



**COUNSELOR
EDUCATION
DEPARTMENT**

Program Handbook

2025-2026

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Table of Contents

| | |
|---|-----------|
| Purpose of the Handbook | 5 |
| CHAPTER 1: DEPARTMENT MISSION, ACCREDITATION STATUS, GOALS & OBJECTIVES ... | 6 |
| Mission | 6 |
| Accreditation Status..... | 6 |
| Winona State University Counselor Education Program Goals and Objectives | 6 |
| Discrimination | 12 |
| Ethical Conduct | 13 |
| Commitment to Inclusive Excellence..... | 13 |
| CHAPTER 2: COUNSELOR EDUCATION DEPARTMENT PROGRAMS OF STUDY | 14 |
| Clinical Mental Health Counseling Program..... | 14 |
| CMHC Counseling Program Requirements..... | 14 |
| School Counseling Program | 15 |
| School Counseling Program Requirements..... | 15 |
| Human Services Professional Master’s Program | 17 |
| Human Services Professional Program Requirements..... | 17 |
| Addictions Counseling Certificate Program | 19 |
| ACCP Track Requirements | 19 |
| Counseling Practicum and Internship Information for CMHC and SC Students | 20 |
| Supervision Requests for Practicum/Internship Students from other Universities | 20 |
| When CE Interns Become Paid Counselors-In-Training..... | 21 |
| CHAPTER 3: CAPSTONE PROJECT/MASTER’S THESIS..... | 22 |
| Capstone Project Guidelines | 22 |
| Master’s Thesis Option..... | 23 |
| CHAPTER 4: LICENSURE..... | 24 |
| Licensed Professional Counselor Licensure | 24 |
| Minnesota Educational Requirements for LPCC | 24 |
| Wisconsin Educational Requirements for LPC..... | 26 |
| School Counselor Licensure..... | 27 |
| Things to Consider | 27 |
| Minnesota State Requirements for School Counselor Licensure | 27 |
| Wisconsin State Requirements for School Counselor Licensure | 28 |
| Addictions Counseling Certificate Program (LADC) | 29 |
| Minnesota State Requirements for LADC Licensure..... | 29 |
| CHAPTER 5: ADMISSIONS & ADVISING | 30 |
| Admission Criteria..... | 30 |
| Graduation Planner | 31 |
| Advising..... | 32 |
| Non-Degree Seeking Students..... | 32 |
| Regarding Students Completing Coursework Prior To Admission to The CED | 33 |
| Admissions Requests by Persons Holding Master’s Degrees from Other Universities | 33 |
| Admission as a Returning Student for a Second Focus Area Post-Degree | 34 |
| Readmission to the CED for a Second Focus Area..... | 34 |
| CED Endorsement of Individuals Completing a Second Focus Area Post-Degree | 34 |
| WSU Graduate Office Requirements for Return for a Second Focus Area Post-Degree | 35 |
| Forms Required Prior to Returning for a Second Focus Area Post-Degree | 35 |
| Forms Required Upon Completion of a Second Focus Area Post-Degree | 35 |
| Admission as a Returning Student (Post Master’s Unclassified) For Licensure | 35 |
| CHAPTER 6: PROGRAM PLANNING..... | 37 |
| Change in Candidacy and/or Course Plan..... | 37 |

| | |
|---|-----------|
| Course Loads, Schedules and Academic Planning | 37 |
| Counselor Education Department - Semester Planning | 38 |
| Courses Requiring Prerequisites..... | 40 |
| Courses Offered for Pass/No Credit Grade Option..... | 41 |
| Transfer of Credit from Another Accredited Institution. | 41 |
| Request for Course Waiver..... | 41 |
| Independent Study..... | 42 |
| Workshops | 42 |
| CHAPTER 7: COMPREHENSIVE EXAMINATIONS..... | 43 |
| Counselor Preparation Comprehensive Examination (CPCE)..... | 43 |
| Preparing for the Comprehensive Exam..... | 44 |
| Verification of Identification for the Comprehensive Examination..... | 45 |
| Materials Required for the Comprehensive Examination..... | 45 |
| Requirements for Passing the Comprehensive Examination | 45 |
| Reporting of Comprehensive Examination Results to Students..... | 45 |
| Failure of the Comprehensive Examination..... | 45 |
| National Counselor Examination (NCE) | 46 |
| NCE Application Materials and Process | 46 |
| CHAPTER 8: GRADUATION | 47 |
| Graduation..... | 47 |
| Pre/Post Graduation Job Search | 47 |
| CHAPTER 9: POLICIES & PROCEDURES | 48 |
| Communication with Students from CE Department | 48 |
| Student Academic Misconduct..... | 48 |
| Accommodations for Students with Special Needs | 49 |
| Class Attendance..... | 49 |
| Course Cancellation..... | 50 |
| Evaluation and Student Input in the Counselor Education Program | 50 |
| Faculty Office Hours | 50 |
| Graduate School Academic Policy | 50 |
| Immunization Records | 51 |
| Inactive Student Status Policy..... | 51 |
| In Progress Grades | 51 |
| Counseling Competencies Scale (CCS-R)..... | 52 |
| Purchasing Electronic Learning Cloud (formerly ELC) Through D2L Requirement | 53 |
| Student Retention Procedure..... | 53 |
| Student Dismissal..... | 54 |
| Student Concerns / Complaints..... | 54 |
| Academic Grievance Procedure..... | 55 |
| Exceptions to Policies..... | 55 |
| CHAPTER 10: FINANCIAL ASSISTANCE | 56 |
| Financial Assistance | 56 |
| Graduate Assistantships | 56 |
| Professional Identity Development Grants for Students..... | 56 |
| Additional Scholarship Resources | 59 |
| Student Food Pantry..... | 59 |
| CHAPTER 11: MISCELLANEOUS INFORMATION | 60 |
| Chi Sigma Iota | 60 |
| DESIRE-2-LEARN, On-Line Access to Registered Course Materials | 60 |
| Library Resources..... | 60 |
| Publication Manual of the American Psychological Association..... | 61 |
| Personal Counseling for Students..... | 61 |
| Grad Prep Night..... | 61 |

| | |
|----------------------------|----|
| Student Reorientation..... | 61 |
|----------------------------|----|

APPENDICES

| | |
|---|-----------|
| APPENDIX A..... | 62 |
| Winona State University CED Department General Contact Information . . . | 63 |
| APPENDIX B: CED Program Scheduling Options..... | 65 |
| Clinical Mental Health Counseling Schedule Options | 66 |
| School Counseling Schedule Options..... | 69 |
| Human Services Professional Schedule..... | 72 |
| Course Offerings and Methods of Delivery | 73 |
| Addictions Counseling Certification Program Schedule | 75 |
| APPENDIX C..... | 76 |
| Counselor Education Program Graduation Checklist. . . | 77 |
| APPENDIX D – TIME MANAGEMENT | 78 |
| A Quick Course in Effective Time Management..... | 79 |
| Ten Most Common “BAD HABITS” of Time Management | 80 |
| APPENDIX E – CPCE ENROLLMENT INSTRUCTIONS..... | 81 |
| Testing Virtually..... | 82 |
| Testing In-Person | 86 |
| APPENDIX F – ACKNOWLEDGEMENT OF RECEIPT OF CED DEPT. HANDBOOK..... | 90 |
| Signature Page | 91 |

PURPOSE OF THE HANDBOOK

The Winona State University 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 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 <https://www2.winona.edu/gradstudies/>

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 and human services professionals capable of (a) building professional helping relationships that empower individuals, groups, and families to accomplish mental health, educational, wellness, and career goals, by (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 March 31, 2026. As is typical, reaccreditation will be pursued in accordance with CACREP reaccreditation guidelines to maintain accreditation for these programs.

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 WSU Counselor Education Clinical Mental Health Counseling program courses are aligned with the Minnesota Board of Behavioral Health and Therapy (BBHT). Upon graduation, students will be eligible for a Licensed Professional Clinical Counselor (LPCC) after completion of 4,000 hours of supervised, post master's clinical practice.

The WSU Counselor Education School Counseling program is also an approved preparation program in accordance with the Public Educator and Licensing Board (PELSB) in Minnesota and aligns to school counseling licensure requirements in most states.

First accredited in 1913, Winona State University remains an accredited university by the Higher Learning Commission (HLC), which has also recognized WSU for academic quality.

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 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.

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. Many of the same objectives are implemented in the Human Services Professional program and the as aligned to specific courses.

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. participating in professional counselor advocacy efforts related to institutional and social barriers that impede access, equity, and the well-being of clients;
- e. engaging with professional associations in advocacy, awareness of benefits and issues, professional development activities, and services to members and their clients;
- f. understanding professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- g. awareness of current labor market information relevant to opportunities for practice within the counseling profession as well as mental health needs in the greater community;
- h. learning and applying the ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling;
- i. recognizing the impact of technology on the profession and using it in a way that supports the community;
- j. applying strategies of personal and professional self-evaluation;
- k. developing self-care strategies appropriate to the counselor role;
- l. learning counseling supervision models, practices, and processes;

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. recognizing multicultural and pluralistic characteristics within and among diverse groups nationally and internationally;
- b. utilizing theories and models of multicultural counseling, cultural identity development;
- c. social justice and advocacy in every day professional practice;
- d. engaging in a life-long determination to develop multicultural counseling competencies;
- e. considering the impact of heritage, attitudes, beliefs, understandings, intersection identities, and acculturative experiences on an individual's views of others;
- f. weighing the effects of power and privilege among counselors and clients;
- g. responding with openness to the help-seeking behaviors of diverse clients;
- h. respecting the impact of spiritual beliefs on clients' and counselors' worldviews;
- i. acting using strategies for identifying and eliminating barriers, 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 lifespan;
- b. knowing and appropriately applying theories of learning and personality development, including current understandings about neurobiological behavior and abnormal behavior;
- c. knowing and appropriately applying theories and etiology of addictions and addictive behaviors;
- d. recognizing biological, neurological, and physiological factors that affect human development, functioning and behavior;
- e. considering systemic and environmental factors that affect human development, functioning, and behavior;
- f. understanding the effects of crises, disasters, and other trauma-causing events on persons of all ages;
- g. incorporating a general framework for understanding differing abilities as well as strategies for differentiated interventions;

- h. applying ethical and cultural strategies to promote resilience, optimum development, and wellness across the lifespan.

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 in counseling;
- b. knowing and appropriately applying interrelationships among and between work, mental well-being, relationships, other life roles and factors;
- c. applying processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology and information systems;
- d. implementing approaches for assessing the effect of the conditions of the work environment on client's life experiences;
- e. using strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development;
- f. knowing and appropriately applying career development program planning, organization, implementation, administration, and evaluation;
- g. engaging in advocacy for diverse clients' career and educational development and employment opportunities in a global economy;
- h. providing strategies for facilitating client skill development for career, educational and life-work planning and management;
- i. maintaining ethically and culturally relevant strategies for the sake of career development in all clients.

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. knowing and appropriately applying counseling theories including systemic approaches to conceptualize clients;
- b. implementing theories, models, and strategies for understanding and practicing consultation.
- c. establishing ethically and cultural relevant strategies for establishing and maintaining in-person and technology assisted relationships.

- d. considering the impact of technology on the counseling process and the counseling profession;
- e. knowing and appropriately applying counselor characteristics and behaviors that influence helping processes;
- f. knowing and appropriately applying essential interviewing, counseling skills, and case conceptualization skills;
- g. providing developmentally relevant counseling treatment or intervention plans;
- h. engaging in evidence-based counseling strategies and techniques for the prevention and intervention of all clients;
- i. establishing measurable outcomes for clients;
- j. applying strategies to promote client understanding of and access to a variety of community-based resources;
- k. knowing and appropriately applying crisis and violence prevention and intervention models, including strategies to mitigate suicide such as the use of psychological first aid strategies.
- l. using trauma-informed practices in all counseling contexts.
- m. providing developmentally appropriate opportunities to develop a personal model of counseling.

