



COUNSELOR EDUCATION DEPARTMENT

Program Handbook

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Table of Contents

Purpose of the Handbook.....	5
CHAPTER 1: DEPARTMENT MISSION, GOALS, & OBJECTIVES	6
Discrimination and Ethical Conduct.....	10
CHAPTER 2: PROGRAM FOCUS AREAS & OTHER PROGRAM OPTIONS.....	11
Program Accreditation.....	11
COUNSELOR EDUCATION DEPARTMENT PROGRAM FOCUS AREAS.....	12
Community Counseling Program	12
Community Counseling Program Requirements.....	12
Practicum and Internship Information.....	13
Endorsement Statement.....	13
Supervision Requests for Practicum/Internship Students from other Universities.....	13
School Counseling Program.....	15
School Counseling Program Requirements.....	15
Practicum and Internship Information.....	15
Endorsement Statement.....	16
Supervision Requests for Practicum/Internship Students from other Universities.....	16
Professional Development Program.....	17
Professional Development Program Requirements.....	17
Additions Counseling Certificate Program.....	18
ACCP Track Requirements.....	18
CHAPTER 3: CAPSTONE PROJECT.....	19
Capstone Project Guidelines.....	19
Thesis Option.....	20
CHAPTER 4: LICENSURE.....	21
Professional Counselor Licensure.....	21
Ed. Requirements for Professional Counseling Licensure in MN and WI.....	21
Minnesota Educational Requirements for LPCC.....	21
Wisconsin Educational Requirements for LPC.....	22
School Counselor Licensure.....	23
Things to Consider.....	23
Minnesota State Requirements for School Counselor Licensure.....	23
Wisconsin State Requirements for School Counselor Licensure.....	25
Wisconsin PI 34.04 Pupil Services Standards.....	27
Additions Counseling Licensure (LADC)	30
Minnesota State Requirements for LADC Licensure.....	30
CHAPTER 5: ADMISSIONS & PROCEDURES.....	31
Admission Criteria.....	31
Admission Screening Schedule for Counselor Education Department.....	32
Admission to Candidacy.....	32
Admission Requests by Persons Holding an MA or MS Degree from Another University.....	32
Advising.....	33
Graduate Special Students (Students Completing Coursework Prior to Department Admission).....	33
CED Requirements for Applying to Return for a Second Focus Area Post-Degree.....	34
Readmission to the CED for a Second Focus Area.....	35
CED Endorsement of Individuals Completing a Second Focus Area Post-Degree.....	35
WSU Graduate Office Requirements for Return for a Second Focus Area Post-Degree.....	35
Forms Required Prior to Returning for a Second Focus Area Post-Degree.....	35
Forms Required Upon Completion of a Second Focus Area Post-Degree.....	35
CHAPTER 6: PROGRAM PLANNING.....	36
Candidacy, Change in Program Plan.....	36
Course Loads.....	36
COURSE SCHEDULES AND PROGRAM PLANNING.....	36
Semester Planning Information.....	37
Courses Requiring Prerequisites.....	38
Courses Offered for Pass/No Credit Grade Option.....	38
Scheduling Grid (2-year Completion).....	39

Scheduling Grid (Variable Completion)	41
Course Waiver Requests	42
Independent Study	42
Travel Study	43
Workshops	43
Transfer of Credit from Another Accredited Institution	43
CHAPTER 7: COMPREHENSIVE EXAMINATIONS	44
Applying for the Comprehensive Examination	44
Counselor Preparation Comprehensive Examination (CPCE)	44
Preparing for the Comprehensive Examination	44
Payment for the CPCE	45
Verification of Identification for the Comprehensive Examination	45
Materials Required for the Comprehensive Examination	45
Requirements for Passing the Comprehensive Examination	45
Reporting of Comprehensive Examination Results to Students	45
Failure of the Comprehensive Examination	45
Graduate Student Administration-National Counselor Examination (GSA-NCE)	46
GSA-NCE Application Materials and Process	46
CHAPTER 8: GRADUATION	47
Graduation Celebration and Commencement	47
Pre/Post Graduation Job Search	47
CHAPTER 9: POLICIES & PROCEDURES	48
Communication with Students from CE Department	48
Academic Misconduct	48
Accommodations for Students With Special Need	48
Class Attendance	49
Class Cancellation	49
Evaluation and Student Input in the Counselor Education Program	50
Faculty Office Hours	50
Graduate School Academic Policy	50
Immunization Records	50
Inactive Student Status Policy	51
In Progress Grades	51
Student Retention Procedure	51
Student Concerns / Complaints	52
Academic Grievance Procedure	52
Exceptions to Policies	53
CHAPTER 10: FINANCIAL ASSISTANCE	54
Graduate Assistantships	54
NBCC Professional Identity Development Grant	54
Additional Resources	55
CHAPTER 11: MISCELLANEOUS INFORMATION	56
Chi Sigma Iota	56
DESIRE-2-LEARN, On-Line Access to Registered Course Materials	56
Library Resources, ID Cards and On-Line Access	56
Publication Manual of the American Psychological Association	57
Personal Therapy for Students	57
APPENDICES	
APPENDIX A	58
Counselor Education Department 2-year Schedule	59
Addictions Counseling Certificate Program (ACCP) 2-year Schedule	60
APPENDIX B	61
Counselor Education Department Program Checklist	62
APPENDIX C	63
WINONA STATE UNIVERSITY DIRECTORY	64
Counselor Education Department General Information	64
Counselor Education Department Web Pages	64

Counselor Education Department Faculty and Staff.....64
Counselor Education Department Administrative Staff.....65
General Winona State University Numbers..... 65
Professional Organizations.....65
APPENDIX D – TIME MANAGEMENT..... 66
A Quick Course in Effective Time Management..... 67
Ten Most Common “BAD HABITS” of Time Management..... 68

PURPOSE OF THE HANDBOOK

The Counselor Education Department *Program Handbook* is intended to serve as a basic reference and program guide to Counselor Education Department students throughout their program of study from the time of their application for admission to the program through their graduation from it. Each member of the Counselor Education Department faculty has a strong commitment to student advising. Thus, students should only use the Counselor Education Department *Program Handbook* as a supplement to the assistance available to them in the advising relationship.

The Counselor Education Department *Program Handbook* does not replace the *Winona State University Graduate Catalog*. It is the student's responsibility to become familiar with the general policies and procedures of the Winona State University Office of Graduate Studies as defined in the *Winona State University Graduate Catalog*. Additional information on graduate study at Winona State University is available online at <http://www.winona.edu/graduatestudy>.

CHAPTER 1: DEPARTMENT MISSION, GOALS, AND OBJECTIVES:

Mission:

The Counselor Education Department prepares socially conscious, culturally competent school and community counselors, leaders, and agents of change for effective, respectful, responsible work with people reflecting the broad diversity of society.

Goals and Objectives:

The following goals and objectives developed by the Winona State University Counselor Education Department meet the national standards for counselor preparation as defined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Community Counseling and School Counseling programs are CACREP accredited through fall of 2017. In addition, these goals will prepare students to meet the state requirements for licensure as a school counselor or as a Licensed Professional Counselor or Licensed Professional Clinical Counselor in the states of Wisconsin and Minnesota respectively. Students are advised to review requirements in other states to determine how to qualify for licensure in those regions.

Goal 1: The Counselor Education Department will provide curriculum in human growth and development in order to provide students with an understanding of the nature and needs of individuals at all developmental levels.

Objectives:

- Provide curriculum that includes theories of individual and family development across the lifespan.
- Provide curriculum that includes theories of learning and personality development.
- Provide curriculum that examines human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior.
- Provide curriculum that includes strategies for facilitating development over the lifespan.
- Provide curriculum that includes ethical considerations.

Goal 2: The Counselor Education Department will provide curriculum in social and cultural foundations in order to provide students with an understanding of issues and trends in a multicultural and diverse society.

Objectives:

- Provide curriculum that explores multicultural and pluralistic trends including characteristics and concerns of diverse groups.
- Provide curriculum that explores attitudes and behavior based on such factors as age, race, religious preferences, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability.

- Provide curriculum that explores individual, family, and group strategies with diverse populations.
- Provide curriculum that explores ethical considerations as related to social and cultural foundations.

Goal 3: The Counselor Education Department will provide curriculum in helping relationships in order to provide students with an understanding of counseling and consultation processes.

Objectives:

- Provide curriculum that explores counseling and consultation theories including both individual and systems perspectives as well as coverage of relevant research and factors to be considered in applications.
- Provide curriculum that explores basic interviewing, assessment, and counseling skills.
- Provide curriculum that explores counselor or consultant characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors, and personal characteristics, orientations, and skills.
- Provide curriculum that explores client or consultee characteristics and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
- Provide curriculum that explores ethical considerations associated with helping relationships.

Goal 4: The Counselor Education Department will provide curriculum in group work in order to provide students with an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

Objectives:

- Provide curriculum that explores principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors.
- Provide curriculum that explores group leadership styles and approaches including characteristics of various types of group leader and leadership styles.
- Provide curriculum that explores theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature.
- Provide curriculum that explores group counseling methods including group counselor orientations and behaviors, ethical standards, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
- Provide curriculum that explores approaches used for other types of group work, including task groups, prevention groups, support groups, and therapy groups.
- Provide curriculum that explores ethical considerations associated with the practice of group work.

Goal 5: The Counselor Education Department will provide curriculum in career and lifestyle development in order to provide students with an understanding of career development and related life factors.

Objectives:

- Provide curriculum that includes career development theories and decision-making models.
- Provide curriculum that includes career, vocational, educational, and labor market information resources, visual and print media, and computer based career information systems.
- Provide curriculum that includes career development program planning, organization, implementation, administration, and evaluation.
- Provide curriculum that explores interrelationships among work, family, and other life roles and factors including multicultural and gender issues as related to career development.
- Provide curriculum that explores career and educational placement, follow-up and evaluation.
- Provide curriculum that explores assessment instruments and techniques relevant to career planning and decision making.
- Provide curriculum that explores computer based career development applications and strategies, including computer assisted career guidance systems.
- Provide curriculum that explores career counseling processes, techniques, and resources including those applicable to specific populations.
- Provide curriculum that explores ethical considerations of the practice of career development.

Goal 6: The Counselor Education Department will provide curriculum in appraisal in order to provide students with an understanding of individual and group approaches to assessment and evaluation.

Objectives:

- Provide curriculum that explores the theoretical and historical basis for assessment techniques.
- Provide curriculum that explores validity including evidence for establishing content, construct, and empirical validity.
- Provide curriculum that explores appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer managed and computer assisted methods.
- Provide curriculum that explores psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard error, and correlation.
- Provide curriculum that explores age, gender, ethnicity, language, disability, and cultural factors related to the assessment and evaluation of individuals and groups.
- Provide curriculum that explores strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling.
- Provide curriculum that explores the ethical issues associated with appraisal.

Goal 7: The Counselor Education Department will provide curriculum in research and program evaluation in order to provide students with an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

Objectives:

- Provide curriculum that explores basic types of research methods to include qualitative and quantitative research designs.
- Provide curriculum that explores basic parametric and non-parametric statistics.
- Provide curriculum that explores principles, practices, and application of need assessment and program evaluation.
- Provide curriculum that explores uses of computers for data management and analysis.
- Provide curriculum that explores the ethical and legal considerations in research.

Goal 8: The Counselor Education Department will provide curriculum in professional orientation in order to provide students with an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Objectives:

- Provide curriculum that explores the history of the helping professions including significant factors and events.
- Provide curriculum that explores professional roles and functions including similarities and differences with other types of professionals.
- Provide curriculum that explores professional organizations, primarily American Counseling Association (ACA), its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphasis.
- Provide curriculum that explores ethical standards of the ACA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work).
- Provide curriculum that explores professional preparation standards, their evolution, and current applications.
- Provide curriculum that explores professional credentialing including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- Provide curriculum that explores public policy processes including the role of the professional counselor in advocating on behalf of the profession and its clients.

DISCRIMINATION:

In accordance with Federal law, Minnesota law, and the policies of Winona State University, the Counselor Education Department does not discriminate in any of its procedures and practices on the basis of age, citizenship, color, disability, national origin, political affiliation, race, religion, gender, sexual orientation, or veteran status. The department practices Affirmative Action and Equal Employment Opportunity principles. Students are made aware of the Association of Multicultural Counseling and Development: Multicultural Counseling Competencies. Diversity is encouraged in recruitment practices.

ETHICAL CONDUCT:

All Counselor Education Department faculty and students are expected to strictly comply with ethical standards set forth by the American Counseling Association (ACA). See the American Counseling Association web page (www.counseling.org) for current *ACA Code of Ethics Code* (<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>).

