SCHOOL COUNSELING GRADUATE PROGRAM

Student Handbook

2012-2013

Department Telephone: (715) 425-3889
Department Web Address: www.uwrf.edu/csp/
Campus Web Address: www.uwrf.edu
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

Counseling Graduate Faculty:
Mark Gillen, Ph.D.
Director and Associate Professor
mark.gillen@uwrf.edu
(715) 425-3890

John LeCapitaine, D-ACFE
Professor
john.e.lecapitaine@uwrf.edu
(715) 425-3399

Caroline Baker, Ph.D.
Assistant Professor
caroline.baker@uwrf.edu
(715) 425-3237

Academic Department Assistant:
Jerry Liddell
jerald.liddell@uwrf.edu
(715) 425-3889
Department Fax: (715) 425-3242
## TABLE OF CONTENTS

### I. Welcome/Introduction
- CEPS Mission Statement
- CEPS Education Unit Mission Statement
- CEPS Conceptual Framework
- Counseling & School Psychology Department Mission Statement

### II. Program Overview
- Counseling Program Mission Statement
- Program Introduction
- Diversity and Inclusivity
- Core Faculty Contact Information

### III. Admission to the Program
- Applying to the Program: Requirements and Deadlines
- Background and Criminal History Checks
- Reciprocity/Transferring credits
- Applying External Credits to Graduation
- New Student Meetings

### IV. Funding
- Tuition and Fees
- Tuition Reciprocity with Minnesota
- Financial Aid
- Scholarships
- Graduate Assistantships

### V. Advising
- Who is your adviser?
- Requirements

### VI. Program Requirements
- Minimum Credit Hours to Graduate
- Core Courses & Descriptions
- Electives & Descriptions
- Comprehensive Examination
- Practicum

### VII. Other Student Supports
- Disability Accommodations
- Mental Health/Counseling Services
- Medical Services
- Career Services
- Writing Center
- Police/Security
- Graduate Studies
- Bookstore
- Inclement Weather Policy

### VIII. School Counselor Licensing
- Praxis
- State Requirements

### IX. Professional Counseling Organizations

### X. Additional Items
- Non-Candidate for Degree (NCD)
- Student Grievance Policy
- UWRF Student Retention Policy

### APPENDICES
- A: UWRF Counseling Program Evaluation of Student Form
- B: Student Improvement Plan or Recommendation for Dismissal
- C: School Counseling Program Acknowledgement of Receipt and Understanding of Student Handbook
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 working with you to help you achieve your goal of becoming a school counselor with comprehensive skills and knowledge. School counseling is a profession about which we are very excited, and 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.

Ranked in the university’s top 20% of the institution’s programs, 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, 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 all around, from adapting to 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 also 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. 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. John LeCapitaine
Dr. Caroline Baker
College of Educational and Professional Studies (CEPS) Mission Statement

The mission of the University of Wisconsin-River Falls College of Education and Professional Studies is to provide visionary leadership in the field of education.

- to prepare ethical reflective practitioners through state-of-the-art, high quality professional education programs that are based on essential knowledge, relevant research and sound practice
- to provide empowering professional development opportunities for regional educators.

This mission is achieved using contemporary educational technologies to grow regional, national and international collaborations.

CEPS Education Unit Mission Statement

The mission of the University of Wisconsin-River Falls Education Unit is to support the development of teachers, school psychologists, school counselors, speech-language pathologists, and health and human performance professionals. Our goal is to prepare practitioners through rigorous coursework and field-based practice so they know the content of their disciplines, they have the skills and knowledge to produce positive change in students and clients, and they are creative, reflective, and ethical practitioners in their fields.

CEPS Conceptual Framework

The education unit at the University of Wisconsin-River Falls takes a balanced approach to teaching and preparation of education professionals. As part of this college, the Counseling Program relies on the college's foundation of Inclusivity, Constructivism, Creativity, and Collaboration.