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 theoretical foundations of group counseling and group work;
- b. examining and using principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- c. assessing group effectiveness through the stages of the group process and the emergence of therapeutic factors in context;
- d. knowing and appropriately engaging in characteristics and functions of effective group leaders;
- e. using evidence-based approaches to group formation, recruiting, screening and member selection;
- f. being aware of types of groups and considerations that affect group facilitation in varied settings;
- g. maintaining ethical and culturally relevant strategies for designing and facilitating groups;
- h. 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. implementing methods of effectively preparing for and conducting initial assessment meetings;
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide;
- d. procedures for identifying trauma and abuse and subsequent reporting requirements;
- e. uses of assessments for diagnostic and intervention planning purposes;
- f. 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;
- g. understanding and applying statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- h. understanding reliability and validity in the use of assessments;
- i. utilization of assessments relevant to academic/educational, career, personal, and social development;
- j. informed use assessment measures such as symptom checklists, personality, and psychological testing;
- k. understanding of assessment results to diagnose developmental, behavioral, and mental disorders;
- l. recognizing the impact of social and cultural factors as related to the assessment and evaluation of individuals, groups, and specific populations; and,
- m. 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; especially how to critique research to inform counseling practice;
- b. identification and application of evidence-based counseling practices;

- c. development and implementation of needs assessments and outcome measures for counseling and other related programs;
- d. implementing evaluations of counseling interventions and programs;
- e. research methods such as qualitative, quantitative, mixed methods, single-subject design, action research, and outcome-based research;
- f. understanding statistical methods used in conducting research and program evaluation;
- g. analysis and use of data in counseling;
- h. knowing and appropriately applying ethical and culturally relevant strategies conducting, interpreting and reporting the results of research and/or program evaluation.

Additionally, the Winona State University Counselor Education department offers three other programs of study: the Human Services Professional Master's program (HSPM), the Addictions Counseling Certificate program (ACCP), and course work leading to a Play Therapy certification. The Human Services Professional Master's program emphasizes personal and professional growth and development through a curriculum designed to enhance student understanding of self and others while promoting more effective work in the individual's respective field. The Addictions Counseling Certificate program is intended to prepare graduates for credentialing as a Licensed Alcohol and Drug Counselor (LADC) in Minnesota. The Play Therapy certification program is intended to prepare graduates for specialized certification in Play Therapy.

Discrimination

Winona State University and the Counselor Education Department do not discriminate in accordance with Federal law, and the following Minnesota State Policy 1B.1. "Minnesota State prohibits discrimination and harassment against persons in the terms and conditions of employment, personnel practices, or access to and participation in educational programs, services, and activities on the basis of membership or perceived membership in any of the following protected classes: race, sex (including pregnancy, child birth, and related medical conditions), color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, gender expression, veteran status, familial status, and membership or activity in a local human rights commission. Protected class also includes genetic information for employees.

Minnesota State shall maintain and encourage full freedom of expression, inquiry, teaching and research. Academic freedom comes with a responsibility that all members of our education community benefit without intimidation, exploitation, or coercion. This policy is directed at conduct that constitutes discrimination or harassment under this policy and is not directed at the content of speech. In cases in which statements and other forms of expression are involved, Minnesota State must consider an individual's constitutionally protected right to free speech and academic freedom. However, discriminatory or harassing conduct is not within the protections of academic freedom or free speech." For the complete policy statement, see <https://www.minnstate.edu/board/policy/1b01.html>.

Furthermore, diversity is paramount to the WSU Counselor Education department, programs of study, and in faculty and student recruitment and retention practices. Faculty and students are encouraged to integrate the Multicultural Social Justice Counseling Competencies (MSJCC);

Ratts, et al., 2015) into their professional interactions, which were adopted by the Association for Multicultural Counseling and Development (AMCD), as a division of the American Counseling Association (ACA).

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). For the most current *ACA Code of Ethics*, go to <https://www.counseling.org/resources/ethics>

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 department, 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 to determine what we can do together to help you become an active and engaged member of our class and community.

To receive disability related accommodations and/or auxiliary aids, students with disabilities must contact Access Services (<https://www.winona.edu/student-life/support/access-services/>) as soon as possible by calling 507.457.5878 or emailing access@winona.edu.

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 (60 - 62 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 616 – Group Experience (1 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)
- _____ Choose **one** of the following program evaluation requirements:
- _____ CE 695 - Capstone Project (1 semester hour) OR
- _____ CE 699 - Master's Thesis (3 semester hours)

Total minimum 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 of Science (M.S.) degree. *For additional requirements for professional licensure see Chapter 4 on Licensure.*

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/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements>.

School Counseling Program Requirements:

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

Required Courses (60-62 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 616 - Group Counseling Experience (1 semester hour)
- _____ 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 626 - College and Career Counseling Applications (1 semester hour)
- _____ CE 630 – Counseling Children and Adolescents (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 646 - Introduction to Play Therapy (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)
- _____ Choose **one** of the following electives:
 - _____ CE 651 – Diagnosis and Psychopathology of Children and Adolescents (3 semester hours)
 - _____ SPED 500 - Education of Exceptional Children/Youth[#] (3 semester hours)
- _____ Choose **one** of the following program evaluation requirements:
 - _____ CE 695 - Capstone Project (1 semester hour) OR
 - _____ CE 699 - Master's Thesis (3 semester hours)

Total minimum credits **required** in School Counseling Program is **60 semester hours**.

Successful completion of the required coursework including completion of a comprehensive exam leads to the Master of Science (M.S.) degree.

NOTE: Work with your advisor to select the elective course needed for licensure in the state where you intend to practice. Also, not all courses are offered every year, so adherence to your program of study is paramount to meet your graduation goals. *For additional requirements for professional licensure see Chapter 4 on Licensure.*

School Counseling Students Practicum and Internship Requirements

In accordance with school counseling licensure statute in Minnesota, counselor education students must have experience in Elementary, Middle, and High School counseling levels prior to graduation. These requirements need to be met during the practicum and internship experiences, which is a minimum of 100 hours and minimum of 600 hours respectively. The Counselor Education Department has set the following requirements for school counseling students to meet the PELSB guidelines for licensure:

- Students must complete a minimum of 100 hours at each level (elementary or grades K-4, middle or grades 5-8, and high school or grades 9-12) over the course of their practicum and internship experience.
- Of the 100 hours at each setting, 40 hours must be direct service hours (working directly with students in individual counseling, group counseling and/or classrooms lesson delivery).
- A student may meet the requirements by working at one site if the site includes more than one level (e.g., a 7-12 building). However, 200 hours will need to be completed at that site with 100 hours at each developmental level.

Students are encouraged to work with their advisor, the field placement coordinator, or their practicum or internship instructor to assure they are meeting this school counseling requirement. It is also important to log these field hours by level in the Electronic Learning Cloud (formerly Tevera).

HUMAN SERVICES PROFESSIONAL MASTER'S DEGREE PROGRAM

The Human Services Professional Master's (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 Master's program is not eligible for CACREP accreditation. Human Services Professional Master's 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*.

HSPM Comprehensive Evaluation Requirement

At the beginning of a student's program, the student and the advisor determine the plan for the 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) CE 698 - Project-Based Special Topic (1 S.H.) or
- 3) 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 and CE 633 are also requirements for the Licensed Alcohol and Drug Certificate.

Potential Track Options* to meet Electives

1. *Professional by Design*

Select 10 S.H. of departmental-approved courses

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. *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 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.)

All track options are required to also complete a *Comprehensive Evaluation*. Students may choose one of the following to meet this requirement: CE 695: Capstone, CE 699: Thesis, or successful completion of the CPCE exam.

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 online 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 534 – Multicultural and Diversity (3 semester hours)^
- _____ 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 633 - Ethical Practice and Social Change^
- _____ 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 and CE 633 also meet the course requirements for the following master's degree programs: Clinical Mental Health Counseling, School Counseling, and the Human Services Professional.

^^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 solely in the ACCP program must enroll as a non-degree seeking student to take CE 534 and CE 633.

COUNSELING PRACTICUM AND INTERNSHIP INFORMATION FOR CLINICAL MENTAL HEALTH COUNSELING 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 (100) 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 practicum request form must be completed and submitted by the January 15th deadline that precedes the student's practicum semester. The Practicum Request form can be found in the Experiential Learning Cloud (ELC; formerly known as Tevera). 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. This determination is also a CACREP standard.

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 100/600 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 with student interns and site supervisors every semester, even if the student plans to enroll in internship for more than one semester.

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 ***Graduation Planner*** 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 March of 2026.

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 when space in respective courses allows for additional students in compliance with CACREP requirements of 1:12 faculty to student ratio.

When CE Interns Become Paid Counselors-In-Training

At times, practicum/internship students are asked by a site to also serve as a long-term substitute school counselor, a licensed school counselor, or a paid intern. Although this is a good opportunity for students and sites to find an employment match that may lead to long-term job status, sites and students must still meet the course requirements (CE 690) set forth by the Counselor Education Department and CACREP to successfully complete their program.

WSU Counselor Education – Student Contract for Paid Field Experiences

Below are the minimal requirements for the Counselor Education Department to approve paid practicum/internship field placements:

1. all requirements for CE 690 course internship must be attainable (weekly supervision, recorded sessions for class, etc.);
2. there must be a licensed counselor available for supervision either on-site or near to student (e.g., in one of the other schools nearby; available to meet virtually as always needed) during the work hours of the intern;
3. school counseling students must obtain a license in accordance with their state (e.g., substitute license, Tier 2 license, etc.);
4. prior to beginning a substitute, temporary, or permanent position, a site evaluation or meeting with site administrators is recommended to ensure clear communication and expectations from all parties;
5. the student agrees to consult with site supervisors prior to, during, and after making decisions in crisis situations and to notify university supervisors of the circumstances;
6. upon accepting the position, students must understand that CED faculty cannot advocate for them in certain situations that are part of employment (e.g., wages, hours assigned to work, assigned duties);
7. students should be paid a comparable wage to other candidates for the position as if they were not students in a counseling program.

I _____ (print name) agree to the above requirements and will communicate these requirements to my employer and site supervisor.

Student Signature: _____ Date: _____

Site Supervisor Signature: _____ Date: _____

WSU University Supervisor: _____ Date: _____

CHAPTER 3: CAPSTONE PROJECT OR MASTER'S THESIS

Capstone Project Guidelines

CE 695 – Capstone Project is often taken in the final year of the student's program of study. 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. For additional guidance, see the *WSU CED Capstone Project Manual*. 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 expertise, and faculty availability. Students must inform the Counselor Education Administrative Assistant of their intent to enroll in Capstone and their topic of interest the semester before the student intends 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 *WSU CED 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 (Signed by Faculty Supervisor)
- Abstract
- Table of Contents
- Introduction (including purpose of project, rationale, and research questions)
- Review of Literature
- Discussion (application to professional practice)
- 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 Statement (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 must enroll in one (1) semester hour per semester supervised for at least three (3) semester hours for this project; please discuss this option with your advisor and/or your thesis supervisor. The *WSU CED Thesis Manual* can be accessed on the WSU Counselor Education webpage under Student Resources.

NOTE: Any research involving human subjects requires approval by the Winona State University Institutional Review Board (IRB). Contact your assigned thesis supervisor for information. For more information, see:
<https://www.winona.edu/academics/research/research-compliance/>

- 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 Statement (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 WSU 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 student's field of concentration. For more information, see the *WSU CED Master's Thesis Manual*, under Student Resources tab on the Counselor Education webpage.

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 to 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 where requirements and application materials can be accessed: <https://mn.gov/boards/behavioral-health/>.

The application for licensure is an individual process. After a student completes the graduate program, the individual can apply to the Minnesota Board of Behavior Health and Therapy (BBHT). In Wisconsin, individuals can apply for licensure Marriage and Family Therapy, Professional Counseling and Social Work Examining Board, which is a division of the Department of Safety and Professional Services (DSPS). It is the responsibility of the applicant to show the board that they have met all educational requirements. The respective licensure board will have to approve all applications. 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 these licenses in these states. General requirements for both levels of licensure are listed below.

