



COUNSELOR EDUCATION DEPARTMENT

Program Handbook

2017-2018

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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, ACCREDITATION STATUS, GOALS, AND OBJECTIVES

Mission

The mission of the Counselor Education Department (CED) is to prepare competent school and clinical mental health counselors capable of (a) building professional helping relationships that empower individuals, groups, and families to accomplish mental health, educational, wellness, and career goals, and (b) providing socially conscious competent prevention, remediation, and growth-enhancing interventions to individuals, groups, and families within a multicultural and pluralistic society.

Accreditation Status

The School Counseling program and the Clinical Mental Health Counseling program at Winona State University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation is effective through October 31, 2019. As is typical, reaccreditation will be pursued in accordance with CACREP reaccreditation guidelines.

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

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

Winona State University Counselor Education Department Program Goals and Objectives

The CED engages in the quality preparation of school and clinical mental health counselors through the core and track-specific curriculum to help counseling students meet the needs of individuals, groups, and families in agency, school, and community settings within a multicultural and pluralistic society.

In order to better assure a consistent and quality educational experience for all counseling students, the CED adopted program goals and objectives in accordance with the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards in the following eight common core curricular areas: 1. Professional Orientation and Ethical Practice, 2. Social and Cultural Diversity, 3. Human Growth and Development, 4. Career Development, 5. Helping Relationships, 6. Group Work, 7. Assessment, and 8. Research and Program Evaluation.

CED goal statements and program objectives for the eight core curricular areas and Clinical Mental Health and School Counseling Program tracks are detailed below.

1. Professional Orientation and Ethical Practice

The Counselor Education Department will provide curriculum to develop students' understanding of all aspects of professional orientation and functioning including history, roles, self-care, organizational structures, ethics, standards, and credentialing.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. understanding the history and philosophy of the counseling profession;
- b. understanding the professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;
- c. understanding counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- d. developing self-care strategies appropriate to the counselor role;
- e. learning counseling supervision models, practices, and processes;
- f. engaging in professional counseling organizations, including membership benefits, activities, services to members, and current issues;
- g. understanding professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- h. understanding the role and process of the professional counselor advocating on behalf of the profession;
- i. understanding and applying the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- j. learning and applying the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. Social and Cultural Diversity

The Counselor Education Department will provide curriculum in social and cultural foundations to develop students' understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. understanding multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- b. obtaining attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- c. identifying and applying theories of multicultural counseling, identity development, and social justice;
- d. understanding and implementing individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;

- e. understanding counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. understanding counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. Human Growth and Development

The Counselor Education Department will provide curriculum to develop students' understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. knowing and appropriately applying theories of individual and family development and transitions across the life span;
- b. knowing and appropriately applying theories of learning and personality development, including current understandings about neurobiological behavior;
- c. understanding the effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. knowing and appropriately applying theories and models of individual, cultural, couple, family, and community resilience;
- e. incorporating a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. understanding human behavior, including developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. knowing and appropriately applying theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. knowing and appropriately applying theories for facilitating optimal development and wellness over the life span.

4. Career Development

The Counselor Education Department will provide curriculum to develop students' understanding of career development and related life factors across the lifespan.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. knowing and appropriately applying career development theories and decision-making models;
- b. knowing and appropriately applying career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. knowing and appropriately applying career development program planning, organization, implementation, administration, and evaluation;

- d. understanding interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. understanding career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. knowing and appropriately applying career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. Helping Relationships

The Counselor Education Department will provide curriculum to develop students' understanding of counseling and consultation processes in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. developing an orientation to wellness and prevention as desired counseling goals;
- b. knowing and appropriately applying counselor characteristics and behaviors that influence helping processes;
- c. knowing and appropriately applying essential interviewing and counseling skills;
- d. knowing and appropriately applying counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. incorporating a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. incorporating a general framework for understanding and practicing consultation; and
- g. knowing and appropriately applying crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. Group Work

The Counselor Education Department will provide curriculum to develop students' understanding of both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. knowing and appropriately applying principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. knowing and appropriately applying group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;

- c. knowing and appropriately applying theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. knowing and appropriately applying group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. obtaining direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. Assessment

The Counselor Education Department will provide curriculum to develop students' understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. understanding historical perspectives concerning the nature and meaning of assessment;
- b. identifying basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. understanding and applying statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. understanding reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e. understanding validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. knowing social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and,
- g. demonstrating ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

8. Research and Program Evaluation

The Counselor Education Department will provide curriculum to develop students' understanding of research methods, statistical analysis, needs assessment, program evaluation, and ethical and legal considerations in research.

Upon completion of the program curriculum and requirements, students will gain professional counseling competencies (i.e., awareness, knowledge, & skill) including:

- a. understanding the importance of research in advancing the counseling profession;
- b. knowing research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

- c. understanding statistical methods used in conducting research and program evaluation;
- d. knowing and appropriately applying principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- e. knowing and appropriately applying the use of research to inform evidence-based practice; and
- f. knowing and appropriately applying ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Discrimination

Winona State University and the Counselor Education Department does not discriminate in accordance with Federal law, and the following Minnesota State Policy 1B.1. "No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on familial status or membership in a local commission as defined by law is prohibited." The department practices Affirmative Action and Equal Employment Opportunity principles. Diversity is encouraged in recruitment practices. In addition, faculty and students are encouraged to integrate the Association of Multicultural Counseling and Development Multicultural Counseling Competencies in their professional interactions.

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 the most current *ACA Code of Ethics* (<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>).

Commitment To Inclusive Excellence

WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need for any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

CHAPTER 2: COUNSELOR EDUCATION DEPARTMENT PROGRAMS OF STUDY

CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Clinical Mental Health 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.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM REQUIREMENTS:

Please use the following as a checklist for completion of coursework.