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 primary mission of the Counselor Education Program is to prepare effective professionals as they attain the M.S.E. degree in School Counseling. Utilizing the Reflective Practice model, the faculty provides a rigorous curriculum in which students’ knowledge base, skill acquisition, and personal development are thoroughly integrated. In addition to content, this curriculum includes experiential classroom and fieldwork experiences, individual and group-designed projects and supervised practice.
Faculty priorities for students and themselves are the respect for human dignity and cultural diversity in the broadest sense, excellence in counseling practice, and lifelong commitment to personal and professional growth. The process of personal and professional growth evolves by gaining knowledge and self-awareness while integrating theoretical, clinical, legal and professional information. Counselors-in-preparation also participate in supervised counseling experiences which move developmentally from structured to more independent experiences.

Program Introduction

Counseling is a process whereby an individual is aided in discovering, appreciating, and actualizing their unique selves in their relations with others and with the environment in which they live. Counseling is founded on the assumption of the worth, dignity and developmental potential of all individuals. It is further based on the proposition that people can grow and change, that this growth takes place through facilitative experiences, and that individuals are basically responsible for themselves and their behavior. The counseling process of understanding, accepting, and adapting may be facilitated by a variety of methods and strategies including individual and group counseling, advocacy, and systems change. Counseling is conducted by a personally and professionally competent counselor. 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.”

The UWRF Counseling Program was ranked in the top 20% of all UWRF programs following a 2010 campus-wide program prioritization process. The counseling program prepares counselors for K-12 school settings. Initiated in 1968, the program includes three full time faculty and approximately 70 full and part-time students. The program resides within the Department of Counseling and School Psychology. Completion of the program leads to a Master of Science in Education (M.S.E.) 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:

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

Consequently, the purpose of the UWRF graduate program is to prepare competent, professional school counseling practitioners. As such, the program provides a balance between didactic learning, experiential learning, research and evaluation skills and supervised clinical practice embodied in the following competency areas:

I. Professional Development
II. Personal Development
III. Research, Measurement, and Evaluation
IV. Theoretical Knowledge of Counseling, Human Behavior, Development and Sociocultural Dynamics
V. Counseling and Consultation Skills
VI. Ethical and Legal Standards

The objectives of this handbook are to assist students in planning and implementing their graduate program and to provide the necessary information for successful matriculation.

Diversity and Inclusivity

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. These values, diversity and inclusivity, coincide with position and conduct statements outlined by the various disciplines housed within the college, including teacher education (American Association of Colleges for Teacher Education, 1972), school psychology (National Association of School Psychologists, 2010), counseling (American Counseling Association, 2005), communication disorders (American Speech-Language-Hearing Association, 2003), health and human performance (National Association for Sports and Physical Education, 2001), and social work (National Association of Social Workers, 2008). Movements within these fields related to work and advocacy in the domain of social justice reflect this value of respect for diversity, including bio-diversity (Menzel & Bogeholz, 2010). Teachers, administrators, school psychologists, school counselors, speech-language pathologists, other pupil service providers, exercise specialists, and coaches provide services, teach, and/or engage in research with or pertaining to members of social groups that have historically been and continue to be marginalized in the larger society.

It is the belief of the CEPS at UWRF that its leadership, professional preparation programs, and the cooperating districts that accept student teachers, practicum students, field placement students, and interns operate within multicultural communities comprised of people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; genders; gender identities; sexual orientations; physical appearances; and linguistic backgrounds, amongst other identities. The CEPS also believes communities are enriched by members' openness to learning about others who are different from them as well as to learning acceptance of others. The CEPS is dedicated to conducting classes and associated academic activities in such a manner and to foster a climate that allows students to learn and to grow in these regards. The people making up the CEPS agree to work together with candidates and interns and with student teacher, practicum, field placement, and internship supervisors and other professors to create professional preparation environments characterized by respect, safety, and trust. Further, all members of the CEPS are expected to be respectful of, inclusive of, understanding of, supportive of, and responsive to all individuals, including, but not limited to students, clients, families, staff, peers, and research participants.
Core Faculty Contact Information

Mark Gillen, Ph.D., NCC, LPC, LSC
Associate Professor, Department and Program Chair
B.S. University of Wisconsin Madison; M.S. University of Wisconsin Stout; Ph.D. University of Arkansas
231 Wyman Education Building
(715) 425-3890
mark.gillen@uwrf.edu

John LeCapitaine, D-ACFEI
Professor
232 Wyman Education Building
(715) 425-3399
john.e.lecapitaine@uwrf.edu

