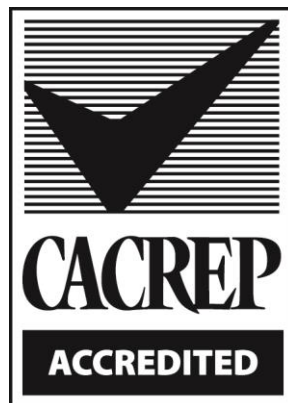




# SCHOOL COUNSELING GRADUATE PROGRAM

## Student Handbook 2017



Department Telephone: (715) 425-3889

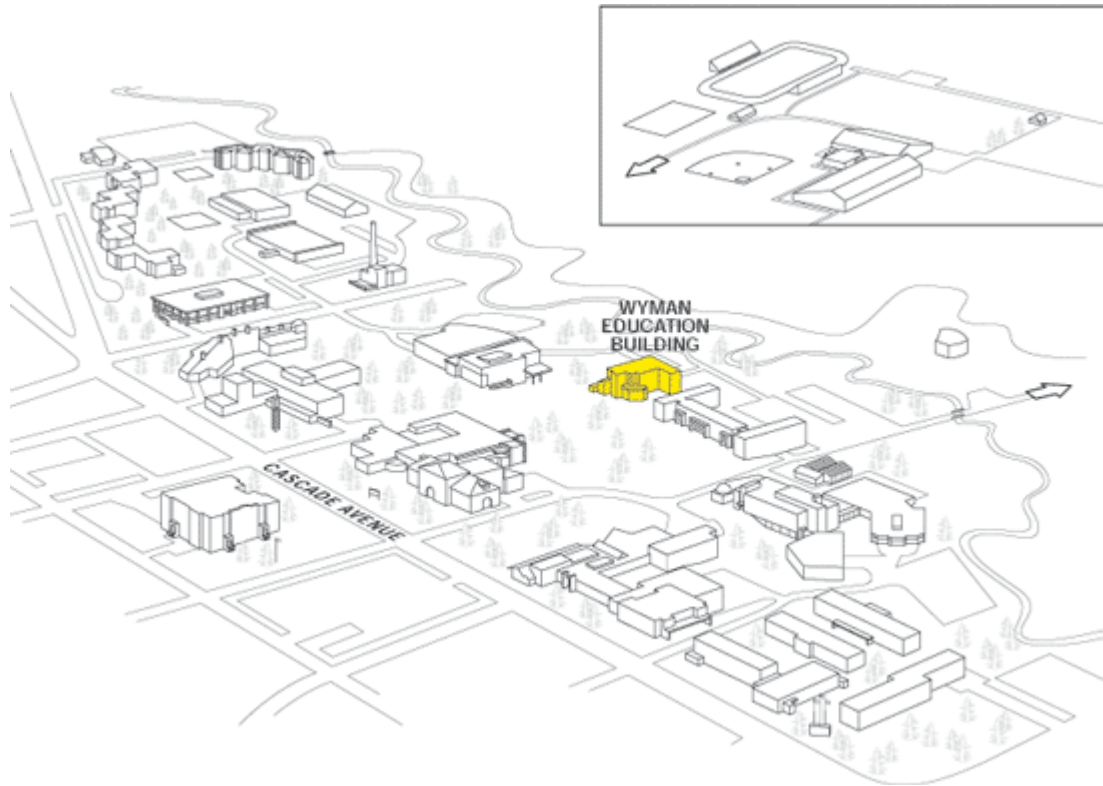
Department Web Address: [www.uwrf.edu/csp/](http://www.uwrf.edu/csp/)

Counseling Program Web Address: <https://www.uwrf.edu/CSP/Counseling/Index.cfm>

Campus Web Address: [www.uwrf.edu](http://www.uwrf.edu)

## UNIVERSITY OF WISCONSIN- RIVER FALLS CAMPUS MAP

The UWRF 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.