Required Courses (59 S.H.)

- _____ CE 534 - Multiculturalism 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 and 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 Change^{^^} (3 semester hours)
- _____ CE 640 - Orientation to Clinical Mental Health Counseling (3 semester hours)
- _____ CE 650 - Diagnosis and Psychopathology of Adults (3 semester hours)
- _____ CE 651 - Diagnosis and Psychopathology of Children and Adolescents (3 semester hours)
- _____ CE 652 - Treatment Planning (3 semester hours)
- _____ CE 653 - Sex, Drugs and Crisis: Counseling Theory, Practice & Treatment (4 sem. 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 - Counseling Internship (6 semester hours)
- _____ CE 695 - Capstone Project (1 semester hour) OR
- _____ CE 699 - Master's Thesis (1-3 semester hours)

Elective Courses (1 S.H.)

- _____ CE 595 - Group Experience; recommended to meet the experiential requirement of CE 615: Group Counseling

Total credits **required** in Clinical Mental Health Counseling Program is **60 semester hours**. 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.*

[^]CE 534 also meets the CE 575 requirement for the Licensed Alcohol and Drug Certificate.

^{^^}CE 633 also meets the CE 570 Requirement for the Licensed Alcohol and Drug Certificate.

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. State requirements can be found here: <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>.

School Counseling Program Requirements:

Please use the following as a checklist for completion of coursework.

Required Courses (49 S.H.)

- _____ CE 534 - Multiculturalism 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 and 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 Change^^ (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 - Counseling Internship (6 semester hours)
- _____ CE 695 - Capstone Project (1 semester hour) OR
- _____ CE 699 - Master's Thesis (1-3 semester hours)

Elective Courses (4 S.H.)

- _____ CE 595 - Group Experience (1 semester hour) is recommended to meet the experiential requirement of CE 615: Group Counseling
- _____ SPED 400/500 - Education of Exceptional Children/Youth# (3 semester hours)

Total credits **required** in School Counseling Program is **49 semester hours**. Successful completion of the required coursework including completion of a comprehensive exam leads to the Masters Degree.

NOTE: The elective courses noted above are not required for completion of the Master's degree; however, they may be required for licensure or course work completion. Work with your advisor to decide if the elective courses are needed in your circumstance.

Required for licensure in Wisconsin and Iowa. Recommended for all students who have not previously taken a course in Special Education.

^CE 534 also meets the CE 575 requirement for the Licensed Alcohol and Drug Certificate.
 ^^CE 633 also meets the CE 570 Requirement for the Licensed Alcohol and Drug Certificate.

HUMAN SERVICES PROFESSIONAL MASTERS PROGRAM

The Human Services Professional Masters (HSPM) degree provides practicing professionals who have previously acquired a Bachelor's degree with a non-counseling Master's degree. The program emphasizes personal and professional growth and development through a curriculum designed to enhance students' understanding of self and their interactions with others while promoting more effective work in the individual's respective human services field. Upon successful completion of the Human Services Professional degree, graduates may apply for admission to one of the counseling degree programs offered by the Winona State University Counselor Education Department. The Human Services Professional Masters program is not eligible for CACREP accreditation. Human Services Professional Masters students must acquire 34 semester hours of study (see options below).

Human Services Professional Program Requirements:

Please use the following as a checklist for completion of coursework.

Required Courses (24 S.H.)

- _____ CE 534 - Multiculturalism and Diversity (3 S.H.)
- _____ CE 601 - Foundations of Counseling (3 S.H.)
- _____ CE 611 - Development over the Lifespan (3 S.H.)
- _____ CE 615 - Group Theory and Practice (3 S.H.)
- _____ CE 621 - Research Design (3 S.H.)
- _____ CE 625 - Career Development & Appraisal (3 S.H.)
- _____ CE 633 - Ethical Practice and Social Change (3 S.H.)
- _____ CE 658 - Microskills (3 S.H.)

--AND--

Electives Courses (10 S.H. or more), including a comprehensive evaluation requirement*.

Potential Track Options to meet Electives

1. *Professional by Design*

Select 10 S.H. of departmental-approved courses, including a comprehensive evaluation requirement.*

2. *Addiction Counseling Certificate Program* (Minimum of 10 S.H.; with the option for completion of the Licensed Alcohol and Drug Certificate for an additional 8 S.H.)

- CE 550 - Addiction Counseling: Introduction to the Field (3 S.H.)
- CE 555 - Addiction Counseling: Psychopharmacology (2 S.H.)
- CE 560 - Addiction Counseling: Assessment and Treatment of Addictions and Co-occurring Disorders (3 S.H.)
- CE 565 - Addiction Counseling: Theory and Practice (4 S.H.)

CE 590 - Addiction Counseling: Practicum (3 S.H.) (2 semesters of practicum required: 6 S.H. total)

3. *Multicultural Education Certificate Program (MECP)*

- MECP 500 - Foundations of Multicultural Education (3 S.H.)
- MECP 510 - Home, Community, and Work Analysis (3 S.H.)
- MECP 520 - Systems of Discrimination and Social Justice (3 S.H.)
- MECP 530 - Professional Presentation of Research (1 S.H.)*

4. *Leadership Education* (Minimum of 10 S.H. of the following courses)

- LDRS 612 - Systems Thinking (3 S.H.)
- LDRS 614 - Change Leadership (3 S.H.)
- LDRS 615 - Communication (3 S.H.)
- LDRS 616 - Common Good (3 S.H.)
- LDRS 642 - Education Lean: Methods and Practicum (4 S.H.)
- LDRS 644 - Managing Change, Innovation and Transition (3 S.H.)
- LDRS 646 - Leadership and Technology (3 S.H.)
- LDRS 648 - Project Management (1 S.H.)*
- LDRS 649 - Appreciative Coaching: Theory and Practice (1 S.H.)*

HSPM Comprehensive Evaluation Requirement

At the beginning of a student's program, the student and the advisor will co-create, and contractually document, a plan for comprehensive evaluation. This is required for degree completion.