CHAPTER 2: PROGRAM FOCUS AREAS & OTHER PROGRAM OPTIONS

PROGRAM ACCREDITATION:

Winona State University is fully accredited by the North Central Association of Colleges and Schools Commission on Institutions of Higher Education (a member of COPA).

The Winona State University Counselor Education Department's programs in School Counseling and Community Counseling are currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through the fall of 2017.

The Counselor Education School Counseling program is also accredited by the National Council for Accreditation of Teacher Education (NCATE), and is an approved licensure program by the Minnesota Department of Education (MDoE) and the Wisconsin Department of Public Instruction (DPI).

COUNSELOR EDUCATION DEPARTMENT PROGRAM FOCUS AREAS:

COMMUNITY COUNSELING PROGRAM:

The Community Counseling program prepares program graduates for careers as professional counselors in public and private community counseling settings (e.g. community mental health agencies, social services agencies, residential care facilities, etc.). Successful completion of the program leads to eligibility for counselor licensure in many states including Minnesota, Wisconsin, and Iowa. The Community Counseling Program is CACREP accredited through the fall of 2017.

COMMUNITY COUNSELING PROGRAM REQUIREMENTS:

It is recommended that the student use the space provided next to the course requirement as a checklist for completed coursework.

Required Courses (52 S.H.)

- _____ CE 534 - Human Relations and Diversity (3 semester hours)
- _____ CE 601 - Foundations of Counseling (3 semester hours)
- _____ CE 611 - Development Over the Lifespan (3 semester hours)
- _____ CE 615 - Group Theory and Practice (3 semester hours)
- _____ CE 620 - Tests & Measurements (3 semester hours)
- _____ CE 621 - Research Design (3 semester hours)
- _____ CE 622 - Family Systems Counseling (3 semester hours)
- _____ CE 625 - Career Development and Appraisal (3 semester hours)
- _____ CE 633 - Ethical Practice and Social Action (3 semester hours)
- _____ CE 640 - Orientation to Community Counseling (3 semester hours)
- _____ CE 650 - Diagnosis and Psychopathology of Adults (3 semester hours)

OR

- _____ CE 651 - Diagnosis and Psychopathology of Children and Adolescents (3 semester hours)
- _____ CE 652 - Treatment Planning (3 semester hours)
- _____ CE 658 - Microskills (3 semester hours)
- _____ CE 660 - Counseling Theory and Practice (3 semester hours)
- _____ CE 680 - Counseling Practicum (3 semester hours)
- _____ CE 690 - Internship (6 semester hours)
- _____ CE 695 - Capstone Project (1 semester hours)

Total credits required in Community Counseling Program = 52 S.H. Successful completion of the coursework including completion of a comprehensive exam leads to the Master's Degree. For additional requirements for professional licensure see Chapter 4 on Licensure.

IMPORTANT NOTE ABOUT COURSEWORK AND LICENSURE:

Currently, many states are requiring or will be requiring 60 semester hours of coursework for licensure in mental health counseling. Please check the state(s) where you would like to be employed to be sure you are taking the coursework allowing you to acquire licensure in the state in which you plan to practice counseling. Licensure and certification boards listed by state can be found using this link: <http://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>.

COUNSELING PRACTICUM AND INTERNSHIP INFORMATION:

All students enrolled in the Community Counseling Program are required to complete a one hundred fifty (150) clock hour counseling practicum experience and a six hundred (600) clock hour field based internship at a site approved by the Counselor Education Department. Prior to enrollment in either the counseling practicum or internship, the student must purchase and provide proof of professional liability insurance.

Professional liability insurance can be purchased through the American Counseling Association (ACA), other professional organizations, and some employers. The starting and ending dates for both the counseling practicum and internship courses parallel the starting and ending dates of the academic semester. Only those hours logged during the academic semester in which the student has registered for either the counseling practicum or internship are eligible for course credit.

Students may not use their current employment to satisfy their internship requirement except when that employment is new and embarked on with the intention of using it to complete the internship requirement or the student is given a new job description with new assignments designed to create a new learning environment within their current place of employment. Specific internship guidelines are outlined in the internship handouts

ENDORSEMENT STATEMENT:

When considering 1) students for practicum and/or internship, and 2) program graduates for employment, licensure, and/or certification, the faculty of the Counselor Education Department will endorse candidates only for positions for which they qualify by education, training, and personal qualifications. Program and/or degree requirements as defined by the student's *Application for Admission to Candidacy Form* will serve as a guide to faculty when recommending students and graduates for specific positions in either a community counseling or school counseling setting. Both the Community Counseling and School Counseling programs offered by the Winona State University Counselor Education Department are accredited by the Council for Accreditation of Counseling and Related Educational Programs through fall of 2017.

SUPERVISION REQUESTS FOR PRACTICUM OR INTERNSHIP STUDENTS FROM OTHER UNIVERSITIES:

Every effort will be made by the Counselor Education Department faculty to work collaboratively with other universities requesting supervision of their practicum or internship students. All requests for practicum or internship supervision must come from the university. No requests from students will be considered.

NOTE: Students enrolled in counselor training programs other than the Winona State University Counselor Education Department may only enroll in CE 680 – Counseling Practicum or CE 690 – Internship with CED faculty permission and contingent upon space.

SCHOOL COUNSELING PROGRAM:

The School Counseling program prepares program graduates for employment as K-12 school counselors. Successful completion of the program leads to recommendation for licensure as a school counselor in Minnesota or Wisconsin. If a student plans to become licensed in a state other than Minnesota or Wisconsin, they are advised to become familiar with the specific licensure requirements of the state in which they plan to practice. The School Counseling program is CACREP approved through fall of 2017.

SCHOOL COUNSELING PROGRAM REQUIREMENTS:

It is recommended that the student use the space provided next to the course requirements as a checklist for completed coursework.

Required Courses (49 S.H.)

- _____ CE 534 - Human Relations and Diversity (3 semester hours)
- _____ CE 601 - Foundations of Counseling (3 semester hours)
- _____ CE 611 - Development Over the Lifespan (3 semester hours)
- _____ CE 615 - Group Theory and Practice (3 semester hours)
- _____ CE 620 - Tests & Measurements (3 semester hours)
- _____ CE 621 - Research Design (3 semester hours)
- _____ CE 622 - Family Systems Counseling (3 semester hours)
- _____ CE 625 - Career Development and Appraisal (3 semester hours)
- _____ CE 633 - Ethical Practice and Social Action (3 semester hours)
- _____ CE 635 - Orientation to School Counseling (3 semester hours)
- _____ CE 645 - School Counseling Practice (3 semester hours)
- _____ CE 658 - Microskills (3 semester hours)
- _____ CE 660 - Counseling Theory and Practice (3 semester hours)
- _____ CE 680 - Counseling Practicum (3 semester hours)
- _____ CE 690 - Internship (6 semester hours)
- _____ CE 695 - Capstone Project (1 semester hour)

Total credits required in School Counseling Program = 49 S.H. Successful completion of the coursework including completion of a comprehensive exam leads to the Masters Degree.

NOTE: Minnesota and Wisconsin school counselor licensure requirements specify different directed knowledge and skills, including philosophy of education, exceptional children, and other topics. Each CE school counseling student must check with their state licensing board about the specific courses needed to meet appropriate licensure requirements.

COUNSELING PRACTICUM AND INTERNSHIP INFORMATION:

All students enrolled in the School Counseling Program are required to complete a one hundred fifty (150) clock hour counseling practicum experience and a six hundred (600) clock hour field based internship at a site approved by the Counselor Education Department. Prior to enrollment

in either the counseling practicum or internship, the student must purchase and provide proof of professional liability insurance.

Professional liability insurance can be purchased through the American School Counselor Association (ASCA), the American Counseling Association (ACA), other professional organizations, and some employers. The starting and ending dates for both the counseling practicum and internship courses parallel the starting and ending dates of the academic semester. Only those hours logged during the academic semester in which the student has registered for either the counseling practicum or internship are eligible for course credit.

Students may not use their current employment to satisfy their internship requirement except when that employment is new and embarked on with the intention of using it to complete the internship requirement or the student is given a new job description with new assignments designed to create a new learning environment within their current place of employment. Specific internship guidelines are outlined in the internship handouts.

ENDORSEMENT STATEMENT:

When considering 1) students for practicum and/or internship, and 2) program graduates for employment, licensure, and/or certification, the faculty of the Counselor Education Department will endorse candidates only for positions for which they qualify by education, training, and personal qualifications. Program and/or degree requirements as defined by the student's *Application for Admission to Candidacy Form* will serve as a guide to faculty when recommending students and graduates for specific positions in either a community counseling or school counseling setting. Both the Community Counseling and School Counseling programs offered by the Winona State University Counselor Education Department are accredited by the Council for Accreditation of Counseling and Related Educational Programs through fall, 2017.

SUPERVISION REQUESTS FOR PRACTICUM OR INTERNSHIP STUDENTS FROM OTHER UNIVERSITIES:

Every effort will be made by the Counselor Education Department faculty to work collaboratively with other universities requesting supervision of their practicum or internship students. All requests for practicum or internship supervision must come from the university. No requests from students will be considered.

NOTE: Students enrolled in counselor training programs other than the Winona State University Counselor Education Department may only enroll in CE 680 – Counseling Practicum or CE 690 – Internship with CED faculty permission and contingent upon space.

PROFESSIONAL DEVELOPMENT PROGRAM:

The Professional Development program provides practicing professionals with a non-counseling master's degree. The program emphasizes personal and professional growth and development through a curriculum designed to enhance student understanding of self and others while promoting more effective work in the individual's respective field. Upon successful completion of the Professional Development degree, graduates may apply for admission to one of the counseling degree programs offered by the Winona State University Counselor Education Department. The Professional Development program is not eligible for CACREP accreditation.

PROFESSIONAL DEVELOPMENT PROGRAM REQUIREMENTS:

The Professional Development Program is a non-counseling degree program.

It is recommended that the student use the space provided next to the course requirements as a checklist for completed coursework.

Required Courses (25 S.H.)

- _____ CE 534 - Human Relations and Diversity (3 semester hours)
- _____ CE 601 - Foundations of Counseling (3 semester hours)
- _____ CE 611- Development Over the Lifespan (3 semester hours)
- _____ CE 615 - Group Theory and Practice (3 semester hours)
- _____ CE 621 - Research Design (3 semester hours)
- _____ CE 625 - Career Development and Appraisal (3 semester hours)
- _____ CE 633 - Ethical Practice and Social Action (3 semester hours)
- _____ CE 658 - Microskills (3 semester hours)
- _____ CE 695 - Capstone Project (1 semester hour)

Elective Credits (9 S.H.)

Total credits required in Professional Development Program = 34 S.H.

ADDICTIONS COUNSELING CERTIFICATE PROGRAM:

The LADC Certificate Track is available to 1) admitted Counselor Education students; and 2) non-admitted students with a bachelor's degree who wish to pursue a career in addiction counseling. The program emphasizes personal and professional growth and development through a curriculum designed to enhance student understanding of self and others within an addiction counseling context, and to prepare students to apply for the Minnesota LADC credential. Upon successful completion of the LADC Certificate Track, students will be eligible to take the LADC exam and apply for the LADC credential in the state of MN. For more information about Minnesota licensure, please see the website for the Minnesota Board of Behavioral Health: www.bbht.state.mn.us. The LADC Certificate Track adheres to CACREP accreditation standards, but is not currently accredited.

ADDICTIONS COUNSELING CERTIFICATE PROGRAM TRACK REQUIREMENTS:

It is recommended that the student use the space provided next to the course requirements as a checklist for completed coursework.

Required Courses (21 S.H.)

- _____ CE 550 - Addiction Counseling: Introduction to the Field (3 semester hours)
- _____ CE 555 - Addiction Counseling: Psychopharmacology (2 semester hours)
- _____ CE 560 - Addiction Counseling: Diagnosis and Treatment Planning (3 semester hours)
- _____ CE 565 - Addiction Counseling: Theory and Practice (4 semester hours)
- _____ CE 570 - Addiction Counseling: Ethics and Advocacy (3 semester hours)
- _____ CE 575 - Addiction Counseling: Multicultural Concerns (3 semester hours)
- _____ CE 590 – Addictions Counseling: Internship (3 semester hours and 880 clock hours)

Total credits required in Addiction Counseling Certificate Program = 21 S.H.