Caroline Baker, Ph.D., NCC
Assistant Professor
B.S. University of Tennessee; M.A. University of Tennessee; Ph.D. The Ohio State University
224 Wyman Education Building
(715) 425-3237
Caroline.baker@uwrf.edu
SECTION III: ADMISSION TO THE PROGRAM

Applying to the Program: Requirements and Deadlines

In addition to completing the application for admission to Graduate Studies, which includes an application fee and official transcripts for all undergraduate work, the following criteria must be met and documentation received by the Graduate Studies office:

1. Letter of intent, which addresses the following areas:
   a. Service to the community
   b. Volunteer work
   c. Commitment to others
   d. Work and professional goals
   e. Areas in which the applicant considers to be his/her strengths and weaknesses
   f. Experiences working with youth

2. Undergraduate Grade Point Average (G.P.A.) of 2.75 or higher. (Students with a 2.25-2.74 G.P.A. could be admitted on probation.)

3. Three letters of reference which address areas “a” through “f” listed above.

4. Résumé

5. In compliance with the Graduate Studies Handbook:
   “Competency in the English language, as established by the results of a standardized English examination, is required of all international students from non-English speaking countries. Except in unusual circumstances, proof of proficiency must be established before the College of Outreach and Graduate Studies makes a decision on admission.”

To apply, please send the required materials to:

THE GRADUATE STUDIES OFFICE
University of Wisconsin - River Falls
410 South Third Street
River Falls, WI 54022-5001

It is the responsibility of the applicant to ensure a complete file by one of the two deadlines: February 1st or October 1st. Students should check the status of their application files by contacting the Graduate Studies Office prior to October 1st or February 1st. Only completed files will be considered for admission.

Visit the Graduate Studies website for more information:
http://www.uwrf.edu/Admissions/GraduateStudents.cfm

Background and Criminal Checks

Upon acceptance to the School Counseling Program, you are required to complete and submit both background and criminal checks. This form will be sent to you with your acceptance letter, and must be submitted prior to entrance into the program. There is a cost associated with the background
and criminal check, which is the responsibility of the student. Forms should be completed and sent to the given address.

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 tentative degree pattern, 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 advisor)
- 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 Counseling Student Meeting will occur 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, tentative degree plans, using technology, and becoming involved with the Counseling Student Group.

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/](http://www.uwrf.edu/AccountsReceivable/). It is your responsibility as a student to review payment policies and procedures to ensure compliance. There are no additional course fees for the Counseling Program.

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](http://www.getreadyforcollege.org/hesod/reciprocity/apply1.cfm)

Financial Aid
Some of our students require financial assistance to complete the degree. 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/](http://www.uwrf.edu/FinancialAid/).
Scholarships

The UWRF scholarship deadline is typically in January each year (subject to change). Please refer to the [http://www.uwrf.edu/FinancialAid/Scholarships.cfm](http://www.uwrf.edu/FinancialAid/Scholarships.cfm) web page for specific deadlines and details about the application process for each scholarship. Applications are available online (see above link) or from the Office of Financial Assistance at 315 North Hall. Late applications will not be accepted; there are no exceptions.

The Counseling and School Psychology Department offers one scholarship to students per year, the *Mary J. Crownhart Scholarship*. The 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 $1000 in the past.

Graduate Assistantships

The School Counseling Program generally offers 1-2 graduate assistantships per year, depending on program budget and needs. Duties may include research assistance and clerical work. A small stipend is awarded based on an average work schedule of fifteen hours per week throughout the academic year from September through May, and health insurance is available. To receive announcements regarding this opportunity and to apply for the position, join the School Counseling listserv found on the program website.

SECTION V: ADVISING

Who is Your Adviser?

Upon admission to the program, you will receive a letter notifying you of your adviser, who will be one of the faculty members in the program. Your adviser will work with you on completing your Tentative Degree Pattern and will help you make choices to ensure timely progress.

Requirements

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. The Tentative Degree Pattern is an official document required by Graduate Studies that must be completed before the end of your first semester in the program. Your adviser will help you complete it; their signature is required. This document assists in planning which courses you will take, based on when they are offered, to ensure timely progress through the program.