Minnesota Educational Requirements for LPCC:

Current educational requirements for LPCC are completion of 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:

| Required Graduate Coursework (MnBBHT) | General Method (MnBBHT requirements) | CED course(s) that meet MnBBHT requirements |
|---|---|---|
| 1. helping relationship, including counseling theory and practice | Subject must be demonstrated | CE 660- Counseling Theory and Practice (3 semester hours) CE 658- Microskills (3 SH) |
| 2. human growth and development | Subject must be demonstrated | CE 611- Development Over the Lifespan (3 SH) |
| 3. lifestyle and career development | Subject must be demonstrated | CE 625 - Career Development and Appraisal (3 SH) |
| 4. group dynamics, processes, counseling, and consulting. | Subject must be demonstrated | CE 615 - Group Theory and Practice (3 SH) |

| | | |
|---|-------------------------------------|---|
| 5. assessment and appraisal | Subject must be demonstrated | CE 620 - Tests and Measurements (3 SH) |
| 6. social and cultural foundation, including multicultural issues | Subject must be demonstrated | CE 534 - Multiculturalism and Diversity (3 SH) |
| 7. principles of etiology, treatment planning, and prevention or mental and emotional disorders and dysfunctional behaviors | Subject must be demonstrated | CE 650 - Diagnosis and Psychopathology of Adults (3 SH) CE 651 - Diagnosis and Psychopathology of Children and Adolescents (3 SH) |
| 8. family counseling and therapy | Subject must be demonstrated | CE 622 - Family Systems Counseling (3 SH) |
| 9. research and evaluation | Subject must be demonstrated | CE 621 - Research Design (3 SH) |
| 10. professional counseling orientation and ethics | Subject must be demonstrated | CE 601 - Foundations of Counseling (3 SH) CE 633 - Ethical Practice and Social Change (3 SH) CE 640 - Orientation to Clinical Mental Health Counseling (3 SH) |
| 11. diagnostic assessment for child and adult mental disorders; and psychopathology including developmental psychopathology | Six (6) semester credits required | CE 650 - Diagnosis and Psychopathology of Adults (3 SH) CE 651 - Diagnosis and Psychopathology of Children and Adolescents (3 SH) |
| 12. clinical treatment planning, with measurable goals | Three (3) semester credits required | CE 652 - Treatment Planning (3 SH) |
| 13. clinical intervention methods informed by research evidence and community standards of practice | Six (6) semester credits required | CE 660 - Counseling Theory and Practice (3 SH) CE 653 - Sex, Drugs and Crisis: Counseling Theory, Practice & Treatment (4 SH) |
| 14. evaluation methodologies regarding the effectiveness of interventions | Three (3) semester credits required | CE 620 - Tests and Measurements (3 SH) |
| 15. professional ethics | Three (3) semester credits required | CE 633 - Ethical Practice and Social Change (3 SH) |
| 16. cultural diversity | Three (3) semester credits required | CE 534 - Multiculturalism and Diversity (3 SH) |

1. Three credits in clinical treatment planning, with measurable goals;
2. Six credits in clinical intervention methods informed by research evidence and community standards of practice;
3. Three credits in evaluation methodologies regarding the effectiveness of interventions;
4. Three credits in professional ethics applied to clinical practice; and
5. Three credits in cultural diversity.

Winona State University's Clinical Mental Health Counseling (CMHC) program meets all the aforementioned BBHT educational requirements for the LPCC as noted in the table above. In

In addition to the educational requirements, the applicant must also complete 4,000 hours of supervised, post-master's degree professional practice in the delivery of clinical services in the diagnosis and treatment of child and adult mental illnesses and disorders. 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. Information about the NCMHCE can be found at <https://mn.gov/boards/behavioral-health/applicants/exam-information/lpcc-exam-information.jsp>

Wisconsin Educational Requirements for LPC:

Current educational requirements for Licensed Professional Counselor in Wisconsin are:

- Complete a Graduate Degree in professional counseling or an equivalent degree approved by Professional Counselor Section (more information below).
- Completion of 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.
 - Doctoral level - 1,000 hours of post-degree supervised professional counseling practice.
- Complete and submit Professional Counselor Application including required documentation and fees.
 - An applicant for permanent licensure may apply for a temporary license at the same time.
 - The temporary license may be issued to an individual who pays the required fee and meets all the qualifications for the permanent license except for passing the required national examination.
 - The temporary license expires upon notification of successful completion of the national examination or expiration of the 9-month period, whichever is earlier.
 - The temporary license may be renewed one time for an additional 9-month period.
- Successful completion of required examination (National Counseling Examination).

Licensure information can be found at: <https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>

SCHOOL COUNSELOR LICENSURE

The Winona State 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 as determined by the Public Educator Licensure and Standards Board (PELSB) in Minnesota and the Wisconsin Department of Public Instruction (DPI).

Advisement regarding licensure:

1. Upon admission to the Counselor Education Department, all CE students meet with their advisor to complete plan of study in the online platform called Graduate Planner in uAchieve. At this time, it is important for you to discuss your plans post-graduation to identify courses required for state licensure that are not CE program requirements (see below), if any.
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 for grades pre-K through 12, and program requirements reflect this standard.

Minnesota State Requirements for School Counselor Licensure:

In Minnesota, graduates of a CACREP-approved school counseling program need to upload the necessary licensure application and supporting documents to the Public Educator Licensure and Standards board for licensure approval. **Due to the changing nature of licensing requirements, students should review posted state information frequently.**

Minnesota Educator Licensing Application and Directions - For information on Tier 1, Tier 2, Tier 3, and Tier 4 level licensure requirements in Minnesota and applying for licensure, go to: <https://mn.gov/pelsb/>

If you have questions about the application process, please contact: Professional Educator Licensure and Standards Board. Email: pelsb@state.mn.us; Phone: 651.539.4200

Wisconsin State Requirements for School Counselor Licensure:

In addition to the completion of all WSU CED School Counseling program requirements, students must complete the following course and research requirement to be licensed in Wisconsin:

- 1) SPED 400/500 Exceptional Children and Youth (or other equivalent coursework)***
- 2) North American Tribes research requirement, to be completed as part of CE 534 or CE 635 (for more details see Wisconsin licensure information on the next page).***

CE graduates previously certified as teachers may have taken an exceptional child course and would need to document this with the CE Department prior to submitting their licensure

application. All other students are encouraged to complete SPED 500 and should discuss the pros and cons of registering for undergraduate vs. graduate credit with their advisor.

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/tepd/elo/oos>.

If you have questions about the licensure application process, please contact: **Andréa Donegan, School Counseling Program Consultant**, at andrea.donegan@dpi.wi.gov or 608-224-6175.

****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 tribal 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 on 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>.

To determine what you need to secure a school counseling license in Wisconsin, go to: <https://dpi.wi.gov/tepd/elo/oos/initial-pupil-services-tips>

For other state licensure or certification requirements, go to:
<https://www.schoolcounselor.org/About-School-Counseling/Careers-in-School-Counseling/State-Requirements-Program>

ADDICTIONS COUNSELING CERTIFICATE PROGRAM

Educational Requirements for Addictions Counseling Licensure in Minnesota

This is an overview of the licensing process to become a Licensed Alcohol and Drug Counselor (LADC) in Minnesota (also see <https://mn.gov/boards/behavioral-health/applicants/apply/apply-for-ladc.jsp>). To become a LADC, individuals must earn at least a bachelor's degree and complete 270 classroom hours (18 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: <https://mn.gov/boards/behavioral-health/>

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 Timeline

Applications open each year on May 15th using the [GradCAS](#) online application platform. Successful candidates from either campus interview experience will start their program in the Fall semester. If you are interested in starting in the summer session, please contact your assigned advisor once admitted to determine if you meet pre-requisites for available courses.

| Domestic Student Application Deadline | Pre-Screening Date Decision | In-person Screening Interview Date* | Semester Start |
|---------------------------------------|-----------------------------|-------------------------------------|----------------|
| December 1, 2025 | December 6, 2025 | January 23, 2026 | Fall 2026 |
| March 1, 2026 | March 4, 2026 | April 10, 2026 | Fall 2026 |

*Domestic students who would have difficulty arranging for an in-person interview because of study abroad status, a financial burden to travel to Minnesota, or other mitigating circumstances can request to attend the virtual screening in May (see below). If accepted to the program, these students would start the following Fall semester.

| International Student Application Deadline | Pre-Screening Date Decision | Virtual Screening Interview Date | Semester Start |
|--|-----------------------------|----------------------------------|----------------|
| March 1, 2026 | March 4, 2026 | May 8, 2026 | Fall 2027 |

Admission Criteria and Application Materials

1. Resume or Curriculum Vita

- Include an overview of your education, work history, leadership experience, scholarships, honors and awards, volunteer service activities, and other relevant information. *Upload under the Supporting Information area.*

2. 2-5 Professional Recommendations

- You will be asked to provide contact information for 2-5 Professional Recommendations. Once you have saved an electronic recommendation, an email request will automatically be sent to the recommender on your behalf to complete a series of questions using a Likert-scale format. *Please advise your recommender to look for this email in their inbox, as well as their spam or junk-mail folder, as emails do occasionally get filtered out.*

3. Personal Statement Questions

- Complete the personal statement questions in the Program Materials - Questions tab.
- Complete Statement of Understanding Form - To ensure all program applicants are aware of their rights and responsibilities, applicants must review and agree to the Statement of Understanding Form in the Program Materials > Questions tab.

4. Unofficial Transcripts (U.S. Colleges and Universities)

- Upload unofficial transcripts from all previously attended colleges and universities.
- If admitted, all official transcripts will be required.

NOTE: Applicants must have a bachelor's degree from an accredited college or university and a cumulative GPA of 3.0 or higher. A cumulative GPA lower than 3.0 will be reviewed on a case-by-case basis.

5. Non-U.S. transcripts (if applicable)

- Submit an official course-by-course evaluation from ECE or WES. You can order these evaluations directly through the CAS portal.

6. Campus Interview - If you advance to the next stage of the process, we'll invite you to an in-person, individual/group interview. Students who would have difficulty arranging for an in-person interview because of study abroad status, international status, a financial burden to travel to Minnesota, or other mitigating circumstances can request to attend the virtual screening in May (see below). If accepted to the program, these students would start the following Fall semester.

- If you are an international student, please see the instructions for International Applicants below.

Instructions for International Applicants

The deadline to apply and submit all documents as an International Student is March 1.

A. Transcripts

- Any non-U.S. transcripts need an official course-by-course evaluation.
- You can order official ECE or WES transcripts directly from the Academic History - Colleges Attended tab.
- Winona State University also accepts evaluations done by members of NACES and AICE.
- All other official course-by-course evaluations must be submitted to Winona State Admissions Office. Unofficial copies of exam results can be uploaded in the Program Materials section.

B. Provide Proof of English Proficiency

- Submit official TOEFL and IELTS English proficiency exam results in the Academic History - Standardized Tests tab.
- Applicants must use the following codes to send official scores to the Liaison CAS Service.

TOEFL: GradCAS B886

IELTS: GradCAS

- All other unofficial English proficiency exam results can be uploaded in the Academic History -

Standardized Tests tab. Official exam results can be sent to the Winona State International Office. You can find more information on this website.

SuperAdvising. After attending the Counselor Education Screening, prospective students will be notified within 2 weeks of the determination of the Counselor Education Department faculty decision. Those invited to attend will also be invited to an advising session. The purpose of this initial advising session is to register for your courses for your first semester, meet other CED students in your cohort, and learn some basic information that will help you get started in the program successfully. Since this initial session is essential for students for advising; *students who cannot attend will need to schedule a meeting with their assigned advisor at a mutually agreeable time to register for Fall courses.*

1. Immediately after attending an advising session, students are urged to enroll in **CE 601: Foundations of Counseling** upon being admitted into the program and the other suggested courses to ensure adequate sections of courses will be offered for students who need them. NOTE: A benefit of attending the January screening and early commitment to the program is that students can then select their preferred section of CE 601 (Winona or Rochester) for the fall term of their first semester until sections are filled. After that, students must choose to register for courses with open sections only.
2. 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) Enroll in and successfully complete CE 601: Foundations of Counseling, and receive a grade of “B” or better, **and**
 - 2) Meet with assigned advisor to complete and file their program of study using the ***Graduation Planner*** in uAchieve by midterm of their first Fall semester.
 - 3) Attend **Capstone presentations** in the Fall semester of their first year.

Graduation Planner

The Graduation Planner allows students and staff to create personalized plans of study that identify the courses the student needs to take, each term, to complete their degree from the Counselor Education Department. Before or during CE 601: Foundations of Counseling, the student must complete the Graduation Planner in consultation with their faculty advisor. This serves as a program contract to help you meet your graduation goals. Any student who deviates from their plan, without faculty advisor, approval, cannot be ensured a timely graduation.

No graduate student is permitted to enroll for more than twelve (12) credits per academic semester or six (6) credits during the summer session without approval from the appropriate college Dean or Dean for School of Graduate Studies by submitting a credit overload request. This regulation applies to any combination of courses, workshops, weekend seminars, institutes, and other special offerings. See the current ***Winona State University Graduate Catalog*** for additional information (<https://catalog.winona.edu/content.php?catoid=39&navoid=7004>).

***NOTE:** The [Graduation Planner](#) can be accessed in student e-services using the review my

plan or degree audit tabs. It is very important to maintain your plan of study to stay on course to timely graduation. If you need to modify your plan of study for any reason, it is imperative that you work with your advisor to make changes to your Graduation Plan.

Advising

Once an applicant has successfully completed screening, been admitted to the Counselor Education Department, and elected to attend WSU, they will be assigned a faculty advisor. The assigned faculty will serve as the advisor throughout the student's program of study.

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 (Graduation Planner) after they have been accepted to the program.

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 the student's faculty advisor throughout their program of study.

Change of Advisor

1. At times, faculty members retire or leave employment at WSU. If this happens, you will be notified via email and will be assigned a new advisor.