CHAPTER 3: CAPSTONE PROJECT

CAPSTONE PROJECT

CE 695 – Capstone Project is taken concurrent with CE 680 – Counseling Practicum or CE 690 – Internship. The focus of this course is the completion of the student’s portfolio that is intended to synthesize knowledge, skills, and practice gained throughout the counselor preparation program. With the support and guidance of their assigned Capstone faculty advisor, the student prepares and presents their *Capstone Writing Project* to Counselor Education Department faculty and students on the **first Monday of Final’s week each semester, from 5-8pm**. *The Capstone faculty advisor is selected by the Counselor Education Department to best meet student needs based on area of interest. Students must inform the Counselor Education Administrative Assistant of intent to enroll in Capstone and area of interest the semester before the student’s intent to enroll in Capstone so that advisor assignments can be made.*

The *Capstone Writing Project* (a 15 to 35 page paper) addresses a professional issue or problem the student has a particular interest in and may take a variety of forms, including a thesis. All projects must follow writing and reference style guidelines outlined in the current edition of the *Publications Manual of the American Psychological Association* (http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796).

Note: Students must meet Capstone project requirements specified by their faculty advisor. The faculty advisor forwards a final grade to the WSU Registrar’s Office. The following page details general Capstone project guidelines. The Capstone Project Manual can be accessed on the WSU Counselor Education webpage under Student Resources.

Capstone Projects generally include the following:

- Title page
- Capstone Project Approval Page (only necessary if required by advisor)
- Abstract
- Table of Contents
- Introduction (including purpose of project, rationale, and/or goals and objectives of project)
- Review of Literature
- Methodology (process for addressing the issue or basic research design used for data collection)
- Results (included only if the student completed a research-based study)
- Conclusion or Discussion
- References
- Bibliography (included only if the student wants to provide the reader with additional resources that may be of interest or value, but were not referenced in the paper)
- Author’s Note (included if the student wants to make a personal statement about the project and/or process used in the preparation of the project, or if there are any disclaimers the student wishes to make about the project)

THESIS OPTION:

Counselor Education Department students may elect to complete a *Master's Thesis Paper*, (CE 699 **Master's Thesis**) which is an extensive research project requiring the use of scientific methods and procedures.

NOTE: Any research involving human subjects requires approval by the Winona State University Institutional Review Board (IRB) <http://www.winona.edu/faculty/1172.asp> . Contact your advisor for information.

The candidate's faculty advisor and an oral examination committee must approve the *Master's Thesis Paper*. This is an opportunity for the student interested in pursuing a doctoral program to conduct independent research employing scientific methods and procedures in the area of the student's field of concentration. Forms for thesis binding may be downloaded from <http://www.winona.edu/gradstudies/forms.asp?i=1>.

CHAPTER 4: LICENSURE

This section of the handbook is an overview of the licensing process for Licensed Professional Counselor (LPC) and Licensed Professional Clinical Counselor (LPCC) in Wisconsin and Minnesota respectively. While Minnesota has two levels of licensure, the Licensed Professional Counselor (LPC) and the Licensed Professional Clinical Counselor (LPCC), the LPC may not be reimbursable through insurance. Therefore, the WSU Counselor Education Department fully prepares students for practice at both levels of licensure. Students must be aware of additional coursework requirements of the LPCC as outlined by the Board of Behavioral Health and Therapy (BBHT) of the state of Minnesota. All requirements, including application materials can be accessed at the BBHT website: www.bbht.state.mn.us.

The application for licensure is an individual process. After completing her/his graduate program, an individual applies to the Minnesota Board of Behavior Health and Therapy (BBHT) or to the Wisconsin Examining Board of Social Workers, Marriage and Family Therapists and Professional Counselors (EBSWMFT&PC) for licensure. It is the responsibility of the applicant to show the board that she/he has met all educational requirements. The BBHT or EBSWMFT&PC has to approve all applications. Having said that, students who have completed or are completing their graduate program in CACREP approved Community Counseling in the Counselor Education Department at Winona State University should meet those educational requirements for the LPC license specifically, but additional educational requirements are needed to apply for the LPCC license. General requirements for both levels of licensure are listed below.

Minnesota Educational Requirements for LPCC:

Current educational requirements for LPCC are completion of a 48 semester hours and a supervised field experience (practicum; internship) in counseling that is not fewer than 700 hours. Specific academic course content and training must include coursework in each of the following subject areas:

1. Helping relationship, including counseling theory and practice;
2. Human growth and development;
3. Lifestyle and career development;
4. Group dynamics, processes, counseling, and consulting;
5. Assessment and appraisal;
6. Social and cultural foundations, including multicultural issues;
7. Principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior;
8. Family counseling and therapy;
9. Research and evaluation; and
10. Professional counseling orientation and ethics

Specific coursework must fulfill the following clinical content areas:

1. Six credits in diagnostic assessment for child or adult mental disorders; normative development; and psychopathology, including developmental psychopathology;
2. Three credits in clinical treatment planning, with measurable goals;
3. Six credits in clinical intervention methods informed by research evidence and community standards of practice;
4. Three credits in evaluation methodologies regarding the effectiveness of interventions;
5. Three credits in professional ethics applied to clinical practice; and

6. Three credits in cultural diversity.

In addition to the above educational requirements, the applicant must pass the National Clinical Mental Health Counseling Examination (NCMHCE), administered by the National Board for Certified Counselors, Inc. (NBCC) and ethical, oral, and situational examinations as prescribed by the board. The applicant must also complete 4,000 hours of supervised, post-masters degree professional practice in the delivery of clinical services in the diagnosis and treatment of child and adult mental illnesses and disorders. Once licensed, LPCC's must complete continuing education. At the completion of the first four years of licensure, every licensee must provide evidence to the board of completion of 12 additional postgraduate semester credit hours in counseling, except that no licensee is required to show evidence of greater than 60 semester hours in counseling subjects over the course of their graduate career. For more details on licensure, you may visit the BBHT website at www.bbht.state.mn.us.

Information about the NCMHCE can be found at <http://mn.gov/health-licensing-boards/behavioral-health/lpcandlpcc/lpcexaminfo.jsp>.

****NOTE:** While the WSU Counselor Education program does not currently require CE 650 and CE 651 to graduate with a Master's degree in Community Counseling; both are needed to meet the diagnostic assessment and clinical intervention requirements for LPCC licensure in the state of Minnesota.

Wisconsin Educational Requirements for LPC:

Current educational requirements for Professional Counselor in Wisconsin are completion of a 42 semester credit master's degree in counselor education or a related field that includes a 3 semester hour counseling practicum, a 3 semester hour counseling theory course, and at least 3 semester hours in at least 6 of the 8 following areas:

1. Human growth and development
2. Social and cultural foundations
3. The helping relationship
4. Group dynamics processing and counseling
5. Lifestyle and career development
6. Appraisal of individuals
7. Research and evaluation
8. Professional counseling orientation

In addition to completing the above educational requirements, an applicant must pass the National Counseling Examination and complete post-degree supervised experience.

SCHOOL COUNSELOR LICENSURE:

The Counselor Education Department School Counseling program has been nationally accredited since 2001 by CACREP, the Council for Accreditation of Counseling and Related Educational Programs. In addition, it is an approved licensure program by the Minnesota Department of Education (MDoE) and the Wisconsin Department of Public Instruction (DPI) and is also accredited by the National Council for Accreditation of Teacher Education (NCATE),

Things to Consider:

1. Upon admission to the Counselor Education Department, all CE students meet with their advisor to complete a Candidacy form and to make a general plan for their School Counseling program, including any courses required for state licensure that are not CE program requirements (see below).
2. The student should be intentional about building in-school K-12 experiences into their courses, thus also gathering information about potential practicum and internship placement sites.
3. The student must obtain and complete all required licensure application materials from the appropriate State Offices (see below). Completed applications must include an official copy of the student's final transcript.
4. School Counselor licensure in MN and WI is only for grades pre-K through 12, and program requirements reflect this standard (this has been in place in MN for several years, and was instituted in WI in July, 2004).

Minnesota State Requirements for School Counselor Licensure:

In Minnesota, graduates of a CACREP-approved school counseling program only need to upload the necessary licensure application and supporting documents to the MN Department of Education for licensure approval. All requisite coursework must be completed prior to the licensure request; there are no “provisional” or “limited” licenses for school counselors in Minnesota.

To apply for a new license and upload supporting documents, go to:

<http://education.state.mn.us/MDE/EdExc/Licen/>

****NOTE:** Besides the completion of all CE School Counseling program requirements, the only additional specific competency area that **must be addressed prior to licensure** is *SPED 400/500 Exceptional Children and Youth (or other equivalent coursework)*

CE grads previously certified as teachers already may have taken an exceptional child course, and would need to document this with the CE Department prior to their licensure application. All other students need to complete SP ED 400/500, and should discuss the pros and cons of registering for undergraduate vs. graduate credit with their advisor.

Though not specifically required, the CE Department strongly recommends that all school counseling graduates also take at least an introductory course on chemical dependency issues and treatment.

The following are detailed instructions regarding how to navigate the online application system for school counselor licensure in Minnesota.

Minnesota Educator Licensing Application Directions

Please read and understand the following information prior to applying online. **Go to : http://mn.gov/elicense/licenses/licensedetail.jsp?URI=tcm:29-3285&CT_URI=tcm:27-117-32. Then, click on the box “Apply Online” in the center of the page.**

Applications for School Counselor licensure from a CACREP accredited program does not require a recommending signature. List the college/university through which the program was completed and electronically attach an original transcript, or send in a college/university sealed envelope. According to the MN Department of Education, the licensure application process should be submitted online with a credit card. Call the MN Dept. of Education at 651-582-8691, if you do not have a credit card to apply online.

ONLINE APPLICATION

You will be asked to provide the following information:

- ✓ Application Type
- ✓ License Type
- ✓ Name, Address, Telephone and Email Address
- ✓ Date of Birth and Gender
- ✓ Social Security Number - It is not mandatory to provide your Social Security Number. Failure to do so may result in misidentification, but will not result in the denial of a license.
- ✓ Licenses issued by other states or countries, if applicable.
- ✓ Name and location of all colleges/universities you have attended and the degree(s) granted and the date(s) awarded.
- ✓ Your student ID from all colleges/universities you have attended.
- ✓ Conduct Review – You will be asked to answer questions relating to your moral character and conduct, including details about the nature and dates of arrests, convictions and formal disciplinary actions.
- ✓ Valid Visa or Master Card number, and the three-digit security code shown on the signature strip on the back of your credit card.

In addition, the following will be required for first time applicants:

- ✓ Online Application Cover Sheet
Print the application cover sheet after completing the online application and attach it as the first page of your application packet. The cover sheet contains the process number and information that identifies your documents for scanning.
- ✓ Fingerprint Card
Do not mail your fingerprint card to the WSU Certification Officer. Minnesota state law requires that all candidates applying for initial licensure be fingerprinted for a national criminal background check. The fingerprinting must be done

at a law enforcement agency in black ink on a card supplied by Educator Licensing. You may be charged a separate fee for the actual fingerprinting. Provide all required personal information, but do not make other marks or highlighting on the card. Do not bend or fold the card. This background check is for state use only.

Once you have submitted your application online, you will have 60 days to mail or deliver the supporting documents to MN Educator Licensing Office or your application will be deleted from the online system and your fee(s) forfeited. Apply when you plan to have all of your tests passed within the 60-day time frame (it takes 4 weeks to receive your test scores). The Certification Officer is not responsible for expired applications.

PROCESSING FEE

The nonrefundable first time processing fee for an initial Minnesota license application of \$90.65 must be paid using a valid Visa or Master Card at the end of the online application process.

If you have questions about the application process, please contact:

Minnesota Department of Education

1500 Highway 36 West
Roseville MN 55113
(651)582- 8200

Wisconsin State Requirements for School Counselor Licensure:

WI Department of Public Instruction

125 S. Webster St.

P.O. Box 7841

Madison, WI 53703-7841

800-441-4563 / 608-266-3390

Web: www.dpi.state.wi.us

Gregg Curtis, Consultant, School Counseling Programs

gregg.curtis@dpi.wi.gov

608-266-2820

Mark Freudenberg, Office Operations Associate

mark.freudenberg@dpi.wi.gov

608-267-9239

To qualify for the Wisconsin "Initial Education License" as a school counselor (a 5-year non-renewable license) Counselor Education Department graduates must document completion of the Winona State University Counselor Education Department School Counselor program, plus one of the following:

- (a) existing teacher licensure with at least two years of successful teaching experience,
- (b) a full-year, full-time K-12 school counseling internship, or
- (c) at least two (2) years successful experience as a licensed school counselor.