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Wyman Education Building  
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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 (2016), *“Employment of school and career counselors is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations. Increasing school enrollments should lead to employment growth of school and career counselors.”*

Initiated in 1968, the UWRF Counseling Program includes three full time faculty and approximately 60 students. The program resides in the Department of Counseling and School Psychology, in the College of Education and Professional Studies. The program is CACREP accredited, and 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 and a half years, with a maximum of seven years. The UWRF Counseling Program is founded on the following program learning objectives. 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.

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. You will participate in a rigorous graduate school schedule with high academic demands to gain a deeper understanding of yourself and others.

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 important topics such as courses, evaluation, and funding. 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/GraduateStudies/>.

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  
Dr. Helena Stevens  
Mr. Jerry Liddell

## **College of Educational and Professional Studies (CEPS) Mission Statement**

The mission of the College of Education and Professional Studies at the University of Wisconsin-River Falls is to support the development of teachers, school psychologists, school counselors, social workers, speech-language pathologists, and health and human performance professionals. Our goal is to prepare professional practitioners through rigorous coursework and field-based practice so they know the content of their disciplines; have the knowledge, skills, values, and dispositions to facilitate positive change in students and clients, and are creative, reflective, and ethical practitioners who value diversity, promote social justice, and utilize empirical evidence to inform their practice.

### **Diversity and Inclusivity**

We support the CEPS Diversity and Inclusivity policy found here:

<http://www.uwrf.edu/CEPS/AboutOurCollege/GlobalandDiversityInitiatives/Index.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>

### **Means of Communication**

Once admitted to the Counseling Program, you will receive a UWRF email account. Please activate this promptly, since all further communication (e.g., mandatory meetings, advising needs, events, etc.) will be sent to that address only. Additionally, the Counseling Program posts relevant information to our [counseling listserv](#), so it is crucial for success to sign up for this, too. Please also consider joining our Program [Facebook](#) page.

Nearing completion of the program, you will be asked for a permanent non-UWRF email address and other contact information so that we are able to reach you as needed.

### **New Student Meetings**

Following the admissions process, a New Student Orientation 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.

### **Background and Criminal Checks**

Upon acceptance to the School Counseling Program, you are required to complete a national background check. This occurs prior to taking *COUN 610: Introduction to School Counseling* and again before enrolling in Internship. Information is sent to you through your UWRF email address by the Associate Dean of the College of Education and Professional studies. Additional background checks may be required if your degree plan lasts more than 2.5 years.

### **Reciprocity/Transferring Credits**

Applying credits from other programs or institutions is considered on a case-by-case basis. In order to transfer credits into the UWRF Counseling Program the following criteria must be met:

1. No more than 9 graduate credits may be transferred in.
2. Credits must have been earned from an accredited University or College.
3. Credits must be from graduate level courses.
4. Credits must have been completed no MORE than 7 years from the anticipated time of graduation from the counseling program.
5. Courses must meet the expectations for the UWRF School Counseling Program (learning objectives).
6. Courses must be reviewed by the instructor of the UWRF course to ensure that they meet the learning objectives.
7. Final approval is by the program director for the counseling program.
8. Students must provide course syllabi, at the very least, in order to be considered for transfer.

### **Applying External Credits to Graduation**

Students are encouraged to participate in professional development and enriching opportunities. 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:
  - the 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 Counseling Program.

## **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.

## **Paying for Graduate School**

There are several ways to fund your graduate school experience. Please visit this website for a summary of options including financial aid, scholarships, grants, and other loans: <http://www.uwrf.edu/CSP/Funding-Graduate-School.cfm>

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/>.

## **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.ohe.state.mn.us/mPg.cfm?pageID=97>

## **Graduate Assistantships/Student Worker**

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, averaging 12-15 work hours per week. A stipend is awarded based on an average work schedule per week throughout the academic year from August through May. 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.

### **Degree Planning**

Plan to meet with your adviser as soon as you are accepted into the program, and check-in 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. [Check out this example](#). COUN 610 is required in your first semester, and, in general, 600 level courses should be completed before 700 level courses.