The evaluation can be **one** of the following, and must be approved by the Counselor Education Department:

- 1) CE 695 - Capstone Project (1 S.H.)
- 2) MECP 530 - Professional Presentation of Research (1 S.H.)*
- 3) LDRS 648 - Project Management (1 S.H.)*
- 4) LDRS 649 - Appreciative Coaching: Theory and Practice (1 S.H.)*
- 5) CE 698 - Project-Based Special Topic (1 S.H.)
- 6) Successful completion of the CPCE Exam; a total score of 65 in the following core areas: Orientation and Ethics, Human Growth and Development, Social and Cultural Diversity, Group Counseling, Career Development, and Research.

*Meets requirement for track and the comprehensive evaluation component.

^CE 534 also meets the CE 575 requirement for the Licensed Alcohol and Drug Certificate.

^^CE 633 also meets the CE 570 Requirement for the Licensed Alcohol and Drug Certificate.

ADDICTIONS COUNSELING CERTIFICATE PROGRAM

The Addictions Counseling Certificate Program (ACCP) 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 addictions 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 ACCP coursework, students will be eligible to take the LADC exam and apply for the LADC certificate in the state of Minnesota. For more information about Minnesota licensure, please see the website for the Minnesota Board of Behavioral Health: www.bbht.state.mn.us.

ADDICTIONS COUNSELING CERTIFICATE PROGRAM TRACK REQUIREMENTS:

Please use the following as a checklist for completion of coursework.

Required Courses (24 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: Assessment and Treatment of Addictions and Co-occurring Disorders (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: Practicum (6 semester hours and 880 clock hours)^{^^^}

Total credits required in Addiction Counseling Certificate Program is **24 semester hours**.

[^]CE 534 also meets the CE 575 requirement for the Licensed Alcohol and Drug Certificate.
^{^^}CE 633 also meets the CE 570 Requirement for the Licensed Alcohol and Drug Certificate.
^{^^^}CE 590 is taken after all other courses have been completed, or during a student's final semester with approval of the ACCP coordinator.

Students who are only in the ACCP program must enroll as a graduate special student to take CE 534 and CE 633.

COUNSELING PRACTICUM AND INTERNSHIP INFORMATION FOR CMHC AND SCHOOL COUNSELING STUDENTS

All students enrolled in the Clinical Mental Health Counseling Program and 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 in accordance with CACREP standards.

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 acquired by becoming a student member of either the American Counseling Association (ACA) or the American School Counselor Association (ASCA). With this membership, comes free insurance for which you must complete paperwork. Additionally students may find liability insurance through other professional organizations, and some employers and insurance companies.

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.* The term of the practicum is a full semester; therefore, students cannot begin counting hours toward their internship during their practicum semester.

The practicum/internship student will attend class and work at their site through the entire semester in which they are enrolled, even if they have completed their 150/600 hours at their site. An exception to this occurs when the student has been enrolled in internship for two semesters. Then, the student will attend all class meetings until 1) their hours have been fulfilled, and 2) their internship supervisor has determined they have adequately completed all internship course requirements. One requirement each semester is a site visit by university faculty. Faculty will conduct site visits every semester, even if the student plans to enroll in internship for more than one semester.

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 revised job description with new assignments aligned with CED programmatic requirements within their current place of employment. Specific internship guidelines are outlined in the Practicum Internship On-Site Supervisor Handbook, which can be found on the Counselor Education website under Student Resources, then Practicum and Internship tabs.

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 clinical mental health counseling or school counseling setting. The Clinical Mental Health Counseling and School

Counseling programs offered by the WSU Counselor Education Department are accredited by the Council for Accreditation of Counseling and Related Educational Programs through 2019.

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 department permission.

CHAPTER 3: CAPSTONE PROJECT OR MASTER'S THESIS

Capstone Project Guidelines

CE 695 – Capstone Project is often taken concurrent with CE 680 – Counseling Practicum or CE 690 – Internship. The focus of this course is to synthesize counseling knowledge, clinical skills, and professional awareness gained throughout the counselor preparation program. The Capstone Project has two parts: the *Capstone Paper* and the *Capstone Presentation*. With the support and guidance of an assigned Capstone faculty advisor, the student prepares a Capstone Paper (a 15 to 35 page paper), addressing a professional issue or problem in which the student has a particular interest. All projects must follow writing and reference style guidelines outlined in the most current edition of the *Publication Manual of the American Psychological Association*.

In addition to writing a Capstone Paper, the student will deliver the Capstone Presentation to Counselor Education Department faculty and students on the **first Wednesday of final's week each semester, from 5-8pm**. All students are invited to attend these presentations.

The Capstone faculty advisor is selected by the Counselor Education Department to best meet student needs based on both student and faculty areas of interest and/or expertise. 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.

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. It will also be sent to you via email when you enroll in the Capstone course.

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 research questions)
- Review of Literature
- Discussion
- Conclusion
- 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 (optional; 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)

Master's 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. Students may enroll in 1-3 semester hours for this project; please discuss this option with your advisor and/or your thesis supervisor.

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 assigned thesis supervisor for information.

