

MASTER OF SCIENCE

SCHOOL COUNSELING
PROGRAM

STUDENT HANDBOOK

School of Education
University of Wisconsin-Stout

Revised November 2007



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**UNIVERSITY OF WISCONSIN-STOUT
MASTER OF SCIENCE SCHOOL COUNSELING
GRADUATE STUDENT HANDBOOK**

Mission Statement

School counseling is founded on the assumption of worth, dignity, and the developmental potential of all individuals. School counselors work with children, families, teachers, administrators, and other service providers in a team process to promote student learning. School counselors assist youth in discovering, appreciating, and actualizing their unique personalities and strengths. School counselors support the academic, personal/social, and career development of students in PK-12 educational settings.

UW-Stout's School Counseling program prepares its students with a strong base of foundational knowledge in counseling theory and practice, anchored to state and national standards. In addition, the program develops the professional attitudes, skills, and dispositions required for service in PK-12 school settings. UW-Stout's School Counseling Program helps graduate students develop these skills through an experientially-oriented curriculum that includes clinical and field-based learning activities. A primary goal of the program is to train future school counselors to work with, support, and advocate for America's diverse groups and individuals in educational contexts, respecting and affirming differences in race, sex, age, religion, ability, and cultural heritage.

Performance Based Assessment System School Counseling

The School of Education has adopted a Pupil Services Performance-Based Assessment System to ensure that all pupil service candidates possess the knowledge, skills, and dispositions required for successful careers in education. This assessment system establishes benchmarks at which all candidates for pupil services certification will be assessed. In addition, all pupil services candidates will be required to maintain a portfolio with evidence of meeting the Wisconsin Department of Public Instruction School Counseling Content Guidelines.

Benchmark I: Acceptance into the Guidance and Counseling Program

- Earned bachelor's degree
- Undergraduate GPA of 2.75 or greater
- Satisfactory scores on folio review rating scale
- Satisfactory scores on interview rating scale
- Passed educator background check

Benchmark II: Candidate review of progress no sooner than 18 credits and prior to practicum

- Satisfactory scores on portfolio review rating scale
- Satisfactory scores on dispositions' review rating scale (>24 total score and satisfactory or above ratings in each area)
- Satisfactory grades on transcript review
- When applicable, passing score on Wisconsin DPI School Counseling content exam

Benchmark III: Final review

- Satisfactory scores on dispositions review for all probationary students
- Satisfactory scores on portfolio review rating scale
- Satisfactory completion of all degree/certification requirements

Assessment System School Counseling

As part of the changes being made to PI 34 by the Department of Public Instruction (DPI), the school counseling program will be implementing a portfolio requirement, encompassing 11 content areas, plus a 12th area that includes artifacts from your capstone practicum field experience.

Portfolio Basics

- Portfolio artifacts are “pieces” or objects that students select to demonstrate achieved competence in each of the content areas.

- For each section (content guideline) in the portfolio, a brief narrative should accompany to illustrate and clarify the importance of the artifacts.
 - Often artifacts take the form of term papers, journal article critiques, critiques of student performance, reflective writing following a field experience and lesson plans the student has developed or implemented.

- Each content area in this program corresponds to a School Counseling Content Guidelines required by the Department of Public Instruction (see Appendix).
 - These standards of competence are also consistent with American School Counselor Association counselor performance standards.

- The resulting portfolio provides key evidence that students have adequately met competency standards set by the profession.

- For each content area a brief “reflection on the artifacts, should appear at the beginning of each new section. A reflection is the student’s personal assessment about how each artifact reflects their developing competency. Furthermore it provides an introduction to the artifacts in that section, and how those artifacts are meaningful.

- Materials included in the portfolio should NOT include any identifying information about students/clients with whom you have worked. This includes last names, demographic details, etc., within reports where it would be easy to identify the student/client.

DEGREE CANDIDATE ADMISSION, RETENTION, AND DISMISSAL POLICY

Master of Science Degree School Counseling

The Master of Science in School Counseling has unique professional degree requirements governed by professional accreditation standards and Wisconsin's licensure requirements. The admission, retention, and dismissal policy reflects sensitivity to these standards and faculty determination of the graduate student or degree candidate's capability to meet the rigors of professional practice. The procedures that follow apply to the Master of Science in School Counseling. These policies are in addition to, and in no way supersede or mitigate, the policies contained in the Graduate Bulletin or Graduate School policy.