****NOTE:** For any Counselor Education Department School Counseling program graduates who cannot meet the second basic licensure requirement under (a, b, or c) above, they are also eligible for licensure by applying for a special "3-Year Non-Renewable License," with which the graduate can be hired immediately as a school counselor in Wisconsin. This three-year license can be issued for a person to meet the licensure requirement. If any additional specific State of Wisconsin licensure requirements not specifically covered in the CE School Counseling program (e.g., Exceptional Children 400/500) need to be completed, they can be met during this three-year period. After a minimum of two (2) years with the "3-Year Nonrenewable License" and upon completion of all requirements, the counselor can apply for the standard "Initial Educator License," good for five (5) years and for which the counselor's school district (NOT the WSU Counselor Education Department) recommends approval to DPI. ***It is recommended that graduates only apply for this option after they have been given a job offer by a school district, as this license cannot be renewed if no do not get a job offer to gain two years of experience within the 3-year term of the license.***

****NOTE:** Besides the completion of all CE School Counseling program requirements, the only additional specific competency area that **must be addressed prior to licensure** is ***SPED 400/500 Exceptional Children and Youth (or other equivalent coursework)***

In addition, school counselors applying for licensure in Winona must complete a special assignment in **CE 534**, entitled, ***North American Indian Tribes Indigenous to WI.***

Though not specifically required, the CE Department strongly recommends that all school counseling graduates also take at least an introductory course on chemical dependency issues and treatment.

CE grads previously certified as teachers already may have taken an exceptional child course, and would need to document this with the CE Department prior to their licensure application. All other students need to complete SP ED 400/500, and should discuss with their advisor the pros and cons of registering for undergraduate vs. graduate credit.

CE grads previously certified as teachers already may have taken an exceptional child course, and would need to document this with the CE Department prior to their licensure application. All other students need to complete SP ED 400/500, and should discuss with their advisor the pros and cons of registering for undergraduate vs. graduate credit. CE grads previously certified as teachers in Wisconsin also may have completed the indigenous Indian tribes requirement, and likewise would need to document this with the CE Department prior to their licensure application. All other students must complete the special assignment when they take CE 534.

Graduates pursuing school counselor licensure in Wisconsin, after applying for licensure, will receive a letter from DPI stating that the Praxis test must be completed in order to obtain licensure.

Praxis I Exam:

Educators who completed their educator preparation programs outside of Wisconsin after August 31, 1992, must submit passing scores on the Praxis I test, or an equivalent basic skills test

required by their professional education programs, or their states, in their application to Wisconsin license. Other basic skills tests options are listed in the following table:

College Entrance Test	Wisconsin Passing Score
The ACT® Test www.act.org	Composite Score of 23 with minimum score of 20 on English, Math, and Reading
The SAT® Test www.sat.collegeboard.org	Composite Score of 1070 with minimum score of 450 on Math and Verbal
The revised (after 8/11/2011) GRE® General Test www.ets.org	Composite Score of 298 with minimum score of 150 on Verbal and 145 on Math

Praxis II: Subject Area Tests are required for all teaching and pupil services candidates. Careful study of the American School Counselor Association National Model is good preparation for this exam specifically for school counselors.

DPI refers all those pursuing school counselor licensure in Wisconsin to the ETS website that the test is offered through until they can update the website. For more information about the Praxis I and Praxis II, go to: <http://www.ets.org/praxis/wi/requirements>. Click on *Pupil Services*, then select the Professional School Counselor to get further recommendations for preparing for the exam.

The test is offered at UW-La Crosse with test dates in March, April and June. In order to receive the Initial Educator License in School Counseling, the test must be passed along with all other necessary application requirements.

For access to the complete Wisconsin school licensure law [PI 34, adopted in July 2004], log on to the DPI web site at <http://www.dpi.state.wi.us/dpi/dlsis/tel/pi34.html> .

All CE school counseling graduates should be aware that all of the following is relevant to their Wisconsin DPI school counseling licensure:

PI 34.04 Pupil services standards [this includes School Counselors**].** To receive a license in a pupil services category under s. PI 34.31, an applicant shall complete an approved program

and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The pupil services professional understands the teacher standards under s. PI 34.02.

PI 34.02 Teacher Standards. To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (3) The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
- (5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- (6) The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (7) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- (10) The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

- (2) The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.

- (3) The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.

- (4) The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.

(5) The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.

(6) The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.

(7) The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

ADDICTIONS COUNSELING CERTIFICATE PROGRAM:

Educational Requirements for Addictions Counseling Licensure in Minnesota

This section of the handbook is an overview of the licensing process for Licensed Alcohol and Drug Counselors (LADC) in Minnesota. To become licensed as an LADC individuals must earn at least a bachelor's degree and complete 270 classroom hours (21 semester credits) in alcohol and drug counselor education. Prior to licensure individuals must complete an 880-hour practicum specializing in alcohol and drug counseling. All educational requirements (degree, course work, and practicum) must be completed through an accredited school or educational program. More information including contact information for the Addictions Program Coordinator can be found here:

<http://www.winona.edu/counseloreducation/addictionscounseling.asp>

After completing educational requirements and practicum, individuals must pass both a written and oral examination. In lieu of the oral examination, individuals can opt to complete 2000 hours of post degree supervised practice prior to applying for licensure. Upon graduating, students can obtain a temporary permit that allows one to practice alcohol and drug counseling under supervision while waiting to take the written and oral examinations or while working to complete 2000 hours of supervised practice. Temporary permits must be renewed annually and may only be renewed up to five times. Once licensed, individuals must complete 40 hours of continuing education every two years. For more details on licensure, you may visit the BBHT website at www.bbht.state.mn.us.

CHAPTER 5: ADMISSIONS & ADVISING

ADMISSION CRITERIA:

Persons seeking admission to graduate study in the Counselor Education Department at Winona State University must meet the following criteria for admission (see <http://www.winona.edu/counseloreducation/prospective.asp>) and be admitted to graduate study by the Office of Graduate Studies at Winona State University. See the *Winona State University Graduate Catalog* for current graduate admission criteria: <http://www.winona.edu/gradcatalog/AdmissionPolicies.asp>.

1. The applicant must complete all Counselor Education Department application materials (to obtain application materials, visit: http://www.winona.edu/counseloreducation/Media/CE_Admissions_Packet2013.pdf) and be admitted to graduate study by the Office of Graduate Studies at Winona State University. Graduate Studies application forms are available online <http://www.winona.edu/graduatestudy/downloadsStu.html> .
2. The applicant must have earned a 2.5 Grade Point Average (GPA) or better on a 4.0 grading scale during their baccalaureate program. If the applicant does not meet this admission prerequisite, they must complete twelve (12) semester credits of graduate work as a graduate special student and earn a grade of “B” or better in each completed course before they will be considered for admission into the Counselor Education Department.
3. Once a year, applications are reviewed and admission is granted by Counselor Education Department faculty. Applicants must complete all Counselor Education Department application materials and have them on file in the department by **December 1st** in order to be considered for admission at the beginning of the fall semester. It is the applicant's responsibility to ensure that the department has received all application materials and letters of recommendation prior to consideration for admission. Incomplete or late applications will not be considered for admission.
4. In addition to written application materials, the applicant must complete a formal screening process including a group and individual interview with Counselor Education Department faculty and be selected as one of the top qualified candidates for admission to the Department. Applicants will be notified by the Counselor Education Department if they have been selected for screening. Screening will take place the **second Friday of the Spring semester**. Applicants will be notified in writing by the department chairperson of the department faculty's decision regarding their admission status with the Counselor Education Department by the **first of March**. *Note: accommodations are not made if an applicant cannot attend the screening on this date.*
5. Successful applicants are expected to enroll in CE601: Foundations of Counseling upon being admitted into the program. Students are assigned to a reserved position in a section of this course during the fall term of their first semester only.

6. All persons intending to pursue a degree from the Counselor Education Department **must complete the following requirements before completing fifteen (15) semester credits of coursework:**
- 1) Complete all application **and** screening requirements **and** be admitted to the department,
 - 2) Enroll in and successfully complete CE 601: Foundations Of Counseling, and receive a grade of “B” or better, **and**
 - 3) Complete and file the ***Application For Admission To Candidacy Form*** during CE 601: Foundations of Counseling course.

COUNSELOR EDUCATION DEPARTMENT ADMISSION SCREENING SCHEDULE:

Screening for admission to the Counselor Education Department will be offered once a year. Applicants will be selected to participate in screening day based on their written application materials. Screening for admission will be held on the **second Friday of the spring semester**. Applicants will be notified by mail as to the time and location of the screening. Successful applicants will take CE 601:Foundations of Counseling during the fall term.

ADMISSION TO CANDIDACY:

The ***Application for Admission to Candidacy Forms*** may be completed only after a student has been admitted to the Counselor Education Department. The ***Application for Admission to Candidacy Form*** defines the specific program requirements that a student must meet in order to complete their degree from the Counselor Education Department. ***The Application for Admission to Candidacy Form*** may be completed only after the Office of Graduate Studies and the Counselor Education Department have admitted a student as a graduate regular student (graduate special students may not apply for candidacy). During CE 601: Foundations of Counseling, the student must complete their ***Application for Admission to Candidacy Form*** in consultation with their faculty advisor.

****NOTE:** Any courses taken beyond sixteen (16) credits will not apply to the degree program unless a petition for waiver of the sixteen (16) credits requirement is approved by the Director of Graduate Studies. See the current ***Winona State University Graduate Catalog*** for additional information <http://www.winona.edu/gradcatalog/AdmissionPolicies.asp>.

ADMISSION REQUESTS BY PERSONS HOLDING MA OR MS DEGREES FROM OTHER UNIVERSITIES:

Persons holding a MA or MS degree in counseling or related profession from another accredited university may request admission to the Counselor Education Department. However, all course transfer and course waiver requirements outlined by the Winona State University Office of Graduate Studies and the Counselor Education Department will be strictly enforced.

ADVISING:

Once an applicant has successfully completed screening and been admitted to the Counselor Education Department, each applicant will be assigned a faculty advisor. The faculty advisor will serve throughout the student's program of study unless the student requests a change of advisor in writing.

Requests for a change of faculty advisors must be submitted to:

- 1) Administrative Assistant/Office Manager, Counselor Education Department, Gildemeister 132. Phone; 507-457-5335,
- 2) the currently assigned faculty advisor, and
- 3) the faculty person the student wishes to have assigned as their new advisor.

Newly admitted students (following successful completion of Counselor Education Department faculty screening) are to contact their advisor upon receipt of their letter of acceptance from the Counselor Education Department. The faculty advisor will work with the student to complete a program of study (*Application for Admission to Candidacy Form*) during CE 601: Foundations of Counseling. Decisions related to the student's program of study, sequencing of courses, scheduling, practicum, internship, and other pertinent information related to the Counselor Education Department should be made in consultation with their faculty advisor throughout the student's program of study.

GRADUATE SPECIAL STUDENTS:

The WSU Graduate School will accept students as Graduate Special Students who are able to take courses in the Counselor Education Department before they apply, attend screening, and are accepted by the Counselor Education Department. A student who has completed a baccalaureate degree from an accredited university and who wishes to enroll in graduate courses, but **is not currently** pursuing a graduate degree at Winona State University, may register as a graduate special student (<http://www.winona.edu/gradcatalog/AcademicPolicies.asp>).

Prospective graduate special students must complete a *Graduate Special Application Form* (<http://www.winona.edu/graduatestudy/downloadsStu.html>) to be admitted to the university.

****NOTE:** Admission as a graduate special student does not constitute admission to the Counselor Education Department.

Counselor Education Department applicants who do not meet the requirements for admission as a graduate regular student to Winona State University and the Counselor Education Department may be admitted as a graduate special student. All graduate regular admissions decisions by the Office of Graduate Studies and the Counselor Education Department will be delayed until the graduate special student has successfully completed twelve (12) semester credits of letter grade only graduate work with a grade of "B" or better in each completed course. Graduate special students may only register for enrollment in the following Counselor Education Department courses or other relevant graduate level coursework outside the department:

- CE 532 - Stress Management
- CE 534 - Human Relations and Diversity
- CE 611 - Development Over the Lifespan

CE 620 - Tests & Measurements
 CE 621 - Research Design
 CE 625 - Career Development and Appraisal
 CE 633 - Ethical Practice and Social Action

****NOTE: Regarding Students Completing Coursework Prior To Admission to the Counselor Education Department:**

Students who complete coursework in the Counselor Education Department prior to screening and admission to the department are advised that the successful completion of coursework **does not guarantee their admission to the department**. Only those individuals who have been admitted to the Counselor Education Department and have an approved *Application for Admission to Candidacy From* on file in the Office of Graduate Studies will be considered eligible to pursue a graduate degree from the Counselor Education Department.