SECTION VI: PROGRAM REQUIREMENTS

Minimum Credit Hours to Graduate

The program is undergoing curriculum revisions to enhance counselor preparation. Please refer to the table below to understand how many semester credit hours are needed to complete the program. For students officially accepted after February 1, 2011, COUN 770 will become a core counseling course, bringing the total core counseling courses required for graduation to eight. Currently, each core counseling course is equal to 3 credit hours. It should be expected that core courses are only offered during autumn and spring semesters. Electives are also required to reach the total credit hour minimum. They are offered throughout the year (including summer).
Core Courses & Descriptions

*Counseling 610: Introduction to School Counseling*
This course is designed to familiarize students with an overview of the field of counseling and with the basic concepts and skills associated with school and community settings. There will be a shared emphasis on experiential activities, theories and research in counseling.

*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, inclusivity, and emotional development. 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.

*Counseling 615: Social & Cultural Foundations of Counseling*
This course is open to all students in the Counseling Education Program. The course will introduce students to the philosophical and ethical bases for professional school counseling, as well as consider recent developments in diversity, prevention, and advocacy consultation models. Discussions of early intervention, accountability, and program evaluation will be presented.

*Counseling 620: Career Counseling*
This course introduces the student to a variety of theories and practices in career counseling and career development. The use of career assessments, information sources (including computerized career guidance and information systems), career interviewing, and career counseling skills are discussed and practiced. Field observations, case studies and program development using the National Career Development Guidelines, as well as comprehensive developmental models are requisite. Consideration is given to career counseling and development needs of non-traditional populations.

*Counseling 720: Techniques of Appraisal*
This course is designed to familiarize students with basic school measurement concepts and standardized tests commonly used in the schools.

*Counseling 732: Group Counseling*
This course is designed to orient students academically and experientially to the dynamics of group process and interaction and to prepare them for leading groups. Focus is on the development of knowledge, rationale, attitudes, and skills pertaining to the group process. Students will be introduced to theory and to the practice of designing, facilitating, and evaluating task groups, psychoeducational groups, and small group counseling.

*Counseling 753: Counseling Theory and Skills*
This course will present 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 practice counseling skills in a clinical setting.

*Counseling 770: K-12 Curriculum*
This course will engage students in the process of developing a comprehensive counseling 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 within various domains.

**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 and legislative issues, definitions, eligibility criteria, and characteristics of exceptional individuals; models for delivery of services; individualized education programs; and examples of accommodative techniques in the classroom and home.

*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. It is recommended that students complete this course early in their program.

*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, reviewing gender and racial bias in educational research.

**Comprehensive Examination**
Students are required to take and pass a comprehensive exam after all core courses have been satisfactorily completed. The exam takes place at the end of both fall and spring semesters, and may be offered in August as faculty deem necessary. Information regarding the exam is sent to students well in advance of the exam date. It is completed using a computer and D2L and requires a demonstration of comprehensive knowledge and application of core course content.

**Practicum**
Only after all core counseling courses have been completed, and the student has successfully passed the comprehensive exam, can he or she begin practicum. 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 practicum, 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 must secure their own practicum sites, relying on lists of previously used sites and supervisors provided by the practicum coordinator. This process usually starts the semester before you plan to complete practicum. Announcements and deadlines are sent out to the program listserv, and a mandatory pre-practicum meeting is held early each semester to outline specific policies and procedures. Please do not contact anyone to serve as your practicum 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

Disability Accommodations

UWRF welcomes students with disabilities into the University's educational programs, activities, and environment. Students who need academic adjustments (accommodations) for a disability should contact the Disability Services Office (105 Davee Library; 715-425-3531). Before final decisions can be made to allow academic adjustments, students must provide clinical documentation that sufficiently describes the nature of their situation. For further information, visit http://www.uwrf.edu/disabilityservices/ADA.html.

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/.

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/StudentHealthServices/.