Student Admission Policy

The prospective candidate makes application to the Graduate School for admission into a graduate level program. The Application for Admission/Enrollment is available from the Graduate School. Criteria for admission to the Graduate School are specified in the Graduate Bulletin.

Subsequent to admission deadlines a minimum of two faculty members evaluate each candidate's admissions portfolio. The faculty members rate applicants in the following areas: ability to do graduate work; quality of undergraduate and graduate academic preparation relating to the helping professions; quality and range of work/volunteer experiences; quality of writing and communications skills; clarity of purpose; and quality of references. Upon recommendation of the faculty and as a condition for consideration, the candidate is also required to interview with a minimum of two faculty in order to further determine the candidate's qualifications for admission to the School of Counseling program. Interview dates are offered in the month following the application deadlines.

The faculty review team generates a priority selection list based on determination of each candidate's ability to meet the rigors of the program as well as their ability to meet the professional standards and licensure requirements for professional practice and in keeping with enrollment deadline. The program director forwards candidate recommendations to the Graduate School for candidate notification. The entire admission review process is generally completed within two months after the admission deadline.

No person may apply to the same program more than three times without special permission from a committee of the faculty convened for review of admissions expectations.

Student Retention and Dismissal Policy

The Master of Science in School Counseling admission, retention, and dismissal policy is designed:

1. To provide students and degree candidates with information related to their progress in acquiring skills and competencies essential to professional practice
2. To provide program faculty with the necessary information to evaluate student and degree candidate progress toward achieving the skills and competencies required for professional practice.

Program procedures to consist of the following:

1. Any faculty member, program committee member, or professional field supervisor, at any time, can request faculty review of a student's progress toward meeting degree and certification

requirements, and acquiring and exhibiting competencies necessary for professional practice. Such requests are forwarded through the respective program director and will be reviewed by the faculty in a formal faculty meeting. Students will be notified by their program director in writing if unsatisfactory progress toward completion of their professional program, concentration or certification is noted.

2. Students receiving notice of unsatisfactory progress will consult with the program director regarding their deficiencies and establish specific written objectives to remediate such deficiencies. The written objectives become a personal record in the student's file. Failure to remediate deficiencies during the next faculty review period or otherwise agreed upon time frame will result in consideration for dismissal from the program.
3. In the case of any student displaying emotional or behavioral problems to the extent that:
 - a. The problems are noted in class attendance/performance, or
 - b. They are noted in field practicum or internship attendance/performance, or
 - c. The faculty deems that the student's progress is unsatisfactory, or
 - d. The student's conduct constitutes a serious violation of professional practice or ethics,

The program director will appoint a committee consisting of three program instructional members to investigate. The committee's findings will be presented in a timely fashion to the program faculty in closed session for recommended action.

4. Any action by the faculty is conveyed to the student in writing by the program director with specific recommendations for remediation or notice of dismissal.
5. The program faculty reserves the right to suspend or terminate a certification or degree candidate's enrollment in a program at any time for academic or performance-related reasons. If a student's enrollment is suspended or terminated, he/she may request a review of the decision by the Dean of the School of Education or his/her designee. The purposes of a review are to permit a master's degree student or degree candidate to challenge (1) the factual information that formed the basis of the decision and/or (2) the sanction itself; probation, suspension or termination. Such request must be made in writing to the Dean of School of Education or designee within 22 days of notification (of probation, suspension or termination) and must identify the basis or bases for the review or challenge to the factual basis and/or sanction. A review is not an adversarial proceeding. The student may appear before the Dean or designee personally. A review shall be held within ten working days of the date the Dean or designee receives the request, except that it may be held at a later date upon mutual agreement or upon order of the Dean or designee. Following the conclusion of the review, the Dean or designee shall normally advise the student and the Graduate School of his/her decision in writing within five working days. Students wishing to appeal the decision to the Dean may follow the procedure for Positive Action. In the meantime, the student is considered dismissed from the program.