NOTE: *A student must notify the Counselor Education Department of their intent to pursue a degree prior to or during their first semester of enrollment in department coursework.*

CED REQUIREMENTS FOR APPLYING TO RETURN FOR A SECOND FOCUS AREA POST-DEGREE:

Individuals requesting permission to return to the Winona State University (WSU) Counselor Education Department (CED) for a second focus area after completion of a MS Degree in Community Counseling, School Counseling or Professional Development must first apply via letter to the department (letter may be sent to the department chair). The letter must include the following information:

Applicant's Name:

WSU ID #:

Address:

E-Mail Address:

Phone Number:

Prior Degree Focus Area from CED:

Date Degree was Awarded:

Overall GPA at Time of Graduation:

A brief Statement as to why a Second Focus Area is being Sought:

A brief Statement of Professional and/or Work Related Activities Since MS Degree was Awarded:

Proposed Additional Focus Area and Start Date:

List of Proposed Courses to be Completed for Second Focus Area (NOTE: the CED faculty will make the final determination regarding required coursework):

Additional Information to Support Request:

NOTE: A copy of the applicant's most recent WSU transcript must accompany the letter.

The department chair will notify the applicant of the faculty decision regarding their request to return.

Readmission to the CED for a Second Focus Area:

Individuals who are found to be in good academic and professional standing by the WSU CED faculty will be approved for readmission to the department for the purposes of completion of a second focus area post-degree. Once approved for return to the CED, the student may register for courses approved by the CED faculty. It is important to note that enrollment in CE 680 - Counseling Practicum and CE 690 - Internship is contingent of space availability. Priority will be given to currently enrolled students. Students returning for a second focus area post-degree will be required to complete only the coursework approved by the CED faculty. No additional Capstone Project or Comprehensive Examination will be required if the student successfully completed these requirements as part of their Counselor Education Department MS Degree from WSU.

CED Endorsement of Individuals Completing Second Focus Area Post-Degree:

Upon successful completion of all requirements for a second focus area post-degree the CED will provide endorsement letters to the student at the student's request. Endorsement letters may be required for testing for professional licensure and/or other professional credentials. Letters of endorsement may also be required for employment. It is the student's responsibility to determine the requirements for licensure or other professional credentials.

WSU Graduate Office Requirements for Return for a Second Focus Area Post-Degree:

Once approved by the Counselor Education Department to return for a second focus area post-degree the required paperwork for return to the university must be completed and filed in the Office for Graduate Studies. Required materials may be downloaded from the Graduate Studies link: <http://www.winona.edu/gradstudies/specialapp.asp>.

Forms Required Prior to Returning for Second Focus Area Post-Degree:

Statement of Intent to Return to Winona State University
Application for Additional Major

Form Required Upon Completion of Second Focus Area Post-Degree:

Application for Program Completion - Additional Major

CHAPTER 6: PROGRAM PLANNING

CHANGE IN CANDIDACY:

A *Supplement to Candidacy Form* must be submitted if the student has in any way changed the approved program of study on the *Application for Admission to Candidacy*. This is available online on the Graduate Studies webpage, under the tab titled, Current Students' Forms.

Graduates of the Counselor Education Department seeking readmission to the Department to pursue a second area of specialization or certification should refer to page 32.

COURSE LOADS:

Six (6) credits per semester are required for full-time status for students receiving financial aid. However, the Counselor Education Department considers nine (9) semester credits to be full-time when students are planning their program of study. No graduate student is permitted to enroll in more than twelve (12) credits per academic semester or six (6) semester credits during the summer session without approval from the Counselor Education Department faculty. Students following the 2-year cohort model will be expected to take nine (9) semester credits and twelve (12) semester credits during their first year of study.
(<http://www.winona.edu/gradcatalog/AcademicPolicies.asp>)

COURSE SCHEDULES AND PROGRAM PLANNING:

An alternating two (2) year schedule of classes has been developed by the Counselor Education Department faculty to assist students in their program planning. This schedule should be used when planning coursework with the student's advisor. To review the **Alternating Two Year Schedule** see **Appendix A**.

Students entering the program may choose to complete the program in 2 years using the cohort model. Students opting to finish the program in two years will be provided with a structured course layout. Students can review the recommended sequence of courses on pages 36-38.

Additionally, for planning purposes, students who wish to complete the program at a slower pace may wish to develop a recommended sequencing of courses in collaboration with their faculty advisor.

Individual course descriptions are available online <http://www.winona.edu/gradcatalog/>; be sure to choose Graduate Catalog in the pull down menu.

NOTE: Although classes are offered in an alternating two year schedule this should not be interpreted that the graduate degree will be completed in two years of study. If students wish to complete the program in two years, it is recommended that they refer to the **2-year completion Scheduling Grid**.

Winona State University Counselor Education Department Semester Planning

Before beginning, consider the following questions:

- How many years do you want to take to complete this program?
- Realistically, how many credits can you take per semester? (9-12 is considered full-time)

Keep in mind the following:

- Summer courses are NOT guaranteed, and are offered on the basis of student need and budget allocation.
- Classes fill up quickly, so make sure to have a backup class just in case.
- The CE core sequence of training courses must be taken in this order: 601, 658, 660, 680, 690.
- The following courses have prerequisites:
 - CE 615 (Group Process and Practice) requires CE 601 (Foundations of Counseling) be completed prior to enrollment.
 - CE 621 (Research Design) requires an undergraduate or graduate statistics course be completed prior to enrollment.
 - CE 622 (Family Systems) requires CE 601 be completed prior to enrollment.
 - CE 645 (School Counseling Practice) requires CE 635 (Orientation to School Counseling) be completed prior to enrollment.
- Community Counseling Internship may be taken during summer; School Counseling Internship may not.
- Capstone (CE 695) is taken concurrent with Practicum or Internship.
- The following courses can be taken concurrently with Practicum and Internship:
 - CE 534 (Human Relations)
 - CE 611 (Lifespan Development)
 - CE 620 (Tests & Measurements)
 - CE 621 (Research Design)
 - CE 622 (Family Systems)
 - CE 625 (Career Counseling & Appraisal)
 - CE 695 (Capstone Project)
- It is highly recommended that you take your program at your own pace. It is OK to plan for two-year completion, but be prepared to adjust your plan, as many students find they need more time.
- When classes are offered during the summer, it is recommended that you take what is offered, making your course load during the academic year more manageable.

- Because the Counselor Education Department exists on both the Winona and Rochester campuses, you can expect to have to travel for some of your courses. **STUDENTS ARE NOT ASSIGNED TO A CAMPUS BASED ON GEOGRAPHIC LOCATION.**
- It is possible that you may not be able to enroll in courses exactly when you plan to. Please plan to make adjustments in your course sequence and work with your advisor along the way as needed.
- Based on your progress through your program of study, faculty may require that you re-take certain training courses (i.e. CE 601; CE 658; CE 660) or engage in an alternate remediation plan until you are deemed ready to continue in your program of study.

COURSES REQUIRING PREREQUISITES:

Course:

CE 601 - Foundations of Counseling
CE 615 – Group Process and Practice

CE 621 - Research Design
CE 622 - Family Systems Counseling
CE 660 - Counseling Theory and Practice

CE 680 - Counseling Practicum

CE 690 - Internship

CE 695 - Capstone

Prerequisite for Admission to Course:

Admission to the Counselor Education Dept.
CE 601- Foundations of Counseling
(NOTE: A letter grade of B or better in CE 601 is required for continued study in the CE Department).
Basic statistics course (undergraduate or graduate)
CE 601- Foundations of Counseling
CE 601 – Foundations of Counseling; concurrent enrollment in or prior completion of CE 658 – Microskills, and permission of CE 660 instructor.

Community Counseling students: CE 601, CE 615, CE 633, CE 640, CE 650, CE 658, CE 660.
School Counseling students: CE 601, CE 615, CE 633, CE 635, CE 645, CE 658, CE 660.
(NOTE: A letter grade of B or better in CE 660 is required for admittance to CE 680. Students may take CE 534, CE 611, CE 620, CE 622, CE 625, CE 595, and CE 695 in conjunction with practicum or internship).
CE 680 - Counseling Practicum
(NOTE: Students must earn a letter grade of B or better in CE 680 in order to be admitted to CE 690)
May be taken concurrently with CE 680 – Counseling Practicum or CE 690 - Internship

COURSES OFFERED FOR PASS/NO CREDIT GRADE OPTION:

In addition to required coursework in the Counselor Education Department that is offered for the Pass/No Credit (P/NC) grade option only, students may complete an additional nine (9) semester credits of P/NC that may be applied to their program of study. See *Winona State University Graduate Catalog* <http://www.winona.edu/gradcatalog/AcademicPolicies.asp> for additional information.

Note: CE 658 (Microskills) is a course requirement for all students and is offered for the Pass/No Credit (P/NC) grade option only.

Scheduling Grid (2-year completion)

Student Name:

Focus Area(s): Community Professional Development School

YEAR:

SEMESTER: FALL

Class Name	Class Number	Days/Times	Campus	Credits
Foundations of Counseling	CE601			3
Microskills	CE658			3
Community:				
Diagnosis and Psychopathology of Adults OR Diagnosis and Psychopathology of Children & Adolescents	CE650 or CE651			3
Orientation to Community	CE640			3
School:				
Orientation to School	CE635			3
Variable (1):	CE534; CE611; CE620; CE621			3
Exceptional Children	SPED400/500			3

Total Credits: 12

YEAR:

SEMESTER: SPRING

Class Name	Class Number	Days/Times	Campus	Credits
Group Counseling	CE615			3
Ethics	CE633			3
Theories	CE660			3
Community:				
Treatment Planning	CE652			3
School:				
School Counseling Practice	CE645			3

***NOTE: Some courses are usually offered during the summer semester depending on faculty availability and budget. Students wanting to complete their program of study in two years are strongly encouraged to enroll in any courses offered during the summer in order to ease the demands of completing the program in two years.**

YEAR: **SEMESTER: FALL**

Class Name	Class Number	Days/Times	Campus	Credits
Variable (1)	CE534; CE 611; CE620; CE621;			3 credits
Variable (1)	CE534; CE 611; CE620; CE621;			3 credits
Variable (1)	CE534; CE 611; CE620; CE621;			3 credits
Capstone Project	CE 695			1 credit
Practicum	CE680			3 credits

Total Credits: 13

YEAR: **SEMESTER: SPRING**

Class Name	Class Number	Days/Times	Campus	Credits
Internship	CE690			6 credits
Variable (1)	CE620; CE621; CE622; CE625			3 credits
Variable (1)	CE620; CE621; CE622; CE625			3 credits

Total Credits: 12

The following courses must be completed before beginning Practicum:

CE 601: Foundations of Counseling
 CE 615: Groups
 CE 633: Ethical Practice and Social Action
 CE 635 & CE 645 (School): Orientation to School Counseling & School
 Counseling Practice
 CE 640 & CE650/CE651 (Community): Orientation to Community and
 one Diagnosis and Psychopathology course
 CE 658: Microskills
 CE 660: Counseling Theory & Practice

Scheduling Grid (Variable completion)**YEAR:****SEMESTER:**

Class Name	Class Number	Days/Times	Campus	Credits
Backup Class:				
Total Credits:				

YEAR:**SEMESTER:**

Class Name	Class Number	Days/Times	Campus	Credits
Backup Class:				
Total Credits:				

****NOTE:** Use one grid for each semester you are taking courses. You will have multiple copies of this grid.

REQUEST FOR COURSE WAIVER:

Students who wish to request a course waiver for required Counselor Education Department program curriculum must provide their faculty advisor with the following:

- 1) A letter to the Counselor Education Department faculty stating what course(s) the student wishes to have waived.
- 2) A clear statement of how the required Counselor Education Department coursework has been met through coursework completed at an accredited graduate institution other than Winona State University.
- 3) A course syllabus for graduate coursework completed at an accredited graduate institution other than Winona State University that is to be considered by Counselor Education Department faculty when making course waiver decisions.