- Title page
- Capstone Project Approval Page (only necessary if required by advisor)
- Abstract
- Table of Contents
- Introduction (including purpose of project, rationale, and research questions)
- Review of Literature
- Methodology (process for addressing the issue or basic research design used for data collection)
- Results or Findings
- Discussion
- Conclusion
- 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 (optional; 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)

The candidate's thesis supervisor and an oral examination committee must approve the *Master's Thesis Paper*. The oral examination committee is made up of the thesis advisor and two other faculty of the candidate's choice. This is an opportunity for the student interested in pursuing a doctoral program, and for those students seeking 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>.

NOTE: Students need to only complete a Capstone Project or a Master's Thesis. Both are not required nor recommended.

CHAPTER 4: LICENSURE

LICENSED PROFESSIONAL COUNSELOR LICENSURE

The Counselor Education Department Clinical Mental Health Counseling program has been nationally accredited since 2016 by CACREP, the Council for Accreditation of Counseling and Related Educational Programs, and was formerly accredited as a Community Counseling program from 2001 - 2016. This section of the handbook is an overview of the licensing process for Licensed Professional Counselor (LPC) in Wisconsin and Licensed Professional Clinical Counselor (LPCC) in Minnesota. 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 the LPCC level 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 a student completes the graduate program, the 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 Clinical Mental Health Counseling program 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 60 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.

Winona State University's Clinical Mental Health Counseling (CMHC) program meets all of the aforementioned BBHT educational requirements for the LPCC. In addition to the 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.

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

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-graduate supervised practice obtained under a professional counselor training license. Master's level = 3,000 hours of post-degree supervised professional counseling practice including at least 1,000 hours of face-to-face client contact in not less than 2 years. Information about licensure can be found at: <http://dsps.wi.gov/Default.aspx?Page=4b15ef4e-f1b5-4754-a283-a04430b230ef>.

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 (MDE) 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.

For information on requirements and applying for licensure, go to: <http://www.counselor-license.com/become-a-school-counselor/minnesota-school-counselor.html#education>

****NOTE:** Besides the completion of all CE School Counseling program requirements, the only additional specific competency areas that **must be addressed prior to licensure** in Wisconsin are:

- 1) *SPED 400/500 Exceptional Children and Youth (or other equivalent coursework)*
- 2) *North American Tribes literature review requirement, to be completed as part of CE 534*

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 are encouraged to complete SPED 400/500, and should discuss the pros and cons of registering for undergraduate vs. graduate credit with their advisor.

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: <http://mn.gov/elicense/a-z/?id=1083-231266#/list/appId//filterType//filterValue//page/1/sort//order/> .

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 \$93.45 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

Email: mde.educator-licensing@state.mn.us

Phone: 651-582-8691

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

It is recommended that students go to the following webpage for specific information pertaining to Wisconsin Licensure in their *first year* of the program: <https://dpi.wi.gov/sspw/pupil-services/school-counseling/licensing/process>.

If you have questions about the licensure application process, please contact: Gregg Curtis, School Counseling Program Consultant, at gregg.curtis@dpi.wi.gov or 608-266-2820.

****NOTE:** Besides the completion of all CE School Counseling program requirements, additional competency areas that **must be addressed prior to licensure** in Wisconsin are:

1) 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 SPED 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.

2) In addition, school counselors applying for licensure in Wisconsin must complete a special assignment in **CE 534**, entitled, *North American Indian Tribes Indigenous to WI*. Please see *your CE 534 Instructor for details***.

***If school counseling students do **not** choose to complete the North American Indian Tribes Indigenous to WI assignment while taking CE 534, they must complete this requirement on their own. Please see this website for available options: <http://dpi.wi.gov/tepd/licensing/stipulations>.*

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 specific to school counselors (see <http://www.ets.org/s/praxis/pdf/0421.pdf> for details).

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.

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 to become a Licensed Alcohol and Drug Counselor (LADC) in Minnesota. To become a 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 also 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.

After completing educational requirements and practicum, individuals must pass both a written and an 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.

More information on the Addictions Counseling Certificate Program, including contact information for the Addictions Program Coordinator, see:

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

CHAPTER 5: ADMISSIONS & ADVISING

Admission Criteria

Persons seeking admission to graduate study in the Counselor Education Department at Winona State University must 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>.

They also must complete an application to the Counselor Education Program. All Counselor Education Department required application materials can be found here: <http://www.winona.edu/counseloreducation/how-to-apply.asp>

Admission to the CED program includes the following:

1. 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.
2. Applications are reviewed two times per year. Applicants must complete all Counselor Education Department application materials and have them on file in the department in accordance with the schedule in the table below. NOTE: *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.

Screening and Admittance	1st Screening	2nd Screening
School of Graduate Studies Application Due	November 15, 2017	March 1, 2018
Counselor Education Application Due	December 1, 2017	March 1, 2018
Formal Screening and Interview Experience	January 19, 2018	April 13, 2018
Super Advising	April 6, 2018	May 7, 2018

3. Counselor Education Department faculty reviews applications and invites applicants to screening if they meet CED requirements and/or documents potential in the counseling or human services fields.
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 a highly qualified candidate for admission to the Department. Applicants will be notified by the Counselor Education Department if they have been selected for screening. At screening, candidates will be given a date to expect the CED’s decision on admittance to the program.

Note: Accommodations can be made for applicants applying from a considerable distance from Winona, Minnesota. Please contact the department chair for information.

5. Successful applicants for the first screening are expected to attend the first Super Advising night (see **Screening and Admittance** table above). Attendees to the second screening need to attend the second Super Advising night. If students *absolutely cannot attend either advising night, they need to schedule a meeting with their assigned advisor at their earliest convenience to register for courses*. Immediately after attending advising, students are urged to enroll in **CE 601: Foundations of Counseling** upon being admitted into the program and the other suggested courses. Students are assigned to a reserved position in a section of CE 601 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) Meet with their advisor, complete and file the ***Application For Admission To Candidacy Form*** during CE 601: Foundations of Counseling course.
 - 4) Attend **Capstone presentations** in the Fall semester of their first year.