2. If scheduling conflicts or other reasons necessitate a change of advisor, a student may request to be assigned to a different faculty advisor.

Written requests for a change of faculty advisors must be submitted to:

- a. Administrative Assistant/Office Manager, Counselor Education Department, 352 Helble Hall, Phone: 507-457-5335.
- b. These changes must be approved by the department chair. If approved, the student must also complete an Advisor Change Form, which can be accessed in Warrior Space.

- You will log in with StarID@go.winona.edu and your StarID password and complete all required fields to submit the form.
- For any current advisors listed, student must select a "status" for each one:
 - "Keep"
 - "Remove"
 - "Change this Advisor"
 >>If you choose the option to "Change this Advisor," you must explain why you are requesting the change. You can add more comments if you want, such as listing a specific person you'd like to be your new advisor.
- You will get an email notification once this form is processed. Be sure to look at your Degree Audit to make sure the changes are correct.
- Both your previous advisor and your newly assigned advisor will be notified of these changes.

Non-degree Seeking Students

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 non-degree seeking student. Prospective graduate non-degree seeking students must complete an online application form (see [School of Graduate Studies](#)) to be admitted to the university. Admission as a graduate non-degree seeking student does not constitute admission to a graduate degree program.

The Winona State University Counselor Education department will accept students as non-degree seeking students (a) when there is room in courses the applicant is interested in taking, and (b) the applicant meets admission requirements. To be accepted as a non-degree seeking student, applicants must first complete a consultation with the department chair. After a clear determination is made that the applicant's goals can be met, the applicant must then apply to the department through the GradCAS platform. To review application requirements for non-degree seeking students, please see the Admission Criteria and Application Materials section on p. 30 of this document. Non-degree seeking students will be required to submit the same materials as those who are seeking a master's degree.

Declined applicants:

At times, prospective students who apply to WSU Counselor Education programs are declined admission. Counselor Education Department applicants who do not meet the requirements for admission as a degree-seeking graduate student to Winona State University and the Counselor Education Department may be admitted as a non-degree seeking student.

Prospective students who were denied admission are discouraged from reapplying for program admission until they have successfully completed 6 semester hours of graduate coursework with a letter grade of "B" or better in each completed course. Non-degree seeking students can enroll in relevant graduate level coursework outside the department and/or the following Counselor Education Department courses: CE 534: Multiculturalism and Diversity and/or CE 611: Development Over the Lifespan.

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 Winona State University Graduate Studies will be considered eligible to pursue a graduate degree from the Counselor Education Department.

Readmission as a Returning Student 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 M.S. degree in Community Counseling, Clinical Mental Health Counseling, Human Services Professional, Professional Development, or School Counseling must first meet with the chair of the CED to review past course work, determine if the student's goals can be met, and then develop a plan of study. e that the student believes would be helpful to support their 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. Decisions are often made based on enrollment factors, such as open seats in courses

needed and CACREP faculty to student ratio requirements.

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:

1. [Re-enrollment Request Form](#)
2. Application for Additional Major (form is available in WarriorSpace)

Admission Requests by Persons Holding Master's Degrees from Other Universities

Persons holding a M.A., M.S., or other graduate degree in counseling or a related profession from another accredited university may request admission to the Counselor Education Department to take courses for licensure or to add a second focus area.

Interested prospective students may reach out to a faculty member in the department to schedule a consultation meeting to discuss your goals and determine if a WSU program would align to them. For individuals who have not graduated from a CACREP-accredited institution, syllabi from courses completed may be requested to determine appropriate course work needed. The department chair will notify the applicant of the faculty decision regarding their request to return. If you and the faculty member feel goals can be met, and space is available for additional students, applicants must apply using the GradCAS online application platform.

Individuals requesting permission to be admitted to the Winona State University (WSU) Counselor Education Department (CED) for licensure courses after their completion of a master's degree in counseling from another institution must (a) upload a transcript of the master's degree coursework, (b) complete a brief statement as to why a license is being sought, (c) describe professional and/or work-related activities since the master's degree was awarded, (d) propose start date, and (e) a list of proposed courses to be completed for licensure.

After the department reviews the request, the applicant will be invited to a consultation meeting with the chair to discuss the courses the prospective student would like to take and the preferred timeline to complete the proposed course work.

Note: 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.

CHAPTER 6: PROGRAM PLANNING

Change In Candidacy and/or Course Plan

If or when a student would like to make changes to the approved program of study on the *Graduation Planner*, students must meet with their advisor to review and update their approved program of study. This review should be completed **before** applying for graduation.

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 as a Returning Student for a Second Focus Area Post-Degree*.

Course Loads, Schedules and Academic Planning

In discussion with your assigned advisor, your academic course load for each semester should be determined after thoughtful consideration of your obligations in addition to graduate school. Course plan options exist for students who wish to take 2, 3, or 4 courses per semester. Other options can typically be arranged as well.

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 their Counselor Education Department faculty advisor. To garner approval, the student should initiate the *Credit Overload Request* form located in Warrior Space.

Individual course descriptions are available online in the Graduate Catalog (see <https://catalog.winona.edu/index.php?catoid=34>). Also note, that you will be required to follow the policies from the graduate catalog of the year you entered/reentered your current program.

See **Appendix B** for scheduling options for 2-year, 3-year, or 4-year program plan options for completion of the Clinical Mental Health Counseling program and/or the School Counseling program, as well as an overview of the Human Services Professional Master's program course plan. Completion may vary based on the concentration and electives chosen by the student, as well as preferred course location.

For all programs of study, be sure to work closely with your advisor to develop a plan that works for you, and to make changes if your original plan needs modification at any point during your program

Counselor Education Department—Semester Planning

Before developing your program of study, consider the following questions:

- How many years do you want to take to complete your program?
- Realistically, how many credits can you take per semester successfully and still balance other obligations you have in addition to graduate school? (In most graduate school programs, 6-12 credits is considered a full-time load.)

Keep in mind the following:

- Because the Winona State University Counselor Education programs are delivered on both the Winona and Rochester locations, you can expect to have to travel to **both** locations for some of your courses.
- Summer courses are NOT guaranteed, and are offered based on 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, 615, 660, 680, 690. CE 601 and CE 658 can be taken concurrently in the Fall, and CE 615 and CE 660 can be taken concurrently in the Spring. CE 653 is required for CMHC students and should be taken after CE 601, 640, 658, 660 and either CE 650 or 651.
- The Clinical Mental Health Counseling Internship may be taken during summer. Many CMHC students take 3 semester hours of internship in the Spring and 3 semester hours in the Summer.
- The School Counseling Internship may only be taken in the summer if interning at a year-around school. If you are interested in this option, school counseling interns should be sure the university course schedule aligns with the K-12 schedule for the year-around school program.
- The following courses can be taken concurrently with Practicum (CE 680) and Internship (CE 690):
 - CE 534: Multiculturalism & Diversity
 - CE 611: Lifespan Development
 - CE 620: Tests & Measurements
 - CE 621: Research Design
 - CE 622: Family Systems
 - CE 625: Career Counseling & Appraisal
 - CE 626: College and Career Counseling Applications
 - CE 646: Introduction to Play Therapy
 - CE 647: Theoretical Applications in Play Therapy
 - CE 648: Special Topics in Play Therapy
 - 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-to-four-year completion (depending on program) but be prepared to adjust your plan.

- It is possible that you may not be able to enroll in courses exactly when you plan to. Be prepared to adjust 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 615, CE 658, CE 660, CE 680, and/or 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 616 – Group Experience

CE 620 – Tests and Measurements

CE 622 - Family Systems Counseling

CE 645 - School Counseling Practice

CE 646 - Intro to Play Therapy: History and Theory

CE 647 - Applied Theories in Play Therapy

CE 648 - Advanced Skill Applications in Play Therapy

CE 650 - Diagnosis & Psychopathology of Adults

CE 651 - Diagnosis & Psychopathology of Children
and Adolescents

CE 652 - Treatment Planning

CE 653 – Theory and Practice of Sexual, Substance
Abuse and Crisis Counseling

CE 660 - Counseling Theory and Practice

CE 680 - Counseling Practicum

(*NOTE: A letter grade of B or better in CE 660 is required for admittance to CE 680. Students may take other courses not listed as prerequisites concurrent with CE 680, except for CE 690).

CE 690 - Internship

CE 695 - Capstone

CE 699 - Master's Thesis

Prerequisite for Admission to Course:

Admission to the Counselor Education Dept.

(NOTE: A letter grade of B or better in CE 601 is **required** for continued study in the CE Department).

CE 601, CE 658

concurrent enrollment in CE 615

Basic statistics course (undergraduate or graduate)

CE 601

CE 601, 635

CE 658

CE 646, 658, 660

CE 646, 647, 658, 660

CE 640

CE 640

CE 601, CE 640, CE 650 or 651

CE 601, CE 640, CE 650 or 651

CE 601, CE 658

CMHC Counseling students: CE 601, CE 615, CE 633, CE 640, CE 650 or 651, CE 652, CE 658, CE 660*

School Counseling students: CE 601, CE 615, CE 633, CE 635, CE 645, CE 658, CE 660*.

All prerequisites required for CE 680, and must earn a letter grade of B or better in CE 680 to be admitted to CE 690.

May be taken concurrently with CE 680:
Counseling Practicum or CE 690: Internship

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* (<https://catalog.winona.edu/content.php?catoid=34&navoid=5287>) 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.

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 or nationally 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* academic policies for additional information regarding transfer credit (<https://catalog.winona.edu/index.php?catoid=34>). 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
- CE 699 - Thesis

To determine transfer credits, an advisor will work with a student to get copies of a course description and syllabus for requested course to be transferred. The advisor will review or forward the course description and syllabus to faculty members who teach requested courses to evaluate the similarities and fit of a transfer course. The advisor will then decide (with consultation of additional faculty members) which courses to transfer and follow protocol of completing forms in the Office of Graduate Studies.

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 which course(s) the student wishes to have waived or transferred in to meet a requirement.
- 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

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 (<https://catalog.winona.edu/content.php?catoid=34&navoid=5287>).

Workshops

Throughout the academic year and during the summer session, the WSU Counselor Education Department offers a series of graduate level workshops to students for credit. 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 taken for Graduate credit 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

Students enrolled in the Clinical Mental Health Counseling and School Counseling programs are required to take and successfully pass a comprehensive examination prior to the completion of their program of study. Human Services Professional students can opt to take the comprehensive exam to satisfy their evaluative component of their program. To qualify for the comprehensive examination, the student must be enrolled in their last year of their program.

Information about Counselor Preparation Comprehensive Exam (CPCE), National Counselor Exam (NCE), and the National Clinical Mental Health Counselor Exam (NCMHCE)

Counselor Preparation Comprehensive Exam

The **Counselor Preparation Comprehensive Exam (CPCE)** is the comprehensive exam used by the WSU Counselor Education Department for School Counseling (required), Clinical Mental Health Counseling (required), and the Human Services Professional Masters (HSPM) program (an elective option) to meet the evaluation component for graduation. The CPCE is a national normed and scored exam administered by the National Board of Certified Counselors (NBCC) via Pearson Vue (PV) Testing sites around the country. It 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/LPCC licensure.

Winona State Counselor Education Department steps to be completed:

1. Agreements between the Center for Credentialing and Education (CCE) and WSU CED Chair are delivered and signed electronically at the beginning of each semester.
2. The CED will review requests for Practicum and Comprehensive exams the first department meeting of November and the first department meeting of April each year.
3. The CED chair will notify the CED Office Administrative Specialist (OAS) of approved students, who will send CCE the approved students in an Excel spreadsheet or Word table with the last name in one column and the first name in another column to CCE. They will keep a master spreadsheet of all approved students.
4. CCE will then send CED a PDF document that contains step-by-step registration instructions that the OAS will send to approved students. See **Appendix E for these instructions.**

- Scores and statistics will be delivered to each school monthly and the CED OAS will enter them into students' Graduation Planner for communication with the Graduate office to meet graduation requirements.

CED CPCE Testing Timeline Policy

| Semester Taking the Exam | Request Must be Submitted | Date Range Exam Must be Completed |
|--------------------------|---------------------------|-----------------------------------|
| Fall | March 30 | August 15 - October 30 |
| Spring | October 30 | January 15 - March 30 |
| Summer | March 30 | May 15 - June 30 |

Steps include the following for the CPCE-CBT (testing off campus at a PV site process) or OnVue (web-based exam site):

- By January of the year before completing practicum, students should complete the **Permission to Take Practicum form**. On that form, WSU students will request permission to take the CPCE by indicating the semester they intend to take the CPCE exam. When Practicums are approved, the CPCE will also be approved if the student is eligible (in good standing with the department and having taken most of the coursework).
- See **Appendix E** for step-by-step directions to enroll in either the **In-person** or the **Online** option. The in-person option would be taken at a Pearson Vue Testing Site (see <https://home.pearsonvue.com/Test-centers.aspx>)
- Upon completion of the exam, students' scores will print with no indication of pass/fail status.
- Students required to retake the exam (up to two attempts) will log into their Pearson VUE account, pay for and schedule the exam. If a student fails the CPCE on the second attempt, they are required to pass a CED Written Comprehensive Exam to graduate or may choose another form of evaluation to graduate with a Human Services Professional Master's degree.