## **SECTION VI: PROGRAM REQUIREMENTS**

### **Minimum Credit Hours to Graduate**

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

### **Grading**

Syllabi describe the requirements and grading procedures associated with that course. Please discuss with the instructor and/or your adviser if you have questions. Generally, classes are graded A-F, but some classes are Pass/Fail. It is important to note that University policy is that graduate students maintain at least a B average as found [here](#). The Program adheres to the University’s policy on grading systems as found here: <https://www.uwrf.edu/Registrar/Grades.cfm>



## Core Courses & Required Course Descriptions

### COUN 610: Introduction to School Counseling

This course is designed to familiarize students with an overview of the field of school counseling and basic skills. (F, Sp)

### COUN 612: Lifespan Human Development

This course provides an overview of developmental theories as they apply to a K-12 setting. Prerequisites: COUN 610 is a pre- or co-requisite. (F, Sp)

### COUN 614: Counseling Practicum

A 100-hour practicum experience will require students to work with clients, under the supervision of program faculty and licensed counselors, to practice individual and group counseling skills. Audio/video tapes, live supervision, and written transcripts will be required to facilitate supervision. Prerequisites: COUN 610. (F, Sp)

This field placement occurs during your 2<sup>nd</sup> or 3<sup>rd</sup> semester within the program, so it is strongly advised that you begin arranging your schedule for this experience upon entry to the program. You will need approximately 4 hours per week in an approved setting, plus the weekly seminar, which starts at 4:00pm. More information is provided to you at the mandatory Pre-Practicum meeting during the semester before you plan to enroll in the course. At this time, you will receive the list of Approved Sites for the Practicum Experience. **Please do not contact any sites until you have attended this meeting.**

Within the extent and limitations of Sections 895.46(l) and 893.82, WI Statutes, the State will pay judgments for damages and costs against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the program at the facility. The student will take measures necessary to protect themselves regarding personal or property injury, understanding that field experiences occur at your own risk.

Site supervisors for both Practicum and Internship will receive 5 CEUs per student supervised per semester. They must be the supervisor of record on the site agreement form.

### COUN 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. Prerequisite: COUN 610. (Sp)

### COUN 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. Prerequisite: COUN 610. (F)

### SPSY 622: School Behavior Assessment & Intervention

This course covers knowledge and skills needed by school-based mental health professionals for making data decisions about student behavior. Common school-based assessment techniques used for making classification and intervention decisions are emphasized. Evidence-informed intervention practices are introduced. Prerequisite: 610 (SP)

### COUN 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. Prerequisite: 610 (F, Sp)

### COUN 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. Prerequisite: COUN 610. (F)

### COUN 770: Comprehensive School Counseling Programming

Students engage in the process of developing a comprehensive school counseling program, based on both the ASCA National Model and the Wisconsin Comprehensive School Counseling Model. Prerequisites: COUN 610. (F)

### SPSY 795: Research & Program Evaluation

This course emphasizes applied research for school-based mental health professionals. Students will learn the skills needed to conduct a program evaluation in a school setting. Knowledge and skills developed include topic development, goal setting, data collection, data analysis, and dissemination of results. Both quantitative and qualitative methods are covered. Students will complete an applied program evaluation after completing the course. (F, Su)

This course requires enrollment for 3 credits during the fall or summer terms, followed by enrollment for 1 credit (COUN 798) in an independent study in the subsequent semester. You will be working with other students and faculty to complete a program evaluation project. Check out the [webpage](#) for more information.