The following Counselor Education Department course requirements may not be waived:

CE 601 - Foundations of Counseling
 CE 615 - Group Process and Practice
 CE 658 - Microskills
 CE 660 - Counseling Theory and Practice
 CE 680 - Counseling Practicum
 CE 690 - Internship
 CE 695 - Capstone Project

NOTE: Only the following three (3) Counselor Education Department workshops **OR** graduate level coursework in human relations from an accredited institution will be considered for waiver of CE 534 - Human Relations and Diversity:

CE 495 or CE 595 - Cultural Issues and Human Relations Workshop
 CE 495 or CE 595 - Gender Issues and Human Relations Workshop
 CE 495 or CE 595 - Special Populations and Human Relations Workshop

INDEPENDENT STUDY:

Counselor Education Department students may enhance their program of study by completing independent research (CE 600 – Independent Research in Counseling) in areas not covered by existing curriculum. In the case where a student wishes to do more in depth research beyond the scope of a course offering, the student must first complete the existing coursework. The student and the faculty with whom they wish to work arrange the independent study. Although no faculty vote is necessary, all Counselor Education Department faculty are to be notified of any independent study being offered by Counselor Education Department faculty. Before a student may register for CE 600 – Independent Research in Counseling, they must have received permission from the College of Education Dean’s Office and the Director of Graduate Studies to enroll in the course. Application for independent study must be completed according to announced deadlines specified in the class schedules. A maximum of nine (9) credits of independent study (3 credits in one semester or summer session) may be counted toward the

approved degree program. Any exceptions will be considered on an individual basis. Application forms for independent study, arranged classes and internships may be obtained from the CED faculty member, who will be the instructor in the course, Graduate Studies, or Registrar's Office. All *Winona State University Graduate Catalog* restrictions regarding independent studies apply (<http://www.winona.edu/gradcatalog/AcademicPolicies.asp>).

TRAVEL STUDY:

Travel study courses in the Counselor Education department include a three credit graduate level course about mental health issues in Central America and Guatemala. The broad goal of this trip is to expose students to mental health and social justice concerns that currently pervade Guatemalan culture. These include, but are not limited to: the effects of 30 years of civil war; concerns of indigenous peoples; oppression within Central America, especially with regard to Guatemalans and native Mayans; the effects of poverty on mental health and wellness; women's issues, particularly around civil and reproductive rights; and the impact of the current political and cultural climate on the children of Guatemala. Activities during the course include Spanish lessons, a summit between WSU students and students of Universidad del Valle de Guatemala, cultural tours and service activities. This course is offered annually. Please see <http://www.winona.edu/travelstudy/> for more information about Travel Study.

WORKSHOPS:

Throughout the academic year and during the summer session, the Counselor Education Department offers a series of workshops to students. These workshops provide students with contemporary practice and research from the field of counseling and education as a supplement to curriculum offered in the department. Counselor Education Department workshops may be applied to a student's program of study as elective coursework. Students should contact their advisor for the most current listing of available workshops.

TRANSFER OF CREDIT FROM ANOTHER ACCREDITED INSTITUTION:

Ten (10) semester graduate credits of A, B, or Pass grade may be transferred if received from regionally accredited graduate institutions and recorded as a graduate course on the student's official transcript. Up to sixteen (16) semester graduate credits may be transferred from other Minnesota State Universities (Bemidji, Mankato, Metropolitan, Moorhead, St. Cloud, and Southwest) and the University of Minnesota. Refer to *Winona State University Graduate Catalog* <http://www.winona.edu/gradcatalog/AcademicPolicies.asp> for additional information regarding transfer credit. Transfer credits will **NOT** be accepted for the following Counselor Education Department Program requirements:

- CE 601 - Foundations of Counseling
- CE 615 - Group Process and Practice
- CE 658 - Microskills
- CE 660 - Counseling Theory and Practice
- CE 680 - Counseling Practicum
- CE 690 - Internship
- CE 695 - Capstone Project

CHAPTER 7: COMPREHENSIVE EXAMINATIONS

COMPREHENSIVE EXAMINATION:

All students enrolled in the Counselor Education Department are required to take and successfully pass a comprehensive examination prior to the completion of their program of study. In order to qualify for the comprehensive examination, the student must be enrolled in his or her next-to-the-last semester of study. Comprehensive examinations are offered two (2) times each year (the second Thursday in October, and the first Thursday immediately following spring break).

Applying for the Comprehensive Examination – All Counselor Education Department students intending to take the comprehensive examination must file a *Notification of Intent to Take Comprehensive Examination* form with the Office of Graduate Studies (http://www.winona.edu/gradstudies/Media/Intent_to_Take_Comprehensive_Exam.pdf) by mid-July for fall semester examination and by mid-October for spring semester examination. Approximately two (2) weeks prior to the scheduled examination date, the Counselor Education Department Comprehensive Examination Coordinator will notify students of the examination date, time, and location.

Counselor Preparation Comprehensive Examination (CPCE) – The Counselor Education Department has adopted the *CPCE* for its comprehensive examination. The *CPCE* is a nationally normed and scored test that is comprised of one hundred sixty (160) multiple-choice questions. The *CPCE* tests for competence in the following areas:

- 1) human growth and development,
- 2) social and cultural foundations,
- 3) helping relationships,
- 4) group work,
- 5) career and lifestyle development,
- 6) appraisal,
- 7) research and program evaluation, and
- 8) professional orientation and ethics.

These competency areas are consistent with the core *CACREP* curriculum areas covered throughout the student's program of study in the Counselor Education Department at Winona State University. These competency areas are also included on the *National Counselor Examination (NCE)* that the student may take if they plan to become certified as a counselor at the national level. Additionally, many states require the *NCE* for LPC licensure.

Preparing for the Comprehensive Examination - The best way for students to prepare for the *CPCE* is to review class notes and texts required throughout their program of study in the Counselor Education Department. Students may also access *Counselor Education Department Comprehensive Exam Review Materials* from the Winona State University Darrell W. Krueger Library located on the Winona campus. These materials may be checked out for a two (2) hour period from the library reserve desk. Students may also visit the *Center for Credentialing & Education (CCE), Inc.* web site at: www.cce-global.org for information regarding study

materials available for purchase. The *CPCE* proctor will provide students with detailed instructions for completing the examination prior to the start of the examination.

Payment for the CPCE – Payment for the *CPCE* is the student's responsibility. Prior to beginning the *CPCE* students must provide the examination proctor with a check in the amount of forty dollars (\$40.00) made payable to *CCE*. Students will not be permitted to sit for the examination if payment is not provided.

Verification of Identification for the Comprehensive Examination – Each student is required to provide proof of identity (picture identification required) to the examination proctor prior to beginning the comprehensive examination.

Materials Required for the Comprehensive Examination - All testing materials, including pencils, will be provided by the examination proctor.

Requirements for Passing the Comprehensive Examination – The Winona State University Counselor Education Department requires that a score of at least sixty-five percent (65%) on the *CPCE* be earned in order to pass the Counselor Education Department Comprehensive Examination. In the event a student does not satisfy this requirement, he or she will be required to retake the Comprehensive exam the following semester, including have to re-register and pay for the exam. If the student does not pass the Comprehensive exam the second time, the student will be required to sit for an oral exam, administered by the CED faculty, which will focus on content areas the student was lacking in the written exam. Only when a student has successfully completed the Comprehensive exam to the satisfaction of the CED faculty, and all coursework is completed will a student be issued a degree.

Reporting of Comprehensive Examination Results – Every effort will be made to provide the student with test results in a timely manner. Generally, it takes between three (3) and four (4) weeks for the examination to be scored and results reported to the student. The Counselor Education Department Comprehensive Examination Coordinator will provide students with written notification of their individual comprehensive examination results.

Failure to Pass the Comprehensive Examination - In the event a student does not successfully pass the Counselor Education Department Comprehensive Examination, he or she will not be permitted to graduate. Thus, students are encouraged to spend adequate time preparing for the examination. Every effort will be made to accommodate students with special needs. However, special accommodations for students taking the comprehensive examination are made only if the student can provide evidence that special circumstances exist that prohibit them from completing the examination in the format described above.

GRADUATE STUDENT ADMINISTRATION – NATIONAL COUNSELOR EXAMINATION (GSA-NCE)

GSA-NCE - As a CACREP accredited program, the Winona State University Counselor Education Department is proud to be a participant in the Graduate Student Administration – National Counselor Examination (GSA-NCE) program. The GSA-NCE is a private administration of the National Counselor Examination (NCE) offered to Winona State University Counselor Education Department students who are in their final year of study. Thus, students have the advantage of taking the NCE prior to graduation at a reduced testing fee. Qualified students who pass the NCE are eligible for the National Certified Counselor (NCC) credential as well as satisfy a mental health counselor licensure requirement established in many states, including Minnesota (LPC) and Wisconsin.

GSA-NCE Application Materials and Process - The GSA-NCE is offered by Winona State University twice each year (late October and late April). The examination is scheduled on the Winona campus in the fall and on the Rochester campus in the spring. Exact application deadline and examination dates are established by the GSA-NCE office and are strictly adhered to by Winona State University. Students may visit the NBCC web site at: www.nbcc.org for specific information regarding the GSA-NCE. Requests for application packets may be directed to the Winona State University GSA-NCE Campus Coordinator, which is the department chair. Please see Appendix C for the contact information for the current Department Chair.

CHAPTER 8: GRADUATION

GRADUATION:

As described in the *Academic Information Section* of the *Winona State University Graduate Catalog*, applications for graduation must be submitted to the Winona State University Office of Graduate Studies (Somsen Hall, Room 114) at least two (2) calendar months prior to graduation. It is the sole responsibility of the student to ensure that all program requirements have been completed and that all In Progress (IP) grades have been removed from their record within ten (10) working days following the end of the semester of graduation. Late completion and submission of requirements will result in postponement of graduation to a later semester. Students completing program degree requirements during summer session will participate in the subsequent December commencement ceremony.

See Appendix B for the Counselor Education Department Program Requirement Checklist.

GRADUATION CELEBRATION AND COMMENCEMENT:

Counselor Education Department graduating students, their families, and friends are invited to the College of Education graduation celebration and hooding ceremony that is offered immediately before each Winona State University commencement ceremony.

This special ceremony is a time to celebrate the student's accomplishments and to acknowledge those people who have supported the student throughout the student's graduate program. As part of this important tradition, each graduate may select someone special in his/her life (e.g., spouse, partner, parents, children) to bestow his/her master's hood. NOTE: This ceremony is not part of the Winona State University Commencement ceremony.

PRE/POST GRADUATION JOB SEARCH:

Counselor Education Department faculty are at times aware of job opportunities and/or contact people at the local, state, regional, and national level. When faculty receive information about openings, they forward this information on to students preparing to graduate and alumni of the program by way of the CED e-Newsletter, published weekly during the academic year. As graduation approaches, faculty work with students in the development of a resume and interview skills. Also, upon request faculty write letters of recommendation.

In addition, students may seek career planning and placement services from the Winona State University Career Services Office. For more information regarding services provided by the Winona State University Career Services Office, visit <http://www.winona.edu/career/>.

CHAPTER 9: POLICIES & PROCEDURES

COMMUNICATION TO STUDENTS FROM THE CE DEPARTMENT:

Students are required to activate their Winona State University email account and to check their email regularly. During the academic year, a Counselor Education Department e-Newsletter is distributed at the end of each week. This is the primary form of communication between the department and its students, and students are responsible for the material included in the e-Newsletter. Information in the e-Newsletter includes opportunities for practicum or internship work, job openings, professional training opportunities, departmental announcements, scholarship opportunities, important deadlines, etc. Other department information will be sent to students via this email service on an as-needed basis. Items for the e-newsletter can be sent to Dr. Mitch Moore, at mmoore@winona.edu.

Throughout the year students may access registration information and other current department materials and information from the Counselor Education Department website (<http://www.winona.edu/counseloreducation/>). Students may also contact faculty by telephone or email as needed.

STUDENT ACADEMIC MISCONDUCT:

Plagiarism or cheating may result in grade reduction and/or other serious penalties.

Examples of plagiarizing and cheating include:

- Presenting someone else's written or spoken words or ideas as your own.
- Using direct quotes with no quotation marks, paraphrasing without crediting the source or in some other way suggesting someone else's work is yours.
- Copying all or part of someone else's examination, homework, etc.
- Knowingly allowing another student to copy your work or to submit your work as his or her own.
- Misrepresenting your contribution in a group project.
- Referring to notes, texts, etc. during a closed book examination.
- Collaborating with others on a take-home examination when directed not to do so.

The WSU Counselor Education department complies with the Winona State University Academic Integrity policy: <http://www.winona.edu/sld/academicintegrity.asp>.

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS:

Federal law requires that institutions make reasonable accommodations for students with physical, mental, or learning disabilities. Students with disabilities are encouraged to contact both the Winona State University Disability Services Office on main campus (<http://www.winona.edu/disabilityservices>), alert course faculty about their special needs, and make recommendations for reasonable accommodations. Faculty will provide reasonable accommodations which:

- Allow the most integrated learning experience possible.
- Do not compromise the essential requirements of a course.
- Do not pose a threat to the safety of others.
- Do not impose undue financial or administrative burdens on the Counselor Education Department.