FOR ACCOMMODATIONS: If a student has special exam accommodations, the university will still approve this request. CCE will need to receive a letter on school letterhead from the Disabilities Office or Student Affairs (with representative signature/date) stating the student's name and what they are approved to receive. Students with exam accommodations should not pay for their exam until their accommodation letter has been received by CCE.

Also, students with exam accommodations will have to call the Pearson customer service number to register and pay for their exam – they cannot pay online.

The application fee is currently \$150.00. Please note:

- CCE only accepts personal credit cards.
- Payments must be made in full when the application is submitted.
- The application fee is non-refundable

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 visit the *Center for Credentialing & Education (CCE), Inc.* web site at: www.cce-global.org for information regarding study materials available for purchase. Other opportunities and recommendations will be provided periodically in the CED e-newsletter as they become available. The CPCE proctor will provide students with detailed instructions for completing the examination prior to the start of the examination.

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 and laptops.

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 to pass the Counselor Education Department Comprehensive Examination. In the event a student does not satisfy this requirement, they will be required to retake the Comprehensive exam a second time (***no earlier than the following academic semester***), including re-registering and paying for the exam.

Written Exam - If the student does not pass the Comprehensive CPCE exam the second time, the student will have the option to take the written exam or graduate with a Human Services Professional Master's degree if they have met another evaluative component. The written exam is administered via D2L *in the fall and spring semesters only*; it will be scored by three CED faculty.

Written comprehensive examination questions are selected based on the SUBJECT AREAS not passed on the CPCE. 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. Remediation options may be provided to support the student in successful completion of the written exam.

Reporting of Comprehensive Examination Results - Every effort will be made to provide the student with test results in a timely manner. Generally, it takes 3-4 weeks for the examination to be scored and results reported to the university and then to students. 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/or written exam, if needed), the student may be allowed to complete degree requirements for the Human Services Professional Master's degree or will not be permitted to graduate. Thus, students are encouraged to spend ample time preparing for the examination. Every effort will be made to accommodate students with disabilities.

National Exams for Licensure for Professional (Clinical) Counselors (LPC/LPCC)

As a CACREP accredited program, the Winona State University Counselor Education Department is proud to be a participant in the National Board of Certified Counselors (NBCC) National Counselor Examination program. The National Board of Certified Counselors (NBCC) privately administers the **National Counselor Exam (NCE)** and **National Clinical Mental Health Counselor Exam (NCMHCE)**. Winona State University Counselor Education Department students who are in their final year of study are eligible to take one or both exams. Students have the advantage of taking these exams 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 Wisconsin. The BBHT in Minnesota requires successful completion of the NCMHCE for LPCC licensure.

The CED department chair works as a campus coordinator and has the following responsibilities:

1. Instructs students on the difference between licensure and certification.
 - Instructs students that the application to become a Nationally Certified Counselor (NCC) is more than an examination.
 - The application fee is non-refundable.
 - Exam scores become inactive if their application closes.
 - An application remains open for two years after the exam.
2. Determine student eligibility.
3. Encourage students to complete their application process.
4. Promote and explain the NCC.

NCC applicants can choose either the NCE or the NCMHCE as the certification exam. Since this exam is also a licensure exam, students should determine which exam they need depending on the state in which they wish to practice. More information about state requirements can be found at this link: <https://www.nbcc.org/Search/StateBoardDirectory>

1. The campus coordinator/CED chair determines which students can be placed on the testing roster. To be placed on the roster,
 - the student must meet eligibility requirements to take the exam,
 - email the OAS with their intention to take the exam.
2. The campus OAS submits the roster to NBCC.
3. NBCC e-mails application information to students listed on the roster.
4. NBCC sends periodic reminders to students regarding the application deadline.
5. NBCC assists students with applications through certification@nbcc.org

NCE and NCMHCE Deadlines

| Semester Taking the Exam | Request Must be Submitted |
|---------------------------------|----------------------------------|
| Fall | February 25 |
| Spring | August 30 |

CHAPTER 8: GRADUATION

Graduation

As described in the *Academic Information Section* of the *Winona State University Graduate Catalog*, students must complete and submit the Graduate Student Graduation Application in Warrior Space 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 may 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 that is offered immediately before each Winona State University Commencement and Hooding ceremony. This is a time to celebrate all WSU CED students' accomplishments and to acknowledge those people who have supported the student throughout the student's graduate program. We hope you can attend. By the time you graduate, you will have earned it!

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 via the CED e-Newsletter page published weekly during the academic year, and the WSU Counselor Education Facebook page (@WSUCounselorEducation). 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 knowing 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.

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, which can be found on the campus directory.

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>.

Artificial Intelligence

While instructors at Winona State University may have varying views and policies on the use of AI for coursework, it is important that all students follow the faculty expectations on their respective course syllabi.

Students should consider the following basic guidelines for ethical use of AI tools:

1) In regard to the “cognitive dimension, working with AI should **not** reduce your ability to think clearly. Practice using AI to facilitate—rather than hinder—learning.” (Gladd, University of Western Idaho)

2) Respecting the ethical dimension: “students using AI should be transparent about their use and make sure it aligns with academic integrity.” (Gladd, University of Western Idaho)

a) To use AI with acknowledgement - When they are allowed per instructor syllabus, students who use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments should properly document and credit the use of these tools. For example, text generated using ChatGPT-3 should include a citation such as: “Chat-GPT-3. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>”. Material generated using other tools should follow a similar citation convention.

When students do not follow faculty policies on the use of AI in course work, students may be expected to redo the assignment or may earn no credit for the assignment based on the syllabus. Multiple infractions of faculty AI policies will be considered academic misconduct and in violation of the Winona State University Academic Integrity policy.

Accommodations for Students with Disabilities

Federal law requires that institutions make reasonable accommodations for students with disabilities. Students with disabilities are encouraged to contact both the Winona State University Access Services (<http://www.winona.edu/accessservices/>) and course instructors who will work with students to implement appropriate accommodations to meet students’ academic needs. Faculty will provide reasonable accommodations after qualifying paperwork has been presented to Access Services.

Students with disabilities must provide Access Services with professional documentation of their disability or disabilities. Once the student is approved by Access Services for academic accommodations, the Counselor Education Department faculty will work with the student to provide academic accommodations. Some examples of accommodations include:

- Extended, but not unlimited, time for completion of examinations.
- Examinations written or typed in a quiet, low distraction environment.
- Alternative methods for students to demonstrate course mastery (e.g., narrative audiotaped recordings instead of journals).
- Use of assistive technology for dictation, alternative format texts, etc.
- Oral examinations, if eligible.
- Large print materials

Information about obtaining support from Access Services is available on this webpage: <https://www.winona.edu/accessservices/>.

Class Attendance

One of the ethical obligations of counselors is to avoid harm to clients, and to provide continuity of care to them. **Thus, being reliable, present, and prepared are ethical expectations of counselors in the field; thus, they are expectations of counselors-in-training in this program.** While the Counselor Education Department does not have a uniform class attendance policy, attendance is an important aspect of this ethical practice and

professionalism. **Attendance and active involvement in all class sessions is expected.**

Individual instructors may establish their own attendance expectations and guidelines. Nonetheless, students are responsible for all missed coursework and should contact the instructor to determine how to make up absences when necessary. Students who have difficulty with course attendance should contact their instructor and/or their advisor. Students who have persistent issues with inadequate attendance in their program of study may be required to repeat courses, demonstrate consistent attendance as part of an academic retention plan, or be counseled out of the profession.

Course Cancellation

Every effort will be made to avoid cancellation of any scheduled class. However, the department cannot guarantee a course will be offered, as the final decision rests with university administration. To ensure consistency in course offerings for students, the department will take the following steps 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. Individual supervision by a willing faculty (Independent Study)
 - ii. Enrollment by arrangement
3. Advocate for students' needs.

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 can 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, *WSU CED Assessment Day Survey*, annually as part of WSU's Assessment Day in February. 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. Typically, office hours are included on course syllabi. Students may also contact the individual faculty or the Counselor Education Department Administrative Assistant (507) 457- 5335 for individual faculty office hours. These office hours may be attended virtually per university policy.

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 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 (<https://www.winona.edu/student-life/wellness/health-services/clinic-services/immunizations/>). 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 to the department chair for permission to return to active status as a degree seeking student. The chair will bring the petition to the CE Department for their consideration and approval. Students must also complete Re-enrollment request form, which is available on this webpage: <https://www.winona.edu/admissions/apply/graduate/>.

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. 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." 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 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. 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. This option should only be used in extenuating circumstances.

Counseling Competencies Scale-Revised: 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-Revised 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-Revised** 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-Revised.

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). Students scoring well below target scores in several areas in any course, may receive a grade below a "B" or may be asked to repeat the course.

In CE 680 and CE 690, students scoring below the target scores on the Site Supervisor Evaluation and/or the University Supervisor Evaluation may be required to complete a retention plan. Quite possibly, this retention plan will involve repeating of the practicum or internship semester.

Failure to complete the retention plan as outlined may lead to a recommendation to receive a Human Services Professional Master's degree or could lead to dismissal from the program (see sections on **Student Retention Procedure** and **Student Dismissal** below for specific details).

CCS-R Target Scores

All CCS-R assessments are to be completed in Electronic Learning Cloud (formerly ELC):

| Counseling Competency Area | Points Possible | Target Score | Course Assessed |
|---|------------------------|---------------------|------------------------|
| Counseling Skills & Therapeutic Conditions | 60 points | 48 points or better | CE 601, 615, 680, 690 |
| Counseling Dispositions & Behaviors | 55 points | 44 points or better | CE 680, 690 |
| Total Score | 115 points | 92 points or better | CE 680, 690 |

The Winona State University Counselor Education program manages field placements of students and some student assessment processes through ELC. **All students working towards a master's degree will be required to purchase ELC as part of the CE 658: Microskills course.** The one-time cost is currently \$210 and includes lifetime access to your student data. The system will be used in all programs of study to track students' assessments, to connect students will site supervisors for practicum and internship placement, and to log hours in the field to meet program and accreditation requirements. Students will have access to their hours

after they graduate to complete licensure applications and may also be used in doctoral programs at other institutions who use the same platform.

Purchasing ELC through your D2L course

Purchasing your ELC lifetime subscription will be completed by adhering to the following steps:

1. Once your D2L section of CE 658: Microskills opens, please select the content tab, and click on the ELC link.
2. You will be prompted to pay for ELC with credit card. You will not be purchasing a code from the bookstore; you will need to pay with a credit or debit card.
3. Once you pay you will be prompted to create a password and set up your account.
4. Once you have completed your account set up you can continue to log into ELC through D2L or you can go to their website (<https://winona.ELC.app/#/logon>) to log in.

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 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 is 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 <https://catalog.winona.edu/content.php?catoid=34&navoid=5287>

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 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. If 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, they shall first meet on an informal basis with the faculty, staff member, or university administrator directly involved in the dispute 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, they shall file a written account of their 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 the appointment.

CED Professional Identity Development (PID) 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. Approval is based on the CED department budget. 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 The CED Office Administrative Specialist (OAS). Please direct questions related to this form to your advisor.
 - ii. Student Travel Request Form. Several original signatures from faculty members in the College of Education are required. This form can be found on the WSU Business Office Website (<https://www.winona.edu/business-office/travel/>) 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 facilitator.
- 3) **Within 5 days** after completion of travel and/or conference attendance, submit the following documents in Warrior Space:
 - i. Student Reimbursement Form along with a copy of original, itemized receipts. The Student Reimbursement form also requires the student's original signature. This form can be found on the WSU Business Office website, (<https://www.winona.edu/business-office/travel/>).
 - ii. Submit completed form (cannot be scanned, copied, or emailed) with an

- original signature and original receipts:
- Conference registration payment (ORIGINAL receipts)
 - 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).
- iii. 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 the CED Office Administrative Specialist (OAS) in 352 Helble Hall via email or in-person.

Reimbursement Guidelines (from WSU Business Office Website)

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 workstation 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 Airbnb, VRBO, and similar properties, are not reimbursable, as the license status is unable to be determined.