## **Electives & Descriptions**

### SPED 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 in terms of when, how and where; models for delivery of services; multidisciplinary staffing 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 of 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. (F, Sp, Su; sometimes online)

\*Required elective for students without education degree or teaching license

### SPSY 620: Introduction to Multi-Tiered Systems of Support

This course will introduce multi-tiered systems of service delivery in schools. Three strands of service delivery will be included: 1) academic/cognitive, 2) behavioral/social, and 3) mental health/emotional. Emphasis will be on Tier One of a Three-Tiered system. Tier One focuses on universal strategies for prevention and early intervention services in all strands. Topics will include evidence-informed curriculum and other services or interventions available to all school students. The roles and goals of school-based mental health professionals will be emphasized. (F)

\*Required elective for students without education degree or teaching license

### COUN 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 enrolling in Internship. The exam takes place at the end of both fall and spring semesters. Information regarding the exam is sent to students via the [listserv](#) 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**

The internship is the culminating experience of the graduate counseling program. Students select school settings in which to obtain practical training. This fieldwork is combined with group seminars providing additional supervision and group discussions of topics relevant to the professional practice of counseling. Prerequisites: COUN 610, 612, 614, 615, 620, 732, 753, 770, and SPSY 622; or consent of instructor. (F, Sp)

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. Sites must be within a 2-hour radius of River Falls, or be approved by Program Faculty. 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 checks at your expense.

Within the extent and limitations of Sections 895.46(l) and 893.82, WI Statutes, the State will pay judgments for damages and costs against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the program at the facility. The student will take measures necessary to protect themselves regarding personal or property injury, understanding that field experiences occur at your own risk.

Site supervisors for both Practicum and Internship will receive 5 CEUs per student supervised per semester. They must be the supervisor of record on the site agreement form.

## **SECTION VII: OTHER STUDENT SUPPORTS**

### **School Counseling Student Association (SCSA)**

Upon acceptance into the Counseling Program, students automatically become members of the student group. The SCSA is a free, student-led organization with a faculty adviser. Each year, the SCSA sponsors 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. The SCSA Treasurer applies for funding each year to support these activities. Involvement and leadership is encouraged. The group would not exist without its members taking initiative and getting involved. It's also a great resume addition, so volunteer to help plan an event, serve as Treasurer, Newsletter Editor, for one of the committees, or as President of the Association.

### **Discrimination & Harassment**

The UWRF promotes safe, inclusive and effective learning environments that protect the rights and support the interests of both students and faculty. For additional information regarding our inclusivity expectations, academic accommodations, academic conduct expectations and processes, and other syllabi information, please consult <http://www.uwrf.edu/Administration/Provost/AssocVCforAcadAffGradSt/Syllabi.cfm>.

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 Conduct and Community Standards](#) at 715-425-4844, or the [Office of Equity, Diversity, and Inclusion](#) at 715-425-3833. For a list of prohibited behaviors and protected classes or to report something that is inappropriate using an online process, please use this [form](#).

### **Special Accommodations**

The University of Wisconsin-River Falls welcomes students with disabilities into its educational programs, activities, residential halls, and everything else it offers. Those who will need academic adjustments or accommodations for a disability should contact the Ability Services Office. Decisions to allow adjustments and accommodations are made by the [Ability Services Office](#) on the basis of clinical documentation that students provide to sufficiently indicate the nature of their situation.

WEB 235 (across from the vending machines) is intended for use by faculty, staff, and students as a lactation room, a meditation room, or a small meeting room. The room is identified by a small sign that says, "Personal Consideration & Meeting Room." Instructions are provided for reserving the room. A door sign that says, "occupied" is provided, and the room can be locked for privacy.

### **Counseling Services**

Counseling Services are available to currently enrolled UWRF students. Services are confidential, free, and provided by professional staff. On-campus counselors located in 211 Hagestad Hall provide individual counseling. Students may call or stop in to schedule an appointment. 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 211 Hagestad Hall 410 South 3rd Street, River Falls, WI 54022; Ph 715-425-3884; Fax 715-425-3573. For more information, visit the Counseling Services website at <http://www.uwrf.edu/StudentHealthAndCounseling/CounselingServices/>.

The Counseling Program Faculty and Staff do not serve as counselors in this office, nor do Counseling Program students conduct field placement activities in these offices.

### **Student Health Services**

Certain clinical health services are provided through Student Health Services for registered full-time and part-time UWRF students through contractual agreements with local healthcare facilities. For more information, visit <http://www.uwrf.edu/StudentHealthAndCounseling/StudentHealthServices/Index.cfm>.