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 regular graduate 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 Masters 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 into 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/gradstudies/specialapp.asp>) to be admitted to the university.

NOTE: Admission as a graduate special student to the university does not constitute admission to the Counselor Education Department. *If taking courses as a graduate special student, the 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.*

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 (elective)
 CE 534 - Multiculturalism and Diversity
 CE 611 - Development Over the Lifespan
 CE 620 - Tests and Measurements
 CE 621 - Research Design
 CE 625 - Career Development and Appraisal
 CE 633 - Ethical Practice and Social Change

****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 a program in the Counselor Education department**. Only those individuals who have been admitted to a Counselor Education Department Program of Study 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.

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, Clinical Mental Health 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:

In addition, the applicant wanting to return for a second focus area should write: 1) a brief statement as to why a second focus area is being sought, 2) a brief statement of professional and/or work related activities since MS degree was awarded, 3) proposed additional focus area and start date, 4) a list of proposed courses to be completed for second focus area (Note: the CED faculty will make the final determination regarding required coursework), and 5) any additional information that you believe would be helpful to support your 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 on 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 And/Or Course Plan

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 here: http://www.winona.edu/counseloreducation/images/supplement_to_candidacy.pdf.

Graduates of the Counselor Education Department seeking readmission to the Department to pursue a second area of specialization or certification should refer to the section entitled, *Readmission to the CED for a Second Focus Area*.

Course Loads, Schedules And Academic Planning

In discussion with your assigned advisor, your academic course load each semester should be determined after thoughtful consideration of your other obligations in addition to graduate school. Course plans exist for students who wish to take 2- 4 courses per semester, and other more flexible options can be arranged.

Even so, it is important to note:

Six (6) credits per semester are required for full-time status for students receiving financial aid.

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.

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

See Appendices B and C for scheduling options based on course loads of 2, 3 or 4 courses per semester. All schedules, including variable scheduling options, should be thoroughly discussed and developed with your assigned advisor.

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 successfully and still balance other obligations you have in addition to graduate school? (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, budget allocation and faculty availability.
- Classes fill up quickly, so make sure to have a backup class just in case you do not get into courses you planned for.
- The CE core sequence of training courses must be taken in this order: 601, 658, 660, 680, 690. CE 601 and CE 658 can be taken concurrently. CE 653 is required for CMHC students and should be taken after 660.
- The Clinical Mental Health Counseling Internship may be taken during summer; the School Counseling Internship may only be taken in the summer if interning at a year-around school.
- Capstone (CE 695) and Master's Thesis (CE 699) 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 653 (Sex, Drugs and Crisis: Counseling Theory, Practice and Treatment)
 - CE 695 (Capstone Project)
 - CE 699 (Master's Thesis)
- It is highly recommended that you take your program at your own pace. It is OK to plan for two or three year completion (depending on program), 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; CE 680; CE 690) 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 645 - School Counseling Practice

CE 650 -- Diagnosis & Psychopathology of Adults

CE 651 – Diagnosis & Psychopathology of
Children and Adolescents

CE 652 - Treatment Planning

CE 653 - Sex, Drugs and Crisis: Counseling Theory,
Practice and Treatment

CE 658 – Microskills

CE 660 - Counseling Theory and Practice

CE 680 - Counseling Practicum

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).
CE 658 - Microskills

Basic statistics course (undergraduate or graduate)

CE 601- Foundations of Counseling

CE 635 – Orientation to School Counseling

CE 640 – Orientation to CMHC

CE 640 – Orientation to CMHC

CE 650 or CE 651, and CE 660

CE 601 – Foundations of Counseling;
CE 658 – Microskills.
CE 650 or 651 – Diagnosis of Adults; Diagnosis of
Children and Adolescents
CE 660 – Theories of Counseling

CE 601 – Foundations of Counseling
(Note: CE 601 may be taken concurrently with CE
601)

CE 601 – Foundations of Counseling;
CE 658 – Microskills

CMHC Counseling students: CE 601, CE 615, CE
633, CE 640, CE 650 or 651, CE 652, CE 658, CE
660 and 45 credits completed

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

CE 690 - Internship	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) and 48 credits completed for CMHC Students
CE 695 - Capstone	May be taken concurrently with CE 680 – Counseling Practicum or CE 690 – Internship
CE 699 - Master's Thesis	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.

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 OR
 CE 699 - Master's Thesis

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 - Multiculturalism 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 will be responsible to 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>).

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 hours of 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

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.

CHAPTER 7: COMPREHENSIVE EXAMINATIONS

Comprehensive Examinations

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). Additional offerings may occur during summer term on an as-needed basis.

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, textbooks and other assigned readings as 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 admitted for the examination if payment has not been 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 - the examination proctor will provide all testing materials, including pencils.

Requirements for Passing the Comprehensive Examination – The Winona State University Counselor Education Department requires that a total 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 next time it is offered at WSU, including re-registering and paying for the exam. If the student does not pass the Comprehensive CPCE exam the second time, the student will be required to sit for an written exam, administered by three CED faculty, which will focus on content areas the student failed in either CPCE exam. Only when a student has successfully completed the CPCE exam or the written exam, if necessary, to the satisfaction of the CED faculty, and all coursework is completed, will a student be issued a degree. Upon departmental review, students who fail to pass either exam to the satisfaction of the CED faculty, may choose to meet the requirements of the Human Services Professional Masters program and be granted this 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 (CPCE and written exam, if needed), the student may be allowed to complete degree requirements for the Human Services Professional Masters degree or 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 has filed the proper paperwork with WSU Access Services (<http://www.winona.edu/accessservices/>), which documents 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 A 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 D for the Counselor Education Dept. Program Requirement Checklist.