- Your name must be on the original receipt 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 (<https://www.mnschoolcounselors.org/>), and the National Board of Certified Counselors (<https://www.nbccf.org/programs/scholarships>).

The WSU Counselor Education scholarship 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 consult your advisor for additional suggestions.

Student Food Pantry

Food insecurity can lead to lower grades and poor physical and mental health. There are support services available on campus in and the Winona community for any student who needs help.

For questions, please contact the Warrior Cupboard at warriorcupboard@winona.edu or visit the university webpage <https://www.winona.edu/wellness/warrior-cupboard.asp>.

HELP: Students are always encouraged to problem solve with their advisors if they are having other problems in living, such as difficulty with homelessness, safety, adequate healthcare, transportation, etc. We may be aware of resources or supports in the community that will help you navigate and maintain wellness.

CHAPTER 11: MISCELLANEOUS INFORMATION

Chi Sigma Iota

Chi Sigma Iota is the international honor society for counseling 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 the WSU CED Office Administrative Assistant.

Desire2learn (D2L) On-Line Access for Registered Course Information

Winona State University utilizes an electronic classroom tool, currently Desire2Learn (D2L) Brightspace (<https://winona.learn.minnstate.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 STAR ID and password. For support in using D2L, go to the Tech Support webpage (<https://www.winona.edu/technology/tech-support.asp>).

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. Answers to common questions and an abbreviated reference guide to APA formatting can be found at APA Style: <https://apastyle.apa.org/>

Personal Counseling for Students

The Counselor Education Department faculty believes that student participation as a client in individual counseling can be both a personal and professional growth experience. Counseling services are available through the Winona State University Counseling Center who provides appointments on both Winona and Rochester campuses, or through counseling organizations providing confidential counseling services in the region.

NOTE: Personal counseling with a qualified professional counselor may at times be required by department faculty before a student may continue their program of study. Commencement of counseling or recommendations for additional counseling 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 professional counselor 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.

Orientation

Orientation is an event planned for all incoming students to learn about important departmental deadlines, events, expectations, and opportunities so students can successfully navigate their program of study. It is also an occasion to meet faculty and peers before entering the program. Led by CED faculty, this event is held annually on the Thursday evening of the week before Fall classes begin. Incoming students should plan to attend.

Reorientation

Reorientation is an event planned by CED faculty to provide all first-year students in their second semester of study information about important department deadlines, events, and opportunities so students can successfully navigate their program of student. The content presented includes: (a) setting up practicum/internship placements, (b) applying for graduation, and (c) obtaining licensure, (d) Capstone and (e) comprehensive exam procedure.

Grad Prep Night

Grad Prep Night is an event sponsored by the CED Chi Sigma Iota chapter to help current students prepare for graduation. It is offered in February of each year for those students who are in their practicum or internship courses. Practicing professionals in the school counseling and clinical mental health counseling fields will share their perspectives on: (a) the transition from student to professional, (b) the job application process, (c) steps to licensure, (d) professional development opportunities, (d) current environmental and cultural issues in the counseling field, and (e) challenges and rewards of the counseling profession.

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
 319 Helble Hall, 108 E. Sanborn St. Winona, MN 55987
 (507) 457-5335 or (800) 242-8978 ext. 5335
 FAX Number: (507) 457-5882

Counselor Education Department – Rochester Campus
 Winona State University-Heinz Center, Suite 1402
 Rochester, MN 55904
 Telephone Numbers: (507) 285-7187

Counselor Education Department Faculty and Staff:

Rebecca Backman, M.S.Assistant Professor
 Heintz Center H1408A, Rochester
 (507) 285-
 email: rebecca.backman@winona.edu

Anquinetta V. Calhoun, Ph.D. Associate Professor
 349 Helble Hall, Winona
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 email: anquinetta.calhoun@winona.edu

Karen Cathey, Ph.D.Assistant Professor
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Madeline Vinzant, Ed.D.Assistant Professor
 351 Helble Hall, Winona
 (507) 457 –5338
 email: madeline.vinzant@winona.edu

Counselor Education Department Web Pages:

WSU CE Home Page..... <http://www.winona.edu/counseloreducation/>

Graduate Catalog

https://catalog.winona.edu/preview_entity.php?catoid=34&ent_oid=4141&returnto=5291

General Winona State University Numbers:

| | |
|--------------------------------------|--------------|
| Bookstore (Winona or online) | 507-457-5319 |
| Financial Aid | 507-457-5090 |
| Library (Winona) | 507-457-5140 |
| Office of Graduate Studies | 507-457-5038 |
| Registrar | 507-457-5030 |
| Registration Information (Rochester) | 507-285-7100 |
| Tech Support | 507.457.5240 |

Professional Organizations:

| | |
|---|--|
| American Counseling Association (ACA) | 800-347-6647/ www.counseling.org |
| American Mental Health Counseling Association (AMHCA) | 703-548-6002/ https://www.amhca.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
CED
Program
Scheduling Options

Face to Face = meets weekly in class

Hybrid = meets on a variable face to face and online schedule (typically every other week)

Online = meets synchronously or asynchronously

CLINICAL MENTAL HEALTH COUNSELING (CMHC) COHORT SCHEDULE 2-YEAR COMPLETION OPTION

Year 1 Fall

| M | T | W | Th |
|-----|-----|-----|----|
| 601 | 658 | 640 | |

Year 1 Spring

| M | T | W | Th |
|-----------------------------------|--------|---------------|--------|
| CE 615 | CE 660 | CE 534 or 633 | CE 650 |
| Note: add CE 616 Group Experience | | | |

Year 1 Summer

| M | T | W | Th |
|---|----------------|----------------|----|
| | CE 620 or 625* | CE 611 or 622* | |

Year 2 Fall

| M | T | W | Th |
|---------------------|----------------|---------------|--------|
| CE 680 | CE 620 or 625* | CE 534 or 633 | CE 651 |
| ^Other Requirements | | | |

Year 2 Spring

| M | T | W | Th |
|--------|--------|--------|--------|
| CE 621 | CE 652 | CE 690 | CE 653 |

Year 2 Summer

| M | T | W | Th |
|---|--------|----------------|----|
| | CE 690 | CE 611 or 622* | |

***Summer Requirements :** *Even Years* - CE 620, CE 622; *Odd years* - CE 611, CE 625; *Every year* - CE 690

^Year 2 Additional Requirements: CE 695 : Capstone or CE 699: Thesis; and Comprehensive Exams

Elective Options (additional semesters needed):

Addictions Courses - CE 550, CE 555, CE 560, CE 565, CE 590;

Child/Adolescent Courses - CE 626 College and Career Applications, CE 630 Counseling Children and Adolescents, CE 646 Intro to Play Therapy, CE 647 Advanced Play Therapy, CE 648 Special Topics in Play Therapy

CMHC COHORT SCHEDULE; 3-YEAR COMPLETION**Year 1 Fall**

| M | T | W | Th |
|--------|--------|--------|----|
| CE 601 | CE 658 | CE 640 | |

Year 1 Spring

| M | T | W | Th |
|-----------------------------------|--------|---|--------|
| CE 615 | CE 660 | | CE 650 |
| Note: add CE 616 Group Experience | | | |

Year 2 Fall

| M | T | W | Th |
|---|----------------|---------------|--------|
| | CE 620 or 625* | CE 534 or 633 | CE 651 |

Year 2 Spring

| M | T | W | Th |
|---------|--------|---------------|----|
| CE 621* | CE 652 | CE 534 or 633 | |

Year 3 Fall

| M | T | W | Th |
|-------------------------|----------------|--------|----|
| CE 680 | CE 620 or 625* | CE 611 | |
| See ^Other Requirements | | | |

Year 3 Spring

| M | T | W | Th |
|--------|--------------------|--------|----|
| CE 653 | CE 690 (3 or 6 SH) | CE 622 | |

***Summer Alternatives:** *Even Years* - CE 620, CE 622; *Odd years* - CE 611, CE 621, CE 625 ; *Every year* - CE 690

^ Year 3 Additional Requirements: CE 695: Capstone or CE 699: Thesis and Comprehensive Exams

Elective Options :

Addictions Courses - CE 550, CE 555, CE 560, CE 565, CE 590.

Child/Adolescent focus – CE:626 College and Career Applications, CE:630 Counseling Children and Adolescents, CE:646 Intro to Play Therapy, CE 647 Advanced Play Therapy, CE 648 Special Topics in Play Therapy

CMHC NON-COHORT SCHEDULE; 4-YEAR COMPLETION

Year 1 Fall

| M | T | W | Th |
|-----|-----|---|----|
| 601 | 658 | | |

Year 1 Spring

| M | T | W | Th |
|-----------------------------------|-----|------------|----|
| 615 | 660 | 534 or 633 | |
| Note: add CE 616 Group Experience | | | |

Year 2 Fall

| M | T | W | Th |
|---|------------|-----|----|
| | 620 or 625 | 640 | |

Year 2 Spring

| M | T | W | Th |
|---|---|-----|-----|
| | | 622 | 650 |

Year 3 Fall

| M | T | W | Th |
|---|------------|------------|-----|
| | 620 or 625 | 534 or 633 | 651 |

Year 3 Spring

| M | T | W | Th |
|------|-----|---|----|
| 621* | 652 | | |

Year 4 Fall

| M | T | W | Th |
|-------------------------|---|-----|----|
| 680 | | 611 | |
| See ^Other Requirements | | | |

Year 4 Spring

| M | T | W | Th |
|-----|-----------------|---|----|
| 653 | 690 (3 or 6 SH) | | |

***Summer Alternatives:** *Even Years* - CE 620, CE 622 ; *Odd years* - CE 611, CE 625 ; *Every year* - CE 690

^Year 4 Other Requirements: CE 695 or CE 699 and Comprehensive exams

Elective Options

- Addictions Courses - CE 550, CE 555, CE 560, CE 565, CE 590;
- Child/Adolescent focus - CE 626 College and Career Applications, CE 630 Counseling Children and Adolescents, CE 646 Intro to Play Therapy, CE 647 Advanced Play Therapy, CE 648 Special Topics in Play Therapy

SCHOOL COUNSELING COHORT SCHEDULE; 2-YEAR COMPLETION

Face to Face = meets weekly in class

Hybrid = meets on a variable face to face and online schedule (typically every other week)

Online = meets synchronously or asynchronously

Year 1: Fall

| M | T | W | Th |
|-----|-----|-----|-------------|
| 601 | 658 | 633 | 635 or 651# |

Year 1: Spring

| M | T | W | Th |
|-----------------------------------|-----|---------------------|------------|
| 615 | 660 | 646 (if even year)# | 645 or 630 |
| Note: add CE 616 Group Experience | | | |

Year 1: Summer

| M | T | W | Th |
|-----------------------|-------------|-------------------|----|
| CE 626 (if even year) | *620 or 625 | *CE 622 or CE 611 | |

Year 2: Fall (CE 695 or CE 699 and Comprehensive Exams)

| M | T | W | Th |
|--------|-------------|-----|-------------|
| CE 680 | *620 or 625 | 534 | 635 or 651# |

Year 2: Spring (Comps Required this year)

| M | T | W | Th |
|------|-----|---------------------|------------|
| 621* | 690 | 646 (if even year)# | 645 or 630 |

Year 2: Summer

| M | T | W | Th |
|-----------------------|---|-------------------|----|
| CE 626 (if even year) | | *CE 622 or CE 611 | |

***Summer Requirements** : *Even Years* - CE 620, CE 622, CE 626; *Odd years* - CE 611, CE 621, CE 625

^**Other Requirements**: 635/645 and 630 are offered on alternating years; see advisor for information

#**Licensure Alternatives (Electives)**: (one of each of these must be taken to fulfill 60 SH)

1. CE 651 or SPED 500
2. CE 695 or CE 699

Elective Options (only available after program completion or in 3- or 4-year options)

Addictions Courses - CE 550, CE 555, CE 560, CE 565, CE 590

Play Therapy Courses - CE 647 Advanced Play Therapy, CE 648 Special Topics in Play Therapy

SCHOOL COUNSELING COHORT SCHEDULE; 3-year Completion

Year 1 Fall

| M | T | W | Th |
|-----|-----|---|-------------------|
| 601 | 658 | | 635 (odd) or 651# |

Year 1 Spring

| M | T | W | Th |
|-----------------------------------|-----|------------|-------------------------|
| 615 | 660 | 633 or 646 | 630 (odd) or 645 (even) |
| Note: add CE 616 Group Experience | | | |

Year 2 Fall

| M | T | W | Th |
|---|----------|-----|-------------------|
| | *620/625 | 534 | 635 (odd) or 651# |