Career Services

UWRF provides students with an informative career service center. 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://www2.uwrf.edu/career/ or visit their office in 211 Hagestad Hall.
Writing Center

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 director of the Writing Center is professor David Furniss of the English Department. 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 UWRF Police Department is to protect and serve the university community, visitors and property of the university. The primary vehicle for accomplishing this mission is through university crime prevention programs. Crime prevention programs are a proactive mechanism of facilitating a dual concept of minimizing criminal opportunities, whenever possible, and education of the university community in crime prevention techniques.

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/.

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. The Falcon Shop located in the University Center supplies the course materials, along with UW-RF gifts and apparel. Check out their website: http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?catalogId=10001&langId=-1&demoKey=d&storeId=10464.

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.

SECTION VIII: SCHOOL COUNSELOR LICENSING

Praxis

The Praxis exam (Praxis II) is a requirement of the Wisconsin Department of Public Instruction (DPI) for anyone graduating from a Wisconsin School Counseling Program. The Praxis II exam (School Guidance Counselor-Test Code 20420) must be successfully completed before UWRF can endorse you for licensure. All students will need to take the Praxis II to become a licensed school counselor (no matter what state you are planning to apply to for licensing). Contact the UWRF certification officer
(Mr. Michael Martin) with questions and for more information. To learn more about the exam visit the Praxis preparation website at [http://www.ets.org](http://www.ets.org).

**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/Licensing.cfm](http://www.uwrf.edu/CEPS/Licensing.cfm). Additionally, you may visit the Wisconsin Department of Public Instruction licensing website at [http://dpi.wi.gov/tepdl/licensing.html](http://dpi.wi.gov/tepdl/licensing.html).

**SECTION IX: PROFESSIONAL COUNSELING ORGANIZATIONS**

**National**

American School Counseling Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org)

American Counseling Association (ACA): [http://www.counseling.org/](http://www.counseling.org/)

**State**

Wisconsin School Counselor Association (WSCA): [www.wscaweb.org](http://www.wscaweb.org)

Minnesota School Counselors Association (MSCA): [www.mnschoolcounselors.org](http://www.mnschoolcounselors.org)

**SECTION X: ADDITIONAL ITEMS**

**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. COUN 612: Developmental Counseling
   c. COUN 615: Social Cultural Foundations
   d. COUN 620: Career Counseling
   e. COUN 720: Techniques of Appraisal
   f. SPED 530: Exceptional Child

**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.
UWRF STUDENT RETENTION POLICY

Student Improvement Plan and Dismissal from Program
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. The program faculty evaluate students after 3 and 6 core courses are completed, or as needed.

Evaluation Tool: Rating Scale
A rating scale is utilized to evaluate each student, and is kept in the student’s file (see Appendix A). A rating of “1” for any item will initiate a meeting with the student. 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. A rating of “2” on any item may result in a follow-up discussion between the student and faculty.

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 Purpose
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 Appendix B). Students will be encouraged to submit their own ideas for improvement. 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 Handbooks.
Appendix A

UWRF Counseling Program Evaluation of Student Form
This form is to be completed in COUN 610, and submitted to students in every course. Faculty evaluation of students occurs after 3 and 6 cores classes are completed, or as needed.

Student: ________________________________________ Date: ______________________

___ 3 core classes  ____ 6 core classes  ____ As needed

<table>
<thead>
<tr>
<th>Improvement needed- Concern warrants plan for remediation</th>
<th>Focus for growth-Does not merit plan for remediation</th>
<th>Developmentally appropriate</th>
<th>Advanced for developmental stage</th>
<th>Unable to assess-Not enough information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NEI</td>
</tr>
</tbody>
</table>

PROFESSIONAL DEMEANOR

1. Treats others (e.g., colleagues, clients, staff, faculty) respectfully.  1 2 3 4 NEI
2. Is prepared, reliable, and shows an appropriate work ethic.  1 2 3 4 NEI
3. Completes assigned responsibilities.  1 2 3 4 NEI
4. Responsive to supervision and feedback.  1 2 3 4 NEI
5. Maintains poise under stress.  1 2 3 4 NEI
6. Exhibits ethical behavior and decision-making.  1 2 3 4 NEI
7. Engages in self-assessment and reflection.  1 2 3 4 NEI
8. Openness to culturally competent learning.  1 2 3 4 NEI

