. A rating of “1” for any item will initiate a meeting with the student; a rating of “2” on any item may result in a follow-up discussion between the student and faculty. The outcome of this meeting could include:

- No action is required.
- Develop a written plan for improved student performance (i.e., Student Improvement Plan)
- Recommendation for dismissal from the program.

In addition to the scaled evaluation of the student, additional information may be utilized from informal sources, which may include observations of students or reports from other interested parties.

Areas for Concern

Potential issues that may warrant a Student Improvement Plan or dismissal from the program include, but are not limited to, the following student behaviors:

- **Problematic professional demeanor** (i.e., treating others with respect, responsiveness to feedback, lack of interpersonal skills)
- **Problematic professional skills** (i.e., cultural competence, collaboration with others, professional appearance, meeting deadlines, etc.)
- **Impairment** (i.e., physical, mental, or emotional problems that put clients at risk or prevent a student from performing their responsibilities at an acceptable level.)
- **Knowledge and academic skills** (i.e., lack knowledge of content, writing ability, participating in class, etc.)
- **Ethical violations.** Counselors have a responsibility to read, understand, and follow the ASCA Code of Ethics and adhere to applicable laws and regulations.

Student Improvement Plan

The purpose of a Student Improvement Plan is to provide counseling students the opportunity and support needed to resolve academic performance or demeanor issues that fall below expectations. While each case is different and requires individual assessment, the following factors may indicate that the problem may represent a more serious impairment rather than a problematic behavior that is easier to remediate:

- The student does not acknowledge, understand, or address the problematic issue when it is identified.
- The problematic issue is not merely a reflection of a skill deficit that can be rectified by training.
- The problematic issue is not restricted to one area of professional functioning.
- The problematic issue has the potential for ethical or legal ramifications if not addressed.
• A disproportionate amount of attention by training personnel is required.
• The problematic behavior does not change as a function of feedback.
• The problematic behavior negatively affects the public image of the agency, university, or training site.

Student Improvement Plan Process
Should a Student Improvement Plan be needed, the faculty will meet with the student to review the concerns and create a written plan for improvement (see website for example). Students will be encouraged to submit their own ideas for improvement, but examples of actions that may be included in the improvement plan include taking additional coursework, a decrease in course load per semester, a temporary suspension of practicum or internship, increased supervision and/or faculty advisement, leave of absence, and individual counseling.

The plan must include scheduled review dates and target dates for each issue identified. Progress must be reviewed at least once every semester for the Fall and Spring semesters, and additional reviews may be scheduled as necessary. After each review, a copy of the Student Improvement Plan, including student and faculty signatures, must be completed and filed in the student’s program file. A copy is given to the student.

If progress toward improvement is viewed by faculty as insufficient, they may recommend either a change in the improvement plan or dismissal from the program. A recommendation of dismissal will then go to the full program faculty for review, and to the Dean for approval. The student will have an opportunity for appeal, as outlined in the University’s Student’s Rights and Responsibilities (http://www.uwrf.edu/StudentRightsAndResponsibilities/) and Program Student Handbook.
SCHOOL COUNSELING PROGRAM ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING OF STUDENT HANDBOOK

Please sign, date, and return this form to Jerry Liddell, Program Associate, in WEB 257 upon admission to the program.

I have read and I understand the contents of the 2013-2014 UWRF School Counseling Graduate Program Student Handbook.

___________________________________________  ______ _____________________
Student’s Signature  Date

___________________________________________
Student’s Printed Name