Graduation Celebration, Hooding And Commencement - Graduating students, their families, and friends are invited to the Counselor 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 works 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. Mary Fawcett (mfawcett@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 office 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 Access Services (<http://www.winona.edu/accessservices/>), and 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, or to use assistive technology.
- 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.

Course 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 have the opportunity to provide informal feedback concerning curriculum, grades, supervision, practicum/internship site assignments, and so forth. 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 (IP) 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 student work and IP 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.

Counseling Competencies Scale: Assessment of Professional Skills, Dispositions & Behavior

Program students will be assessed periodically throughout the program on their professional skill development, professional dispositions and professional behaviors required of professionals in the counseling field. Students will be required to complete a self-assessment using the Counseling Competencies Scale at each of these checkpoints: CE 658, CE 615, CE 680 and CE 690. Simultaneously, faculty instructors of those courses will be completing the same **Counseling Competencies Scale** as a summative evaluation of all students in those courses.

While we expect students to develop and grow throughout the program, it is important that students work to achieve or maintain minimum standards of competency at or above the target scores noted in the above table on the Counseling Competencies Scale. Faculty will discuss areas of concern with students in CE 658 and CE 615 so that students can improve in areas scoring below a '6' in each competency area (see table below). In CE 680 and CE 690, students scoring below the target scores may be required to complete a retention plan. Failure to complete the retention plan as outlined may lead to a recommendation to receive a Human Services Professional Masters degree, or could lead to dismissal from the program (see sections on **Student Retention Procedure** and **Student Dismissal** below for specific details).

Counseling Competency Area	Points Possible	Target Score
Primary Counseling Skills	88 points	66 points or better
Professional Dispositions	80 points	60 points or better
Professional Behaviors	80 points	60 points or better
Total Score	248 points	186 points or better

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 and dispositions).

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 CED faculty, a student's behavior, academic performance, counseling skill development, and/or professional disposition 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 Dismissal

Students can be dismissed from any Counselor Education program for the following issues:

1) failure to meet terms of academic probation, 2) failure to meet terms of an established retention plan, 3) failure to meet practicum or internship requirements (see Practicum/Internship handbook), or 4) other egregious ethical violations.

All of these determinations for dismissal will be made upon the recommendation of the Counselor Education Department

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

A. **Grievance** - A written claim raised by a student, alleging improper, unfair, arbitrary, or discriminatory action by an employee involving the application of a specific provision of a university rule/regulation or a MnSCU board policy or procedure.

B. **Complaint** – An oral claim by a student alleging improper, unfair or arbitrary treatment.

C. **Appeal** – A request for reconsideration of a grievance application of a policy or procedure.

D. **Retaliation** – Retribution of any kind taken against a student for participating in a complaint or grievance.

E. **Student** – An individual student, a group of students, or the student government.

A. **Step I** – When a student has a complaint/grievance, s/he shall first meet on an informal basis with the faculty, staff member, or university administrator directly involved in the dispute in an attempt to resolve the complaint/grievance.

B. **Step II** – When a student has a complaint/grievance which remains unresolved after consultation with the faculty member, staff member, or university administrator directly involved in the dispute, s/he shall file a written account of his/her grievance with the appropriate academic dean in cases where the dispute involves teaching faculty, or the appropriate supervisor in cases where the dispute involves other university employees. This notification shall contain a statement indicating the intention of the party to proceed with the grievance, and the relief

requested. The academic dean, appropriate supervisor, or designee, shall respond in writing to the student(s) within fourteen (14) days of receipt of the written, signed notice of grievance.

C. **Step III** - If the grievance is not resolved at the Step II meeting, the student(s) may appeal to the vice president for that area. The vice president shall consider the appeal and make a decision. The VP shall respond in writing to the student within Winona State University fourteen (14) days of receipt of the written, signed notice of appeal. The decision of the vice president is final and binding.

A student has the right to seek a remedy for a dispute or disagreement. No retaliation of any kind shall be taken against a student for participation in a complaint or grievance.

This WSU Regulation supersedes WSU Regulation 4-2 dated Aug. 18, 1988.

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 Professional Identity Development Grants for Students

Grant origins: The Counselor Education Department at Winona State University is proud to have received one of three 2011 National Board for Certified Counselors (NBCC) Professional Identity Awards. This national recognition signifies the faculty's excellence in and commitment to promoting counselor professional identity.

Counselor Education (CE) program students who attend or present at local, regional, or national counseling conferences or workshops may apply for a Professional Identity Development (PID) Grant. The PID Grant functions to reimburse students for conference/workshop registration and related expenses. Levels of funding include:

Local/Regional Conferences	National Conferences
\$200 maximum for presenting/attending	\$350 maximum for presenting/attending
\$150 maximum for attending only	\$300 for attending only

Eligibility:

- Deadlines for submitting PID Grant application and all expense related documentation must be met to qualify for reimbursement of expenses (see Application Process)
- PID Grant applicants must be formally admitted to the CE Program and currently enrolled in CE courses on part-time or full-time basis (students enrolled in CE courses with *Graduate Special* status are not eligible)
- Conference or workshop attended must be sponsored by state or national counseling association, and/or be approved by the CE Department (see recommended conferences below)

Recommended Conferences Include

- American Counseling Association (ACA) Annual Conference
- American School Counselor Association (ASCA) Annual Conference
- Minnesota Counseling Association (MNCA) Annual Conference
- Minnesota School Counselors Association (MSCA) Annual Conference
- Wisconsin Counseling Association (WCA) Annual Conference
- Wisconsin School Counselors Association (WSCA)
- Other local, regional, and national counseling workshops/conferences approved by CE Department faculty