## **Career Services**

UWRF provides students and alumni with free career services. In their office, 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 Services website at <http://www.uwrf.edu/CareerServices> 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 <https://www.uwrf.edu/ENGL/Writing-Center.cfm>.

## **Police/Security**

The mission of the University Police Department is to protect and serve the university community, visitors, and campus property. 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.

The UWRF Police Department is located at  
103 Regional Development Institute  
410 S. 3rd Street  
River Falls, WI 54022  
[police@uwrf.edu](mailto:police@uwrf.edu)

## **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: <http://www.uwrf.edu/GraduateStudies/Index.cfm>.

## **Bookstore**

Graduate students have the option to buy their textbooks and course materials from the UWRF Bookstore (<http://www.bkstr.com/wisconsin-riverfallsstore/shop/textbooks-and-course-materials>), which is located in the University Center. Books and materials are usually available 2-3 weeks before the semester begins.

## **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. Check your email and D2L for announcements about cancelled classes. 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 (*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). It is recommended that you speak with your adviser about planning for the test. 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/tepd/licensing>.

## **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/>

### **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**

### **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](#).

### **Photography**

Photographs may be taken during Program activities such as class, orientations, National School Counseling Week, and at conferences. These will be shared with Program stakeholders through social media sites and on our webpage, among other places.

### **Readmission/Re-Entry to the Program**

If you choose to suspend coursework for a semester or more, you may 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

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

### **Student Grievance Policy**

If a student wishes to make a complaint he/she should first discuss the matter with the professor/instructor/supervisor. If the matter is not satisfactorily resolved at this level, the complainant should then discuss the matter with the Program Director. If the matter is not satisfactorily resolved by the Program Director, the complainant should then make a written complaint to the Dean of the College of Education and Professional Studies, including a clear statement of the problem and arguments or evidence to support the complaint. The Dean will discuss the matter with the complainant and Program Director, and will attempt to resolve the matter and render a decision. A final complaint in written form may be made to the Vice Chancellor of Academic Affairs. The complainant may be accompanied by another member of the university community at any stage of the complaint process.

### **Academic Honesty**

The application of the [UWRF Academic Conduct Policy](#) will be fully adhered to in this program.

### **Program Accountability- Data-Informed Practice**

The Counseling Program collects data through various surveys each year. This data is used to make programming decisions to enhance school counselor training. The data is discussed by program faculty, and will only be shared in anonymous aggregate form outside of the program. The surveys are as follows:

- Exit Survey- this survey goes to all graduates immediately after graduation and surveys perceptions about, strengths of, and areas for growth in the Counseling Program.
- Hiring/Employment Survey- this survey asks immediate past academic year graduates of the program about their employment status as school counselors. It is conducted every October.
- Employer Survey- this survey gathers data from employers of our graduates using the Program Learning Objectives to form the survey questions. It goes out every October about the past academic years' employed school counselors.
- Site Supervisor Survey- this survey goes out every year in October to all previous academic year Internship site supervisors to assess intern performance around the Program Learning Objectives.

### **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)
- 5) Comprehensive Evaluation Tool: Rating Scale: More information below.
- 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 meeting is scheduled with the student's adviser to review performance in the program. The outcome of this meeting could include:

- No action is required. (score 3 or higher)
- Discussion of ways to improve specific areas of performance (score of 2)
- Develop a written plan for improved student performance (i.e., Student Improvement Plan; score of 1-2)

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., not treating others with respect, responsiveness to feedback, lack of interpersonal skills)
- **Problematic professional skills** (i.e., related to 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 Ethical Standards for School Counselors* 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. 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 (<https://www.uwrf.edu/StudentConductAndCommunityStandards/>) 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 **2017** UWRF School Counseling Graduate Program Student Handbook. I also acknowledge that while student information is kept confidential, the Faculty and Staff associated with the Counseling & School Psychology Department may communicate with each other about student progress and work together to monitor and assist students during their time in the program.

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Student's Signature

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Date

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Student's Printed Name