Students with disabilities must provide the Counselor Education Department Chair with current [no more than three (3) years old] professional documentation of the disability that limits their ability to perform at their highest level of functioning. If the student has provided documentation of special needs, Counselor Education Department faculty will work with the student to design the needed accommodations. Some examples of accommodations include:

- Allowing the student to complete examinations orally.
- Allowing extended, but not unlimited, time for completion of examinations.
- Allowing examinations to be written or typed in a quiet, low-stimulus environment.
- Using alternative methods for students to demonstrate course mastery (e.g., narrative tapes instead of journals).
- Allowing students to dictate essays to a scribe.
- Allowing the use of taped materials and resources to assist the student in reading, listening, and speaking.

CLASS ATTENDANCE:

While the Counselor Education Department does not have a uniform class attendance policy, attendance is an important aspect of professionalism. Active involvement in all class sessions is expected. Individual instructors will establish their own attendance expectations and guidelines. Students are responsible for all missed coursework.

CLASS CANCELLATION

Every effort will be made not to cancel any scheduled class. When a class has low enrollment, faculty will meet, email, or phone to reach consensus whether or not to offer the course. In order to ensure consistency in course offerings for students, the following steps shall be taken before a course is cancelled:

1. Explore options to increase enrollments
2. Find alternatives for students
 - a. Other courses so that the student's progress will not be impeded
 - b. Alternative teaching methods
 - i. Supervision by a willing faculty
 - ii. Enrollment by arrangement

Some courses, because of their importance in the program, will not be cancelled except in extreme circumstances, e.g., Foundations of Counseling, Counseling Theory and Practice, Practicum.

EVALUATION AND STUDENT INPUT IN THE COUNSELOR EDUCATION PROGRAM:

Internal and external program evaluation of the Winona State University Counselor Education Department is an on-going process. Within the program students always have the opportunity to provide informal feedback concerning curriculum, grades, supervision, practicum/internship site assignments, etc. In addition, students are asked to provide formal feedback through course evaluations that are completed each academic semester. Currently enrolled students complete an online evaluation survey annually as part of WSU's Assessment Day. The *Follow-up Study of Counselor Education Department Master's Graduates Questionnaire* is completed by the Counselor Education Department every three (3) years. Employers, administrators, and supervisors from schools and agencies in the community are asked to complete the *Employer Survey* every three (3) years.

FACULTY OFFICE HOURS:

Each academic semester, Counselor Education Department faculty will establish and maintain ten (10) regularly scheduled office hours per week for student advising. Students may contact individual faculty or the Counselor Education Department Administrative Assistants (507) 457-5335 (Winona) or (507) 285-7488 (Rochester) for individual faculty office hours.

GRADUATE SCHOOL ACADEMIC POLICY

When a Counselor Education Department student's cumulative GPA falls below 3.0, the Department Chair will notify the student that they have been placed on Academic Probation and must schedule an appointment with the Department Chair to develop a Remediation Plan. The student will have one full academic semester following notification of their Academic Probation to meet the requirements of the Remediation Plan. In the event the student does not meet the requirements of the Remediation Plan, they will be suspended from the Counselor Education Department and will no longer be permitted to enroll in classes offered through the Department.

IMMUNIZATION RECORDS:

In accordance with Minnesota Statute 135A.14, all Winona State University students born after 1956 must provide proof of immunization against diphtheria, tetanus, measles, mumps, and rubella in order to remain enrolled. The law requires you to submit your immunization information to the Student Health Service within 45 days of the beginning of the term. For questions regarding this policy, contact the WSU Student Health Service, (507) 457-5160. If a student does not comply with the immunization requirements, they will not be permitted to register for classes. Forms are available at the Student Health Services, or online in the *Winona State University Graduate Catalog*, <http://www.winona.edu/graduatestudy/downloadsStu.html>. For a complete description of the health services provided to Winona State Students visit <http://www.winona.edu/healthservices/>.

INACTIVE STUDENT STATUS POLICY

Any Counselor Education student who is inactive for two (2) calendar years following completion of their last previous course will be required to petition in writing their advisor for permission to return to active status as a degree seeking student. The advisor will bring the petition to the CE Department for their consideration and approval.

IN PROGRESS GRADES:

A grade of In Progress (IP) will be permitted by the course instructor for special cases when circumstances prevent the student from completing course requirements by the end of the semester that the course is being offered. Completed coursework must be submitted at least two (2) weeks prior to the end of the semester in which the In Progress is to be removed in order to allow the course instructor adequate time to assess the materials and remove the In Progress grade from the student's permanent record. So as not to delay graduation, this two (2) week window is particularly important when a student is intending to graduate at the end of the semester. The timely completion of coursework is the responsibility of the student. No reminders will be sent to the student by the Counselor Education Department or the course instructor. All In Progress grades must be removed within one (1) calendar year from the end of the semester in which an In Progress is incurred or the course grade becomes an "F." All In Progress grades must be removed from a student's permanent record before a graduate degree can be awarded. If the one (1) year deadline is not met and an In Progress becomes an "F" the student will be required to repeat the course. Only in the case of instructor error will a grade be changed retroactively.

STUDENT RETENTION PROCEDURE:

The student retention procedures of the CE Department enable the faculty and students to share information about student progress. The Department's student retention policy is intended to create and maintain a vital relationship between teaching faculty and students and promote a program direction that focuses on student professional development across a variety of areas (e.g. academic performance, counseling skill acquisition, ethical behavior, counseling characteristics).

The Counselor Education Department (CED) retention evaluation procedures serve two purposes:

- To provide students with information related to their progress to enable them to take advantage of strengths and also eliminate weaknesses.
- To provide the CE faculty with information about the progress of students, to promote discussion and decisions in the best interest of students and the profession they are preparing to enter.

If, in the professional judgment of the faculty, a student's behavior, academic performance, counseling skill development, and/or professional attitude and ethical behavior is deemed

inappropriate for their level of experience and professionally unbecoming, the following steps are taken:

1. The faculty advisor meets with the student and offers suggestions for possible changes in the student's professional development in the program.
2. If deemed necessary, the faculty advisor writes a letter to the department chair, with a copy to the student, regarding their meeting.
3. If the department chair deems the student's problem to be serious enough in nature, the department faculty will convene to discuss and investigate the situation. The student is informed, in writing, of these proceedings and is interviewed by all or part of the department faculty, as one aspect of the investigation.
4. The department faculty in a closed meeting writes a report, including any decisions or recommendations.
5. The student's faculty advisor and the department chair meet with the student to convey the department's decisions and recommendations. Subsequently, the student's progress in carrying out the department's recommendations is also monitored. Failure to comply with the recommendation may lead to the student being required to withdraw from the program.
6. If the student does not accept the department's decision, the appeals procedures of the Graduate School of Winona State University is available to the student. Please refer to <http://www.winona.edu/gradcatalog/AcademicPolicies.asp>.

As a final condition of the Student Retention Procedure, the Counselor Education Department reserves the right to amend a student's Candidacy Form if the student is not making satisfactory progress toward meeting all degree requirements and departmental expectations for professional development. The Counselor Education Department will do this in consultation with the student and will provide a timely written notice of any required changes.

STUDENT CONCERNS/COMPLAINTS:

The Counselor Education Department and faculty value feedback from students regarding their experience in the program in general and in specific classes. Learning to provide feedback is a critical aspect of being a professional. Students are strongly encouraged to follow appropriate protocol (utilize course evaluations and direct dialogue with faculty) when expressing course and instruction-related concerns. Anonymous complaints or grievances, however, do not allow for concerns to be addressed in a positive manner with both sides being appropriately heard, and will not be addressed by the department. In the event that a student has followed appropriate protocol and believes that his/her concerns have not been satisfactorily addressed, he/she may file a formal grievance. Grievance procedures are outlined below.

ACADEMIC GRIEVANCE PROCEDURE:

In the event a student in the Counselor Education Department has an academic grievance or wishes to appeal a retention decision, he or she should arrange to resolve the problem by adhering to the following procedures:

- 1) Discuss the problem with the instructor involved.

- 2) If no resolution can be achieved, the student should present his or her grievance to the chairperson of the Counselor Education Department.
- 3) If the problem is still not resolved, the student should present his or her grievance to the Dean of the College of Education.
- 4) If a resolution has been unsuccessful at the College of Education dean's level, the student may present his or her grievance to the Vice President for Academic Affairs who will make the final determination in the dispute and inform the student and the department of that decision.

EXCEPTIONS TO POLICIES

All exceptions to policies and procedures must be made by vote of the entire faculty of the Counselor Education Department. Any exception to departmental policy is put to a faculty vote. When a student requests an exception, the request must be in writing. After a vote has been taken, students are notified of the decision by letter, including a copy of the minutes of the meeting. A person may, in addition, be notified verbally by the faculty member presenting the request.

CHAPTER 10: FINANCIAL ASSISTANCE

FINANCIAL ASSISTANCE:

Financial assistance for graduate students enrolled in the Counselor Education Department is available through graduate assistantships, federal and state grants, scholarships, loans, and campus employment. Students may contact the Winona State University Financial Aid Office (<http://www.winona.edu/financialaid/>) for specific financial assistance information.

Graduate Assistantships

Graduate assistantships are awarded to provide graduate students with additional study and experience in their field through interaction with faculty and staff. Graduate assistants may be assigned to instructional, laboratory, research, and/or other professional duties. A graduate assistant works under the direct supervision of a graduate faculty member or full-time professional employee with a Master's degree or equivalent experience and expertise in the area of the assignment. The supervisor is responsible for the academic integrity and quality of the assistant's performance.

Graduate assistantships are available to highly qualified graduate students in several departments. WSU Regulation 3-10 governs the allocation, requirements, responsibilities and hiring procedures for graduate assistants. Graduate assistants receive a stipend and tuition assistance. Applicants should submit applications for assistantships to the appropriate department chairperson. Anyone who has been appointed to a graduate assistantship prior to the first day of classes shall be granted resident tuition status for the period of time of the appointment.

CED Student Professional Identity Funds

In 2011, the Counselor Education Department was awarded a Professional Identity Grant by the National Board of Certified Counselors (NBCC) for excellence in preparing counselor education students with a strong professional identity. As a result of this grant, the CED created a fund to support students in attending a variety of professional improvement functions, including conferences and other training opportunities. Although the funding from this grant has been depleted, the department felt this, the department decided to continue to offer this funding support to students. So, students may apply for reimbursement for conference or training registration fees and travel expenses. Applications are submitted to the department chair, who will determine if the conference or training qualifies for support. The student is then notified by the department chair if funding was awarded. Students are required to submit receipts of activity expenses, including registration fees, gas receipts, food receipts, etc. to the department chair within 30 days of completing the activity. The application for the Student Professional Identity Funds can be found in Appendix D.

Additional Scholarship Resources:

Annual scholarships for students pursuing graduate degrees in Counselor Education are typically offered by the Minnesota School Counselor Association (<http://www.mnschoolcounselors.org/>), the Wisconsin School Counselor Association (<http://www.wscaweb.org/>), Minnesota Women in Psychology (<http://mnwomeninpsychology.org/>), and the Winona State Counselor Education Department. The WSU Counselor Education scholarship will application will be posted to the e-newsletter each spring semester for scholarships distributed the following academic year. Newly admitted students are welcome to apply.

Students are encouraged to check the Internet for additional scholarship and grant resources as well.

CHAPTER 11: MISCELLANEOUS INFORMATION

CHI SIGMA IOTA:

Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Internationally, there are currently 286 chapters, and over 90,000 initiated members since 1985. For more information on the national organization visit <http://www.csi-net.org/>.

The Winona State University Chapter, Rho Sigma Upsilon, was re-established in 2002 and we currently have over 80 members. Students who have 12 graduate credits with an overall GPA of 3.5 are eligible for membership. Dues are \$40.00 nationally and \$5.00 locally. Monies raised assist CSI students in traveling to conferences. Students who attend conferences throughout the year share information and resources at our annual summer induction meeting. For application information, contact Dr. Mary Fawcett at mfawcett@winona.edu or Dr. Jo Hittner at jhittner@winona.edu.

DESIRE2LEARN (D2L) ON-LINE ACCESS FOR REGISTERED COURSE INFORMATION:

Winona State University utilizes an electronic classroom tool, currently Desire2Learn (D2L) <https://winona.ims.mnscu.edu/>. Each enrolled student is given access to appropriate course documents through D2L. To access D2L from the Winona State University Home page, click on the tab for current students. Located on the left is a list with D2L at the top. Click on D2L. A new page will open and the student will be asked to log in. Login information is the student's current Winona State University email access name and password. A list of courses that the student is currently enrolled in will appear. The student can access the content area for each course by clicking on individual courses. Posted content may include faculty lecture notes, required reading material, course schedule, etc.