PID Grant Application Process

To qualify for the PID Grant, the following steps must be followed within the designated timeframes:

- 1) Students must submit all documentation AT LEAST 10 business days prior to travel and/or conference attendance. *For example, the conference is during October 7 and 8. You are traveling on October 6. You must submit all documentation by September 22.*
 - a. Submission includes:
 - i. Winona State University Counselor Education Professional Identity Development Grant Form. This form is located on the CED Website. Please submit this form to Dr. Heather Fye (hfy@winona.edu). Please direct questions related to this form to Dr. Fye.
 - ii. WSU Travel Request Form. Several original signatures from faculty members in the College of Education are required. Therefore, please submit the paper form (cannot be scanned, copied, or emailed) to Nadia Miranda in 132 Gildemeister Hall. This form can be found on the WSU Business Office Website (http://www.winona.edu/businessoffice/Media/WSU_TRAVEL_REQUEST_FORM.pdf). Note: leave Cost Center field blank.
 - iii. W-9 Form is REQUIRED (social security number is required to be included on the form). This form must be submitted directly to the business office. This form allows the Business Office to reimburse you. You MUST complete this form to receive your reimbursement check. No exceptions as per state regulations! Link for W-9 form: <https://www.irs.gov/pub/irs-pdf/fw9.pdf>

- 2) You will receive written notification of approval (and amount) or denial for the PID Grant Request.
- 3) **Within 5 days** after completion of travel and/or conference attendance, submit the following documents to the WSU Business Office (Somsen Hall 106):
 - i. WSU Student Reimbursement Form and original, itemized receipts: The Student Reimbursement form requires the student's original signature. This form can be found on the WSU Business Office website ([http://www.winona.edu/businessoffice/Media/Student%20Reimbursement%20Form%20\(live\).pdf](http://www.winona.edu/businessoffice/Media/Student%20Reimbursement%20Form%20(live).pdf)). Submit completed form (cannot be scanned, copied, or emailed) with an original signature and original receipts to Nadia Miranda in 132 Gildemeister Hall. Receipts include (but may not be limited to):
 - Conference registration payment ORIGINAL receipt(s)
 - Food and lodging ORIGINAL and ITEMIZED receipt(s) (no exceptions!)
 - Transportation/airfare receipt(s) (note: if using Uber, business card of driver must also be submitted)
 - ii. Professional Identity Grant Reflection Paper: describe the following: professional goals met by attending activity, description of conference or workshop, benefits of attending, and plans for future activities. Please submit the following to Dr. Heather Fye (hfy@winona.edu). It can be submitted email or in-person (132 Gildemeister Hall).

Reimbursement Guidelines (from WSU Business Office Website)

Note: This is only a guide and some policies differ from faculty travel. Please refer to website for specific details: <http://www.winona.edu/businessoffice/travel.asp>

Meals - Students are reimbursed for the actual cost of a meal not to exceed the maximum established in the applicable collective bargaining agreement or compensation plan ([Bargaining Agreement/Compensation Plan](#)).

Eligible meal reimbursement:

- Breakfast - in travel status overnight or when the trip begins before 6:00am (not to exceed \$9)
- Lunch - in travel status and more than 35 miles from work station through the normal lunch period (not to exceed \$11)
- Dinner - in travel status overnight or when the trip ends after 7pm (not to exceed \$16)

Mileage - Students are reimbursed for actual miles driven at the rates specified by the applicable collective bargaining agreement, compensation plan, or state statute. There are several rates used when reimbursing mileage for travel. The IRS sets a standard mileage rate and updates it periodically.

- Mileage will be reimbursed for the shortest direct route from your home "work" location to your destination or your "residence", whichever is shorter.
- Requested but no State Vehicle was available – check current rate on the WSU Business Office website

- Choose to drive your own vehicle – check current rate on the WSU Business Office website
- Long distance driving reimbursement is limited to the lowest round trip airfare. Contact the Business Office for more details.

Lodging - Lodging facilities MUST be licensed. For one example, the use of AirB&B, VRBO and similar properties, are not reimbursable, as the license status is unable to be determined.

- Your name must be on the original receive for lodging. If splitting the room rate, please make sure you have a receipt with your name on the split lodging cost.
- Students must submit the itemized receipts for lodging showing the details and dates of charges.
- Students must NOT accept any lodging benefits/rewards for their lodging. If rewards are connected or used for the lodging, WSU will not reimburse you. Review your receipt carefully to ensure no rewards are connected to the lodging receipt.

Other Expenses - Itemized receipts are required for all expenses. For example, parking, taxi, baggage, etc.

Expenses that do not qualify for reimbursement include:

- Alcoholic beverages
- Annual fees and interest for personal credit cards
- Late payment fees or interest on state-issued corporate credit cards
- Expenses of traveling companions or family members
- Expenses related to vacation or personal days while traveling
- Loss or theft of personal cash or property
- Entertainment or amusement costs, movies, optional travel or baggage insurance, parking or traffic tickets, commuting mileage or costs, health/fitness club fees, towing/repairs of personal vehicles
- Incomplete or incorrect reimbursement form

Additional Scholarship Resources

Annual scholarships for students pursuing graduate degrees in Counselor Education are typically offered by the Winona State Counselor Education Department (<http://www.winona.edu/counseloreducation/studentresources.asp>), the Wisconsin School Counselor Association (<http://www.wscaweb.org/>), the Minnesota School Counselor Association (http://www.mnschoolcounselors.org/Awards/2016/MSCA_Potential_School_Counselors_Scholarship_Application.pdf), and Minnesota Women in Psychology (<http://mnwomeninpsychology.org>).