Year 2 Spring

| M | T | W | Th |
|------|---|------------|-------------------------|
| 621* | | 633 or 646 | 630 (odd) or 645 (even) |

Year 3 Fall (Comps required this year)

| M | T | W | Th |
|--|---|-----|----|
| 680 | | 611 | |
| Note: add 695 or CE 699 and CPCE (comprehensive exams) | | | |

Year 3 Spring

| M | T | W | Th |
|---|-----|-----|----|
| | 690 | 622 | |

Summer Year 1, 2 or 3

| M | T | W | Th |
|-----|----------|---------|----|
| 626 | *620/625 | 611/622 | |

***Summer Requirement Options:** *Even Years* - CE 620, CE 622, CE 626; *Odd years* - CE 611, CE 621, CE 625

#**Licensure Alternatives (Electives):** CE 651 or SPED 500 (summer);

Year 3 Requirements for Graduation: CE 695:Capstone or CE 699:Thesis; Comprehensive exams

Elective Options : Addictions Courses - CE 550, CE 555, CE 560, CE 565, CE 590;
Play Therapy Courses - CE 647 Advanced Play Therapy, CE 648 Special Topics in Play Therapy

SCHOOL COUNSELING NON-COHORT SCHEDULE; 4-year completion

Year 1 Fall

| M | T | W | Th |
|-----|-----|---|----|
| 601 | 658 | | |

Year 1 Spring

| M | T | W | Th |
|-----------------------------------|-----|---|----|
| 615 | 660 | | |
| Note: add CE 616 Group Experience | | | |

Year 2 Fall

| M | T | W | Th |
|---|---|-----|-------------|
| | | 633 | 635 or 651# |

Year 2 Spring

| M | T | W | Th |
|---|---|------------|------------|
| | | 534 or 646 | 630 or 645 |

Year 3 Fall

| M | T | W | Th |
|---|----------|------|-------------|
| | *620/625 | 611* | 635 or 651# |

Year 3 Spring

| M | T | W | Th |
|------|---|------------|------------|
| 621* | | 534 or 646 | 630 or 645 |

Year 4 Fall

| M | T | W | Th |
|--|----------|---|----|
| 680 | *620/625 | | |
| Note: add 695 or CE 699 and CPCE (comprehensive exams) | | | |

Year 4 Spring

| M | T | W | Th |
|---|-----|------|----|
| | 690 | 622* | |

Summer Year 1, 2 or 3

| M | T | W | Th |
|-----|----------|-------------------|----|
| 626 | *620/625 | *CE 611 or CE 622 | |

***Summer Requirement options:** *Even Years* - CE 620, CE 622, CE 626; *Odd years* - CE 611, CE 621, CE 625

^**Other Requirements:** 635/640 (FA 2023/SPR 2024) & 630 (SPR 2025) are offered every other year

#**Licensure Alternatives (Electives):** CE 651, SPED 500 (one of these must be taken to fulfill 60 SH) ;

Graduation Requirements: CE 695:Capstone or CE 699: Thesis and Comps Required to graduate

Elective Options : Addictions Courses - CE 550, CE 555, CE 560, CE 565, CE 590;

Play Therapy Courses - CE 647 Advanced Play Therapy, CE 648 Special Topics in Play Therapy

2-YEAR HUMAN SERVICES PROFESSIONAL MASTER’S (HSPM) PROGRAM SCHEDULE

Face to Face = meets weekly in class

Hybrid = meets on a variable face to face and online schedule (typically every other week)

Online = meet synchronously (all together at assigned times) or asynchronously (independently)

Year 1 Fall

| M | T | W | Th |
|-----|-----|------|----|
| 601 | 658 | 611* | |

Year 1 Spring

| M | T | W | Th |
|------------------------------------|---|------------|----|
| 615 | | 534 or 633 | |
| Note: add *CE 616 Group Experience | | | |

Year 2 Fall

| M | T | W | Th |
|---|---|------------|----|
| 621 or 625^ | | 534 or 633 | |
| ^Note: One of these will need to be taken in the summer | | | |

Year 2 Spring **

| M | T | W | Th |
|---|---|---|----|
| | | | |

**NOTE: Professional Focus Area - An additional 10 Elective Credits are needed, as well as a successful completion of one Comprehensive Evaluation option.

Choose **one** of the following elective options:

1. Professional by Design
 - 10 credits of departmentally approved courses
2. Addiction Counseling
 - Minimum of 10 credits from Addiction Counseling program with the option to complete Licensed Alcohol and Drug Certificate for an additional 8 credits
3. Leadership Education
 - Select 10 credits in Leadership Education

Choose **one** of the following Comprehensive Evaluation Requirements:

- CE 695- Capstone Project (1 Credit)
- CE 699- Master’s Thesis (1-3 Credits)
- Successful Completion of CPCE Exam

Summer Alternatives : Even Years - CE 534, CE 620, CE 622 ; **Odd Years** - CE 611, CE 621, CE 625

ACCP ACADEMIC SCHEDULE*

| COURSE | FALL | SPRING | SUMMER |
|---|-------------|---------------|---------------|
| CE 550: AC – Intro to the Field (3 SH) | X | | |
| CE 633: Ethical Practice and Social Change (3 SH) | X | X | |
| CE 555: AC – Psychopharmacology (2 SH) | | | X |
| CE 565: AC – Theory and Practice (4 SH) | | | X |
| CE 560: AC – Diagnosis & Treatment Planning (3 SH) | | X | |
| CE 534: Multiculturalism and Diversity (3 SH) | X | X | |
| CE 590: AC – Internship (3 SH/880 hrs.) | X | | X |

APPENDIX C

Counselor Education Program Graduation Checklist

**COUNSELOR EDUCATION DEPARTMENT
GRADUATE CHECKLIST**

Once a student has been admitted to the Counselor Education Department there are several 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. **Graduation Planner** has been completed and is on file in the Office of Graduate Studies
- _____2. Transfer credit has been approved and has been recorded on the student's **Graduation Planner**.
- _____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 (100 clock hours)** requirements have been met and required paperwork has been submitted and signed in ELC.
- _____6. Intent to take the **Comprehensive Examination** has been filed with the Office of Graduate Studies in Warrior Space (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 CE Department and 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 reviewed, approved, and are recorded in their **Graduation Planner**.
- _____10. Student has informed CE administrative assistant of Intent to Enroll in Capstone. Student has provided area of interest, contact information, and location preference.
- _____11. All **Capstone Writing Project (Capstone or Thesis)** 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 and signed in ELC.
- _____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
- _____16. You have shared your contact information for post-graduate and place of employment with the CED office to receive the **Graduate Follow Up Survey** and **Employer Survey**.

APPENDIX D

A Quick Course in

Time Management

and

The Ten Most Common “Bad Habits”

of Ineffective Time Management

A QUICK COURSE IN TIME MANAGEMENT

- ✓ Always work with a “TO DO” list, planner, or organizational app.
- ✓ Assign and work according to PRIORITIES.
- ✓ PLAN EVERY DAY - Before you get into action.
- ✓ DELEGATE or COLLABORATE – Whenever possible.
- ✓ Try to work out “THE BLOCKS”.
- ✓ Avoid or CONTROL INTERRUPTIONS.
- ✓ Learn to say “NO” (e.g., “I have to prioritize my studies right now”; “I cannot until the semester is over”).
- ✓ Schedule “SELF-CARE” time every day.
- ✓ Keep (and save) your DAILY RECORDS (Plans, to-do lists, etc.).
- ✓ DIVIDE “BIG” TASKS into smaller tasks using a reasonable timeline; then accomplish small segments.
- ✓ Become aware of and FIGHT PERFECTIONISM and IMPOSTER SYNDROME.
- ✓ ASK FOR HELP.
- ✓ Increase TIME AWARENESS.
 - A. Time increment thinking; it is easy to underestimate the time something will take.
 - B. Consider your time horizon or the best time you can get things done well.
 - C. “Backward thinking” – schedule from due date backwards
- ✓ AVOID CLUTTER.
- ✓ Set up REMINDER SYSTEMS.
- ✓ 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”.
 - E. Use the OHIO (Only Handle it Once) strategy (e.g., do NOT read the same email 3 times and then do it)
- ✓ Write down fleeting ideas on 3” x 5” cards or journal.
- ✓ Have personal goals and a plan to achieve them.

Ten Bad Habits that can Lead to Inefficiency

1. **Procrastination:** Delaying tasks until the last minute can lead to rushed work, increased stress, and lower quality output.
2. **Multitasking:** Attempting to handle multiple tasks simultaneously can actually reduce focus and efficiency, leading to mistakes and decreased productivity.
3. **Disorganization:** A cluttered workspace or lack of organization can make it difficult to find information and waste valuable time searching for things.
4. **Poor Communication:** Ineffective communication can lead to misunderstandings, errors, and delays, hindering collaboration and productivity.
5. **Neglecting Self-Care:** Not prioritizing sleep, exercise, and healthy eating can negatively impact energy levels and focus, leading to decreased productivity.
6. **Lack of Planning:** Without a plan, tasks can become overwhelming, leading to missed deadlines and a feeling of being constantly behind.
7. **Being Negative:** A negative attitude can create a toxic work environment, impacting morale and motivation, ultimately reducing productivity.
8. **Constant Email Checking:** Constantly checking and responding to emails can interrupt focus and disrupt workflow, hindering deep work and productivity.
9. **Overcommitting:** Taking on too much can lead to burnout and decreased quality of work as priorities become overwhelming.
10. **Ignoring Feedback:** Not seeking or acting on feedback can prevent learning and improvement, hindering personal and professional growth.

APPENDIX E
CPCE ENROLLMENT
INSTRUCTIONS

CPCE-ABE (OnVue -Testing Virtually using a Personal Desktop or Laptop)

**IF YOU HAVE NOT RECEIVED THE AUTHORIZATION TO TEST EMAIL FROM PEARSON VUE CONTAINING YOUR CANDIDATE ID, PLEASE CONTACT THE CCE CPCE COORDINATOR AT cpce@cce-global.org TO RECEIVE YOUR INFORMATION.

NOTE: If you have already created an account with Pearson Vue for the NCE, a separate account must be created for the CPCE. Your NCE Pearson Vue account CANNOT be used to schedule an exam appointment for the CPCE.

Registering with Pearson VUE: Account Set-Up Process

1. Once you have received the "Authorization to Test" email from Pearson VUE, proceed to their website (<https://home.pearsonvue.com/cpce>) to set up an account.
2. Upon reaching the website, click on the "Create Account" option located on the right side.
3. On the "Create a Web Account" page, input your first name and last name, ensuring they match the details you used during your CCE registration. Next, enter the Candidate ID number from your "Authorization to Test" email, and finally, click the "Next" button to proceed.
4. You will next encounter the Pearson VUE Data Privacy Policy page. Take some time to review the policies carefully, and then tick the boxes for Data Collection, Data Processing, Data Transfer, CCTV, and Palm Vein Consent. Select the "Agree" option to proceed further.
5. Upon reaching the "Your Profile" page, you will find the details you provided during the CCE registration displayed. Please review this information and ensure its accuracy. If you happen to spot any inaccuracies, please note that you cannot correct it directly from your Pearson Vue account. In such cases, you must send an email to cpce@cce-global.org requesting a correction.

However, if all the information listed is accurate, you can proceed to the next page by selecting the "Next" option.

6. On the "Additional Information" page, you have the option to enter your ethnicity; however, please note that providing this information is entirely voluntary. If you choose to do so, you can enter your ethnicity on this page. Once you have made your decision, click "Next" to proceed to the following step.
7. On the last page of the setup process, which is the "Login Information" page, you can choose a username (it doesn't have to be your email), select a secure password, and set up your security questions. Once you have completed filling in this information, click on the "Next" button to finalize the process.
8. After finishing the preceding steps, the following page will show a confirmation

message verifying that you have successfully set up your Pearson VUE account for the CPCE. Remember to check your email, as you will receive a message from PearsonVUEConfirmation@pearson.com containing your assigned username and confirming the successful creation of your Pearson VUE web account for the CPCE. Click on "Next" to access your dashboard.

Scheduling and Payment Process

1. To proceed with paying for an exam appointment, click the underlined exam titled "CPCE-ABE Counselor Preparation Comprehensive Examination (CPCE)" listed under Pre-Approved Exams.
2. On the next page you will be presented with the question, "How do you want to take the exam?" Be sure to select the **Online with OnVue** option and click "Next".
3. "Provide Additional Information" screen: select "Yes, I've read the handbook for my specific exam." Click "Next". (The CPCE Handbook can be accessed here: <https://cce-global.org/Assets/exams/handbooks/CPCE.pdf>)
4. Before proceeding further, take the time to carefully read through the CCE policies. After reviewing the policies, check the boxes to confirm that you have read and understood them. Click "Next" to move to the **Find an Appointment** page.
5. Confirm your time zone is correct and click "Yes, that's right!", Select a date on the calendar and then scroll down to select a time. Click "Explore More Times" for different appointment options and then click "Book this Appointment" once you have selected your preferred exam time to proceed to the Cart.