LIBRARY RESOURCES:

All students at WSU are issued a photo ID card that is used as their library card and general identification card on campus. The WSU library barcode located on the back of the ID card allows students to access the library research databases and online resources via the internet. Only registered students will be issued a card. Students are required to notify the library if their ID card is lost or stolen, or they may be liable for books checked out under their card. Questions concerning ID cards can be directed to: Technical Support Center: Somsen 207, Phone: 507-457-5240, email: mediaprojects@winona.edu .

Two libraries serve faculty and students in the Counselor Education Department. The Krueger Library is located on the Winona Campus. Access to the Winona State University Krueger Library is available online <http://www.winona.edu/library/> . The Goddard Library & Technical Center is located in the University Center Rochester (<http://www.roch.edu/>), and can be accessed

online at <http://www.roch.edu/library>. Students accessing the “Library” on the Winona State University-Rochester (<http://www.winona.edu/rochester>) are given the option for both Krueger Library and Goddard Library. Both Libraries are part of the MnPALS Consortium, which provides information services and resources to the Minnesota State Colleges and University system and other library systems in the state of Minnesota (<http://www.mnpals.org>).

PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION:

All scholarly papers prepared for submission in classes offered by the Counselor Education Department require that students follow writing and referencing guidelines presented in the current edition of the *Publication Manual of the American Psychological Association*. Students are required to purchase the most recent edition of the *Publication Manual of the American Psychological Association* prior to enrollment in CE 601 – Foundations of Counseling. http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796 is an online quick reference guide.

PERSONAL THERAPY FOR STUDENTS:

The Counselor Education Department faculty believes that student participation as a client in individual therapy can be both a personal and professional growth experience. Counseling services are available through the Winona State University Counseling Center or through individuals and/or organizations providing confidential counseling services in the Winona, Lacrosse, and Rochester areas.

NOTE: Personal therapy with a qualified therapist may at times be required by department faculty before a student may continue their program of study. Commencement of therapy or recommendations for additional therapy may be a stipulation or condition for final admission to the Counselor Education Department. If department faculty believe (at any time during a student’s program of study) that significant life issues are impeding a student’s progress, the student may be required to seek professional counseling services from a qualified therapist outside of the Counselor Education Department. Continuation in the Counselor Education Department may be contingent on a student’s satisfactory resolution of personal life issues.

APPENDIX A

Counselor Education Department Two-Year Schedule

TWO-YEAR ACADEMIC SCHEDULE***YEAR: 2013-2014****YEAR: 2014-2015**

COURSE	FALL		SPRING		COURSE	FALL		SPRING			
	Win	Roch	Win	Roch		Win	Roch	Win	Roch		
CE 534 Human Relations	X			X	CE 534 Human Relations				X		
CE 601 Foundations	X	X	X		CE 601 Foundations	X	X	X			
CE 611 Development	X			X	CE 611 Development		X		X		
CE 615 Groups			X	X	CE 615 Groups			X	X		
CE 620 T & M	X			X	CE 620 T & M	X			X		
CE 621 Research Design		X	X		CE 621 Research Design		X	X			
CE 622 Family Systems			X		CE 622 Family Systems			X			
CE 625 Career Dev.				X	CE 625 Career Dev.				X		
CE 633 Ethical Practice		X	X		CE 633 Ethical Practice			X	X		
CE 635 Sch. Orientation		X			CE 635 Sch. Orientation		X				
CE 640 Comm. Orientation	X				CE 640 Comm. Orientation	X					
CE 645 Sch. Practice				X	CE 645 Sch. Practice				X		
CE 650 Diagnosis & Psych of Children/Adol.	X				CE 650 Diagnosis & Psych of Children/Adol.	X					
CE 651 Diagnosis & Psych of Adults		X			CE 651 Diagnosis & Psych of Adults		X				
CE 652 Treatment Plan.			X		CE 652 Treatment Plan.			X			
CE 658 Microskills	X			X	CE 658 Microskills	X	X				
CE 660 Theory & Practice			X	X	X	CE 660 Theory & Practice			X	X	X
CE 680 Practicum	X	(X)	X		CE 680 Practicum	X	(X)	X			
CE 690 Internship	X		X	(X)	X	X	X	X	(X)	X	
CE 695 Capstone		X		X	CE 695 Capstone		X		X		

ACCP ACADEMIC SCHEDULE*

COURSE	FALL	SPRING	SUMMER
CE 550: AC – Intro to the Field (3 cr.)	X		
CE 570: AC – Ethics and Advocacy (3 cr.)	X		
CE 555: AC – Psychopharmacology (2 cr.)			X
CE 565: AC – Theory and Practice (4 cr.)			X
CE 560: AC – Diagnosis & Treatment Planning (3 cr.)		X	
CE 575: AC – Multicultural Concerns (3 cr.)		X	
CE 590: AC – Internship (3cr./880 hrs.)	X	X	

Note: Addictions Counseling Internship offered every semester at no cost. At present CED chair assumes responsibility for this course.

*Note: For the two-year academic schedule and the ACCP schedule, course offerings and locations may vary based on enrollment.

APPENDIX B

Counselor Education Department Program Checklist

**COUNSELOR EDUCATION DEPARTMENT
PROGRAM CHECKLIST**

Once a student has been admitted to the Counselor Education Department there are a number of important requirements that must be met prior to graduation. Please use the space provided below as a checklist for Counselor Education Department and Winona State University Office of Graduate Studies requirements that have been met.

- _____ 1. ***Application for Admission to Candidacy Form*** has been completed and is on file in the Office of Graduate Studies (***Application for Admission to Candidacy Form*** is completed with the faculty advisor during CE 601 - Foundations of Counseling).
- _____ 2. Transfer credit has been approved and has been recorded on the student's ***Application for Admission to Candidacy Form*** or the ***Supplement to Candidacy Form***.
- _____ 3. An official transcript of approved transfer credit is on file in the Office of Graduate Studies.
- _____ 4. Professional liability insurance has been purchased and verification of coverage is on file in the student's practicum/internship folder (must be on file prior to enrollment in CE 680 – Counseling Practicum).
- _____ 5. All **practicum (150 clock hours)** requirements have been met and required paperwork has been submitted to the course instructor.
- _____ 6. Intent to take the ***Comprehensive Examination*** has been filed with the Office of Graduate Studies (must be filed by mid-term of the semester before the ***Comprehensive Examination*** is taken).
- _____ 7. The ***Comprehensive Examination*** has been passed and results are on file in the Office of Graduate Studies.
- _____ 8. All In Progress (IP) coursework has been removed from the student's permanent record (must be removed no later than ten (10) working days following the end of the semester of graduation).
- _____ 9. Any changes in the student's program of study have been approved and are recorded on a ***Supplement to Candidacy Form*** (the ***Supplement to Candidacy Form*** must be on file in the Office of Graduate Studies).
- _____ 10. Student has informed administrative assistant in Winona of intent to enroll in Capstone. Student has provided area of interest, contact information, and location preference.
- _____ 11. All ***Capstone Writing Project*** requirements have been successfully completed (results must be on file in the Office of Graduate Studies).
- _____ 12. All **internship (600 clock hours)** requirements have been met and required paperwork has been submitted to the course instructor.
- _____ 13. All degree requirements as defined on the student's ***Application for Admission to Candidacy Form*** have been met.
- _____ 13. The student has maintained a GPA of 3.0 or better throughout their graduate program.
- _____ 14. An ***Application for Graduation*** has been completed and is on file in the Office of Graduate Studies (must be on file at least two (2) calendar months prior to graduation).
- _____ 15. The Office of Graduate Studies has been notified of the student's intent to attend Commencement

APPENDIX C

Winona State University Directory

WINONA STATE UNIVERSITY DIRECTORY

Counselor Education Department General Information:

Counselor Education Department – Winona Campus
 Winona State University
 132 Gildemeister Hall, Winona, MN 55987
 Telephone Numbers: (507) 457-5335 or (800) 242-8978 ext. 5335
 FAX Number: (507) 457-5882

Counselor Education Department – Rochester Campus
 University Center Rochester
 859 30th Ave. S.E., Rochester, MN 55904
 Telephone Numbers: (507) 285-7488 or (800) 366-5418

Counselor Education Department Web Pages:

CE Home Page <http://www.winona.edu/counseloreducation/>
 CE Graduate Catalog <http://www.winona.edu/gradcatalog/CounselorEducation.asp>
Note: Use the pull down menu in the upper right corner to choose the Graduate Catalog.

Counselor Education Department Faculty and Staff:

Dawnette Cigrand, Ph.D. Faculty
 Gildemeister 115, Winona
 (507) 457-5336
 email: dcigrand@winona.edu

Mary Fawcett, Ph.D. Faculty and Chair
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[Joel Filmore, Ed.D.](mailto:jfilmore@winona.edu) Faculty
[Gildemeister 116A, Winona](mailto:jfilmore@winona.edu)
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Robin Alcala Saner, ABD.....Faculty
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 507-285-7581
 email: rsaner@winona.edu

Masa Sato, Ph.D.....Faculty
 EA 209, Rochester
 507-285-7481
 email: msato@winona.edu

Counselor Education Department Administrative Support Staff:

Sue Parks Administrative Assistant
 (507) 285-7488 (Rochester)
 e-mail: sparks@winona.edu

Nadia MirandaAdministrative Assistant
 (507) 457-5335 (Winona)
 e-mail: nmiranda@winona.edu

General Winona State University Numbers:

Bookstore (Winona) 457-5319
 Bookstore (Rochester) 285-7202
 Financial Aid (Winona) 457-5090
 Financial Aid (Rochester) 285-7271
 Library (Winona) 457-5140
 Library (Rochester) 285-7233
 Office of Graduate Studies (Winona) 457-5038
 Registrar (Winona) 457-5030
 Registration Information (Rochester) 285-7100

Professional Organizations:

American Counseling Association (ACA) (800) 347-6647 / www.counseling.org
 American School Counseling Association (ASCA) .. (800) 306-4722 / www.schoolcounselor.org
 Minnesota Counseling Association <http://www.mncounseling.org/>
 Minnesota School Counseling Association <http://www.mnschoolcounselors.org>
 Wisconsin Counseling Association (WCA) 608.356.3217 / <http://www.wicounseling.org/>
 Wisconsin School Counseling Association (WSCA) .. 262.884.9107 / <http://www.wscaweb.com/>

APPENDIX D

A Quick Course in Time Management

and

**The Ten Most Common “Bad Habits”
of Ineffective Time Management**

A QUICK COURSE IN TIME MANAGEMENT

- ✓ Always work with a “TO DO” list.
- ✓ Assign and work according to PRIORITIES.
- ✓ PLAN EVERY DAY - Before you get into action.
- ✓ DELEGATE – Whenever possible.
- ✓ Try to work out “THE BLOCKS”.
- ✓ Avoid or CONTROL INTERRUPTIONS.
- ✓ Lean to say “NO” (I can’t).
- ✓ Manage to get a “QUIET TIME” EVERY DAY.
- ✓ Keep (and save) your DAILY RECORDS (Plans, to-do lists, etc.).
- ✓ DIVIDE “BIG” TASKS – Accomplish small segments.
- ✓ Become aware of and FIGHT PERFECTIONISM.
- ✓ Always look for the “EASY WAY”.
- ✓ ASK FOR HELP.
- ✓ Increase TIME AWARENESS.
 - A. Time increment thinking.
 - B. Your time horizon.
 - C. “Backward thinking” then/now.
- ✓ AVOID CLUTTER.
- ✓ Set up REMINDER SYSTEMS.
- ✓ Have a PAPERWORK SYSTEM.
- ✓ For PROCRASTINATION:
 - A. “Charting”.
 - B. Don’t wait for “right mood” or “inspiration”.
 - C. Set up self-imposed deadlines.
 - D. Look for hidden “fear of failure”.
- ✓ Write down fleeting ideas on 3” x 5” cards or journal.
- ✓ Have a personal goals plan.

**THE TEN MOST COMMON “BAD HABITS” OF
INEFFECTIVE TIME MANAGEMENT**

- 1) Working without a daily plan.
- 2) Working on low priority items while high priority items are deferred.
- 3) Trying to do “EVERYTHING”.
(Non-delegation – aversion to asking for help).
- 4) Unconsciously trying to do everything equally well.
No discrimination (PERFECTIONISM).
- 5) Not distinguishing between URGENT and IMPORTANT.
- 6) Interruptions – (Failing to Control).
 - A. Telephone interruptions.
 - B. Drop-in visitors.
 - C. Self-originated.
- 7) Doing work more appropriate for a worker of a lesser grade.
- 8) Great difficulty in or fear of, saying “NO”.
- 9) Personal inefficiency:
 - A. Habits
 - B. Not using “tools”
 - C. Not thinking ahead.
- 10) Working without a long-range plan.