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 (mfawcett@winona.edu) or Dr. Heather Fye (hfyef@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. An abbreviated reference guide to APA Formatting can be found here: <https://owl.english.purdue.edu/owl/resource/560/01/>

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

Winona State University Counselor Education Department General Contact Information

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 Faculty and Staff:

Eric Baltrinic, Ph.D.....Faculty
 Gildemeister, 116A, Winona
 (507) 457-2466
 email: ebaltrinic@winona.edu

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

Mary Fawcett, Ph.D.Faculty and Chair
 Gildemeister 117A, Winona
 (507) 457 –5338
 email: mfawcett@winona.edu

Heather Fye, Ph.D. Faculty
 Gildemeister 116B, Winona
 (507) 457-5339
 email: hfyef@winona.edu

Mitchell Moore, Ph.D.Faculty
 Suite 300, 400 S. Broadway, Rochester
 (507) 535-2551
 email: mmoore@winona.edu

Robin Alcalá Saner, M.S.....Faculty
 Suite 300, 400 S. Broadway, Rochester
 (507) 535-2541
 email: rsaner@winona.edu

Counselor Education Department Administrative Support Staff:

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

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.

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 (MCA) <http://www.mncounseling.org/>
 Minnesota School Counseling Association (MSCA)..... <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 B
Clinical Mental Health Counseling
Scheduling Options

2 ½-YEAR OPTION: FOUR CLASSES/SEMESTER

FALL, YEAR 1	601	640	658	611
SPRING, YEAR 1	615^	660	534	
SUMMER, YEAR 1	620 or 622	625		
FALL, YEAR 2	633	650	651	
SPRING, YEAR 2	652	653	611	
SUMMER, YEAR 2	620 or 622	680		
FALL, YEAR 3	621	690	695 or 699	COMPS

2 ½-YEAR OPTION: THREE CLASSES/SEMESTER

FALL, YEAR 1	601	658	640	
SPRING, YEAR 1	615^	660	611	
SUMMER, YEAR 1	620 or 622	625		
FALL, YEAR 2	633	650	651	
SPRING, YEAR 2	652	653	534	
SUMMER, YEAR 2	680	620 or 622		
FALL, YEAR 3	621	690	695 or 699	COMPS

3 ½-YEAR OPTION: TWO CLASSES/SEMESTER

FALL, YEAR 1	601	640		
SPRING, YEAR 1	611	633		
SUMMER, YEAR 1	620 OR 622	625		
FALL, YEAR 2	650 or 651	658		
SPRING, YEAR 2	615^	660		
SUMMER, YEAR 2	534	620 or 622		
FALL, YEAR 3	650 or 651	621		
SPRING, YEAR 3	652	653	COMPS	
SUMMER, YEAR 3	680			
FALL, YEAR 4	690	695 or 699		

^NOTE: Students in CE 615 must complete 10 hours in group counseling. Most students take CE 595: Group Experience to complete this requirement. This is a 1 SH elective course. See course instructor for other ways students can meet this requirement.

APPENDIX C
School Counseling Program
Scheduling Options

2-YEAR OPTION: FOUR CLASSES/SEMESTER

FALL, YEAR 1	601	635	658	620
SPRING, YEAR 1	615^	633	645	660
SUMMER, YEAR 1	622	625		
FALL, YEAR 2	611	680	621	SPED 300/500
SPRING, YEAR 2	534*	690	695 or 699	COMPS

3-YEAR OPTION: THREE CLASSES/SEMESTER

FALL, YEAR 1	601	611	658	
SPRING, YEAR 1	615^	633	660	
SUMMER, YEAR 1	534	622		
FALL, YEAR 2	620	621	635	
SPRING, YEAR 2	625	645		
SUMMER, YEAR 2	SPED 300/500			
FALL, YEAR 3	680	COMPS		
SPRING, YEAR 3	690	695 or 699		

3-YEAR OPTION: TWO CLASSES/SEMESTER

FALL, YEAR 1	601	658		
SPRING, YEAR 1	615^	660		
SUMMER, YEAR 1	622	625		
FALL, YEAR 2	633	635		
SPRING, YEAR 2	611	645		
SUMMER, YEAR 2	SPED 300/500	534*		
FALL, YEAR 3	680	620	COMPS	
SPRING, YEAR 3	690	621	695 or 699	

*NOTE: In CE 534, school counseling students are advised to complete the Native American assignment to complete licensure requirements for Wisconsin. If not completed as a part of the 534 course, students will be responsible for completing the requirements on their own outside of the program.

^NOTE: Students in CE 615 must complete 10 hours in group counseling. Most students take CE 595: Group Experience to complete this requirement. This is a 1 SH elective course. See course instructor for other ways students can meet this requirement.

APPENDIX D

Counselor Education Program Graduation 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 E

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.

APPENDIX F

STUDENT ACKNOWLEDGEMENT OF RECEIPT OF CED DEPARTMENT HANDBOOK

CED DEPARTMENT HANDBOOK
STUDENT ACKNOWLEDGEMENT OF RECEIPT

I _____ acknowledge the Counselor Education Department
(Student name)
(CED) Program Handbook contains important information about the CED, and I understand that I should read and follow the guidelines and policies contained therein.

Furthermore, I accept the terms of the handbook. I also understand that it is my responsibility to comply with the policies contained in this handbook, and any revisions made to it. All such revisions will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. I further agree that if I remain with the CED following any modifications to the handbook, I thereby accept and agree to such changes.

I have received a copy of the CED Program Handbook on the date listed below. I understand that I am expected to read the entire handbook. Additionally, I will sign the two copies of this Acknowledgment of Receipt, retain one copy for myself, and return one copy to the CED representative listed below on the date specified. I understand that this form will be retained in my student file.

Signature of Student

Date

Student's Name - Printed

CED Representative

Date