PROFESSIONAL SKILLS

1. Understand the roles and functions of a counselor.  1 2 3 4 NEI
2. Applies best practices to school counseling work.  1 2 3 4 NEI
3. Demonstrates cultural competence.  1 2 3 4 NEI
4. Self-discloses appropriately.  1 2 3 4 NEI
5. Displays appropriate level of empathy.  1 2 3 4 NEI
6. Responds to and applies clinical feedback.  1 2 3 4 NEI
7. Works collaboratively with colleagues.  1 2 3 4 NEI
8. Utilizes ethical, developmental, & cultural case conceptualization.  1 2 3 4 NEI
9. Effectively implements a variety of therapeutic interventions.  1 2 3 4 NEI
10. Displays effective communication with others.  1 2 3 4 NEI
### KNOWLEDGE AND ACADEMIC SKILLS

1. Knowledge of course content.  
   - 1 2 3 4 NEI
2. Contributes in class.  
   - 1 2 3 4 NEI
3. Writing ability.  
   - 1 2 3 4 NEI
4. Research skills, including scholarly literature searches.  
   - 1 2 3 4 NEI
5. Critical thinking ability.  
   - 1 2 3 4 NEI
6. Ability to analyze/synthesize material.  
   - 1 2 3 4 NEI

### COMMENTS:

Printed names and signatures of faculty evaluating the student:

_______________________________________________ Date: __________________
_______________________________________________ Date: __________________
_______________________________________________ Date: __________________

(Adapted from Texas A&M University, Counseling Psychology Program)
Appendix B

Student Improvement Plan or Recommendation for Dismissal

Student: ___________________________________________ Date: _______________________

Circle one: Initial Review  Follow-Up  Final Review

People present (may include faculty, site supervisors, and other people as applicable):
___________________________________________________________________________________________
___________________________________________________________________________________________

Initial Review Summary of the Problematic Issue (include specific behaviors, setting, who first identified the issue, etc.):
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

Faculty Recommendation:

_____ Student Improvement Plan required (go to Section I)

_____ Dismissal from program (must be approved by program faculty, Department Chair, and the Dean; skip to Section II below)
### Section I: Student Improvement Plan for: ____________________________

<table>
<thead>
<tr>
<th>Specific Problematic Issues</th>
<th>Goals/Objectives</th>
<th>Strategies to meet goals/objectives</th>
<th>Target Date for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress since last review (circle one): Sufficient Insufficient

___________________________________________________________________________________________

_________________________________________________________________________

Date of Next Review: _____________________________________

**Student Reactions:** I understand and agree to the conditions of this Improvement Plan. I understand that I can appeal this plan prior to signing the agreement/plan. If I do not follow through on completing all of the tasks outlined in this contract within the specified time, I understand that I may be dismissed from the counseling program. I also understand the program’s retention policy and am clear that there are certain requirements that, if violated, will supersede this agreement and may result in immediate dismissal from the program (i.e., ethics violation, violation of University policy).

Student Signature: ___________________________________________ Date: ______________

Adviser Signature: ___________________________________________ Date: ______________

Department Chair: ___________________________________________ Date: ______________
Section II: Recommendation for Dismissal from the Program

Student Name: _______________________________________________ Date: __________________

Please list the events leading to recommendation for dismissal. Be **specific** and include documentation of identified problematic issues, student improvement plan progress as insufficient, and reason for recommending dismissal:

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

________________________________________________________

This form must be submitted to the Department Chair and Dean for approval.

Faculty recommending dismissal:

_____________________________________________________________ Date: ________________

_____________________________________________________________ Date: ________________

_____________________________________________________________ Date: ________________

Department Chair Approval: _________________________________ Date: ________________

Dean Approval: ____________________________________________ Date: ________________

*Once approval has been obtained, a meeting will be scheduled with the student outlining reasons and process for dismissal. The student has the right to appeal the process per University Student Rights and Responsibilities ([http://www.uwrf.edu/StudentRightsAndResponsibilities/](http://www.uwrf.edu/StudentRightsAndResponsibilities/)) and Program Handbook policies.*
Appendix C

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 2012-2013 UWRF School Counseling Graduate Program Student Handbook.

___________________________________________  ______ _____________________  
Student’s Signature  Date

___________________________________________
Student’s Printed Name