PLEASE READ IF YOU ARE TESTING WITH ACCOMMODATIONS

Please Note: If you are approved for testing accommodations, you must schedule your appointment and pay the exam fee by contacting Pearson Vue accommodations customer service at **800-466-0450 opt 3**.

Do not attempt to proceed with payment if your accommodation hasn't been added to your account. Please contact the CCE CPCE Coordinator at cpce@cce-global.org to confirm that your accommodations have been added to your account.

1. Review your appointment date and time and click on "**Agree and Proceed**" to progress to the **Enter Payment and Billing** page.
2. Select your debit/credit card type from the drop down under "Payment Type" and enter the billing address associated with your card. and then you will see your Order Total. Click **Next**.
 - a. If you have received a voucher from your university, click "**Add Voucher or Promo Code**" and enter the voucher number.
3. Review your appointment details and then click **Agree and Proceed** to proceed to the payment page.

4. Enter your debit/credit card information and select **Pay**.

Once you have submitted your payment, you will receive a confirmation email. Please pay close attention to the check-in time listed to ensure you are on time and present for your testing appointment.

Things to Remember

- Please remember your login credentials for your Pearson Vue account; you will need them on the CPCE on the date of your exam.
 - If you have forgotten your login credentials, you may use the “Forgot Password” or Forgot Username option on the sign-in page, or you may contact Pearson Vue customer service at 866-904-4432 to have them reset your credentials.
- You can test up to 2 times within your 6-month eligibility period; payment is required for each exam attempt.
- If you need to make any EDITS/CHANGES to the information you input in the CCE registration form, please send an email to CCE CPCE Coordinator at cpce@cce-global.org with the corrections and it will be updated.
- If your 6-month authorization window expires, ask your school to email the CPCE Program Coordinator at cpce@cce-global.org to extend your eligibility. **DO NOT COMPLETE THE CCE REGISTRATION AGAIN.**
 - If when you log into your Pearson Vue account and your dashboard states “No Pre-Approved Exams”, you require an extension.
- If you need to RETAKE THE EXAM, you will sign into your Pearson VUE account at www.pearsonvue.com/cpce to schedule and pay for the exam by repeating steps 7-14.
- If you are unable to test on the date you selected, you will need to cancel or reschedule your appointment at least 24 hours before the date AND time of the appointment.
 - You may reschedule your appointment by logging into your Pearson Vue account, clicking the appointment link at the top of the dashboard under “View or Launch Online Exam”, and then selecting reschedule on the next screen to the far right, or by contacting Pearson Vue via phone, 866-904-4432.
 - You may cancel your appointment by logging into your Pearson Vue account, clicking the appointment link at the top of the dashboard under “View or Launch Online Exam”, and then selecting cancel on the next screen to the far right, or by contacting Pearson Vue via phone, 866-904-4432. Once you have canceled the appointment, Pearson Vue will refund the \$150 exam fee. It will take about 3-5 business days to receive a refund.
- Since you are using your personal desktop or laptop, your raw score report will be uploaded to your Pearson Vue account after you complete the exam. You will have access to your raw score report by logging into your Pearson Vue account and clicking on “View Score Reports” to the right side of your Pearson Vue dashboard.

- A score roster will be sent to your school with confirmation of testing the following month after you test. (i.e., A score roster of students who tested during the month of August will be sent to the school by September 15th). There is nothing you need to do to have your scores sent to your university, they will be sent automatically to your university the month after you test.
- **SPECIAL ACCOMMODATIONS:** If you are approved for exam accommodations, the Disabilities or Student Affairs Office at your school should email a letter on university letterhead to the Accommodations Manager at CCE via email to accommodations@cce-global.org. The letter will need to be signed and dated by the school representative and include the necessary accommodation(s) you will require during testing. **DO NOT PAY** for the exam until the accommodation(s) have been applied to your account.
 - Once your accommodation(s) have been approved and added to your account, you must call Pearson VUE accommodations customer service at 800-466-0450 **opt 3** to pay over the phone.

CPCE-ABE (CBT-Testing In-Person, at a Pearson Vue Testing Facility)

**IF IT'S BEEN MORE THAN 10 DAYS SINCE YOU REGISTERED WITH CCE AND YOU STILL HAVE NOT RECEIVED THE AUTHORIZATION TO TEST EMAIL FROM PEARSON VUE CONTAINING YOUR CANDIDATE ID, PLEASE CONTACT THE CCE CPCE COORDINATOR AT cpce@cce-global.org TO RECEIVE YOUR INFORMATION.

NOTE: If you have already created an account with Pearson Vue for the NCE, a separate account must be created for the CPCE. Your NCE Pearson Vue account cannot be used for the CPCE, these are separate accounts.

Registering with Pearson VUE: Account Set-Up Process

1. Once you have received the "Authorization to Test" email from Pearson VUE, proceed to their website (<https://home.pearsonvue.com/cpce>) to set up an account.
2. Upon reaching the website, click on the "Create Account" option located on the right side.
3. On the "Create a Web Account" page, input your first name and last name, ensuring they match the details you used during your CCE registration. Next, enter the Candidate ID number from your "Authorization to Test" email, and finally, click the "Next" button to proceed.
4. You will next encounter the Pearson VUE Data Privacy Policy page. Take some time to review the policies carefully, and then tick the boxes for Data Collection, Data Processing, Data Transfer, CCTV, and Palm Vein Consent. Select the "Agree" option to proceed further.
5. Upon reaching the "Your Profile" page, you will find the details you provided during the CCE registration displayed. Please review this information and ensure its accuracy. If you happen to spot any inaccuracies, please note that you cannot correct it directly from your Pearson Vue account. In such cases, you must send an email to cpce@cce-global.org requesting a correction.

However, if all the information listed is accurate, you can proceed to the next page by selecting the "Next" option.

6. On the "Additional Information" page, you have the option to enter your ethnicity; however, please note that providing this information is entirely voluntary. If you choose to do so, you can enter your ethnicity on this page. Once you have made your decision, click "Next" to proceed to the following step.

7. On the last page of the setup process, which is the "Login Information" page, you can choose a username (it doesn't have to be your email), select a secure password, and set up your security questions. Once you have completed filling in this information, click on the "Next" button to finalize the process.
8. After finishing the preceding steps, the following page will show a confirmation message verifying that you have successfully set up your Pearson VUE account for the CPCE. Remember to check your email, as you will receive a message from PearsonVUEConfirmation@pearson.com containing your assigned username and confirming the successful creation of your Pearson VUE web account for the CPCE. Click on "Next" to access your dashboard.

Scheduling and Payment Process

1. To proceed with paying for an exam appointment, click the underlined exam titled "CPCE-ABE Counselor Preparation Comprehensive Examination (CPCE)" listed under Pre-Approved Exams.
2. On the next page you will be presented with the question, "How do you want to take the exam?" Be sure to select the **in person at a test center** option and click "Next".
3. "Provide Additional Information" screen: select "Yes, I've read the handbook for my specific exam." Click "Next". (The CPCE Handbook can be accessed here: <https://cce-global.org/Assets/exams/handbooks/CPCE.pdf>)
4. Before proceeding further, take the time to carefully read through the CCE policies. After reviewing the policies, check the boxes to confirm that you have read and understood them. Click "Next" to move to the **Find a Test Center** page.
5. Select the test center where you would like to test. Click on "Next" to proceed to the **Find an Appointment** page.

PLEASE READ IF YOU ARE TESTING WITH ACCOMMODATIONS

Please Note: If you are approved for testing accommodations, you must schedule your appointment and pay the exam fee by contacting Pearson Vue accommodations customer service at [800-466-0450](tel:800-466-0450) **opt 3**.

Do not attempt to proceed with payment if your accommodation hasn't been added to your account. Please contact the CCE CPCE Coordinator at cpce@cce-global.org to confirm that your accommodations have been added to your account.

Select a date on the calendar and then scroll down to select a time. Click “Book the Appointment” once you have selected your preferred exam appointment to proceed to the **Cart**.

- a. Ensure your time is displayed correctly in either 12hr or 24hr format.

Review your appointment location, date, and time and click on “**Agree and Proceed**” to progress to the **Enter Payment and Billing** page.

Select your debit/credit card type from the drop down under “Payment Type” and enter the billing address associated with your card. and then you will see your Order Total. Click **Next**.

- a. If you have received a voucher from your university, click “**Add Voucher or Promo Code**” and enter the voucher number.

6. Review your appointment details and then click **Agree and Proceed** to proceed to the payment page.

7. Enter your debit/credit card information and select **Pay**.

Once you have submitted payment, you will receive a confirmation email from PearsonVUEConfirmation@pearson.com containing your appointment date, time, and location.

Things to Remember

- Please remember your login credentials for your Pearson Vue account; you will need them to access your Pearson Vue account on the date of your exam.
 - If you have forgotten your login credentials, you may use the “Forgot Password” or Forgot Username option on the sign-in page, or you may contact Pearson Vue customer service at 866-904-4432 to have them reset your credentials.
- You can test up to 2 times within your 6-month eligibility period; payment is required for each exam attempt.
- If you need to make any EDITS/CHANGES to the information you input in the CCE registration form, please send an email to CCE CPCE Coordinator at cpce@cce-global.org with the corrections and it will be updated.
- If your 6-month authorization window expires, ask your University Program coordinator to email the CCE CPCE Coordinator at cpce@cce-global.org to extend your eligibility. **DO NOT COMPLETE THE CCE REGISTRATION AGAIN.**
 - If your dashboard states “No Pre-Approved Exams” when you log into your CPCE Pearson Vue account, you require an extension.
- If you need to RETAKE THE EXAM, you will sign into your Pearson VUE account at

www.pearsonvue.com/cpce to schedule and pay for the exam by repeating steps 1-14 under the **Scheduling and Payment Process** header.

- If you are unable to test on the date you selected, you will need to cancel or reschedule your appointment at least 24 hours before the date AND time of the appointment.
 - You may reschedule your appointment by logging into your Pearson Vue account, clicking the appointment link at the top of the dashboard under “View or Launch Online Exam”, and then selecting reschedule on the next screen to the far right, or by contacting Pearson Vue via phone, 866-904-4432.
 - Rescheduling your exam requires payment of a \$50 fee charged by Pearson Vue. The only way to get around paying the fee is to completely cancel the appointment and schedule later once you have received the \$150 refund.
 - You may cancel your appointment by logging into your Pearson Vue account, clicking the appointment link at the top of the dashboard under “View or Launch Online Exam”, and then selecting cancel on the next screen to the far right, or by contacting Pearson Vue via phone, 866-904-4432. Once you have canceled the appointment, Pearson Vue will refund the \$150 exam fee. It will take about 3-5 business days to receive a refund.
- Since you are testing in-person at a Pearson Vue testing center, you will receive a physical copy of your raw score report upon completion of the CPCE. Please store this copy in a safe and secure area.
- An official score report will be sent to your school with confirmation of testing the month following your exam. (i.e., A score roster of students who tested during the month of August will be sent to the school by September 15th). There is nothing you need to do to have your scores sent to your university, they will be sent automatically.
- **SPECIAL ACCOMMODATIONS:** If you are approved for exam accommodations, the Disabilities or Student Affairs Office at your school should email a letter on university letterhead to the Accommodations Manager at CCE via email to accommodations@cce-global.org. The letter will need to be signed and dated by the school representative and include the necessary accommodation(s) you will require during testing. **DO NOT PAY** for the exam until the accommodation(s) have been applied to your account.
 - Once your accommodation(s) have been approved and added to your account, you must call Pearson VUE accommodations customer service at 800-466-0450 **opt 3** to schedule/pay over the phone.

APPENDIX F

STUDENT ACKNOWLEDGEMENT OF RECEIPT OF WSU CED DEPARTMENT HANDBOOK

CED DEPARTMENT HANDBOOK
STUDENT ACKNOWLEDGEMENT OF RECEIPT

I _____ acknowledge the *Counselor Education Department (CED)*
(Student Name)

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 Faculty Representative

Date

CED DEPARTMENT HANDBOOK
STUDENT ACKNOWLEDGEMENT OF RECEIPT

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

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Signature of Student

Date

Student's Name – Printed

CED Representative

Date

To Student: Please turn in this signed copy to your CE 601: Foundations of Counseling instructor or your advisor.