Satisfactory Progress

The following criteria are used as evidence of satisfactory progress toward a Master of Science in School Counseling:

1. Meeting all UW-Stout Graduate School requirements, including grade point average (GPA) and residency.
2. Maintaining progress toward degree completion as agreed upon in the student's or degree candidate's program plan.

3. Maintaining a grade of B or higher in all graduate courses, including all clinical courses, taken as part of a program completion plan.
4. Successful completion (i.e. passing score) of Praxis II School Counseling content examination, when available in Wisconsin, prior to internship.
5. Successful completion of the 600 hour internship in the PK-12 setting with a grade of B or higher.
6. Successful benchmark and disposition reviews.
7. Adherence to the professional, legal and ethical standards as defined by the American School Counselor Association and the American Counseling Association and other professional accreditation and licensing bodies.
8. Demonstration of professional behaviors consistent with the benchmarks established by professional school counseling organizations.
9. Determination of the degree candidate's capability to successfully perform the professional duties and responsibilities as required in professional practice by the program director and the faculty within the School Counseling Program.

The School Counseling Program Position on Academic Dishonesty

UW-Stout subscribes to the definition of academic dishonesty provided by the National Association of Student Personnel Administrators. Academic dishonesty includes: cheating (intentionally using or attempting to use unauthorized materials, information or study aides in any academic exercise); fabrication (intentional and unauthorized falsification or invention of any information or citation in an academic exercise); plagiarism (intentionally or knowingly representing the words or ideas of another as your own in any academic exercise); and facilitating academic dishonesty (intentionally helping or attempting to help another commit an act of academic dishonesty). UW-Stout also considers the forgery of academic documents or the intentional impeding or damaging of the academic work of others to be academic dishonesty. Penalties for academic dishonesty can be severe. **The rules and procedures regarding UW-Stout’s policy on academic dishonesty can be found on line at <http://www.uwstout.edu/resolve/dishones.html> or <http://www.uwstout.edu/resolve/uic.html>**

* * * * *

I, _____, hereby acknowledge that I have thoroughly reviewed the program admission, retention, and dismissal policy, and I understand and will abide by the Master of Science in School Counseling Admission, Retention and Dismissal procedures.

Signature

Date

SCHOOL COUNSELING PRACTICUM
SCOUN 788
General Guidelines
Updated 9/2007

The following are guidelines that students must adhere to regarding practicum placement:

1. The deadline for submitting an application for School Counseling Practicum (SCOUN 788) is October 15th for students planning to do practicum Spring semester, and February 15th for students planning to do practicum Fall semester.
2. Students must have completed all prerequisite coursework (COUN 750, COUN 788) before beginning SCOUN 788 practicum.
3. SCOUN 788 requires school counseling-related work with school-aged youth in a field setting. SCOUN-788 activities may include individual or group educational activities. Students must schedule a minimum of either six hours weekly on site and one hour weekly with a university supervisor (for school counseling students), or a minimum of eight hours weekly on site under the supervision of a licensed school counselor (for school psychology student) for the duration of the fall or spring semester.
4. All students will participate in group supervision sessions, scheduled biweekly from 4:40-7:40 Thursday evenings. The first night of seminar will be on the first Thursday of the semester.
5. Practicum hours must be completed during the regular school day.
6. Once a student has made an agreement (verbal or written) to accept a practicum site, she/he must honor that agreement. Thus, students may not accept other practicum site offers after making a commitment to a particular site.

SCHOOL COUNSELING INTERNSHIP
SCOUN 789/790
General Guidelines
Updated 9/2007

The following are guidelines that students must adhere to regarding internship placement:

1. The deadline for submitting an application for School Counseling Internship (SCOUN 789/790) is October 15th for students planning to do internship Spring semester, and February 15th for students planning to do internship Fall semester.
2. Students must have completed all prerequisite coursework (see attached) before beginning SCOUN 789/790 Internship.
3. Students may request placements within a 75-mile range of UW Stout.
4. SCOUN 789/790 is a capstone experience and therefore a fulltime commitment for one semester:
 - a. Internship is **Fifteen weeks, 5 days per week**, and must be completed during the university's academic semester.
 - b. Students are welcome to complete additional hours by staying in the placement until the local district's semester ends (typically January or June)
5. Students who wish to complete internship over two semesters (2.5 days per week) must request permission from the school counseling faculty.
6. Requests must be submitted to the program director by the application deadline (Oct/Feb 15th). The student will be informed in writing regarding acceptance/rejection of such requests.
7. Internship hours must be completed during the regular school day.
8. Once a student has made an agreement (verbal or written) to accept an internship site, they must honor that agreement. Thus, students may not accept other site offers after making a commitment to a particular site.
9. Students may NOT complete internship at a school site where they are also currently employed **full-time**. An effective and realistic internship experience requires time and attention (e.g. assignment to internship in at least half day increments) as well as freedom from competing role expectations.
10. Students are required to attend internship seminars held on Thursday evenings (4:40-7:40). The first night of seminar will be on the first Thursday of the semester.

COURSES NEEDED BEFORE INTERNSHIP
School Counseling

COUN-750 Formerly 675	Counseling Theory
COUN-788	Counseling Process Lab
SCOUN-765	Professional Orientation - School Counseling
SCOUN-647	Behavior Problems of Children
SCOUN-733	Career Development Theories
SPSY-753	Psychometric Theory and Application
COUN-752	Group Dynamics
HDFS-742	Lifespan Human Development
SCOUN-788	School Counseling Practicum
SPSY-777	Legal and Ethical Issues
SPSY-753A	School Counseling Lab
SCOUN-782	PK-12 Development Guidance Curriculum
SPSY-775	School Consultation

Wisconsin Educator Licensure Information

The State of Wisconsin has established specific requirements for the certification of school counselors at two levels:

Initial Educator License-School Counselor (PI 1602-IS) is the initial license granted to new School Counselors. It is good for 5 years.

Professional License-School Counselor (PI 1602-5R) is a renewable license. This license must be renewed every 5 years.

The Wisconsin Department of Public Instruction (www.dpi.state.wi.us) has designated specific areas of academic preparation for licensure as a school counselor. Completion of the program *with the 600-hour university supervised practicum* will enable the student to meet the standards of most states without further coursework.

FT ___ PT ___

M.S. School Counseling Program Plan Sheet

Name _____ Phone # _____ Date _____

COURSE #	DEGREE REQUIREMENTS	CR	SEM.	NOTES
	FOUNDATION COURSES (17 credits)			
COUN-750	Counseling Theory	3		
COUN-788	Counseling Process Lab	3		
COUN-752	Group Dynamics	3		
SPSY-753	Psychometric Theory and Application	2		
SCOUN-733	Career Development Theories, Issues & Info	3		
HDFS-742	Lifespan Family & Human Development	3		
	RESEARCH (6-10 credits)			
EDUC-740	Research Foundations	4		
SCOUN-735 -or- SCOUN-770	Problems in Counseling/Psych Services -OR- Plan A Thesis	2 6		
	SCHOOL COUNSELING (14 credits)			
SCOUN-765	Professional Orientation: School Counseling	3		
SPSY-753A	School Counseling Lab (concurrent with SPSY-753)	1		
SCOUN-782	PK-12 Developmental Guidance Curriculum	3		
SPSY-775	School Consultation	2		
SPSY-777	Legal/Ethical Issues	2		
SCOUN-647	Emotional/Behavioral Problems of Children	3		
	CLINICAL COURSES (11 credits)			
SCOUN-788	School Counseling Practicum	3		
SCOUN-789	Elementary School Counseling Internship	3		
SCOUN-790	Secondary School Counseling Internship	3		
SCOUN-793	School Counseling Internship Seminar	2		
	SELECTIVE COURSES (see back for options)	2		
	TOTAL DEGREE REQUIREMENTS	50		

***Approved Selectives:**

SCOUN-690 Behavior Interventions in the Schools (2cr)
SCOUN-705 Play Therapy (2cr)
SCOUN-792 Post Secondary Practicum (2cr)
CTE-502 Principles of Career and Tech Ed (2cr)
EDUC-600 Domestic Violence & Classroom (1cr)
EDUC-600 Children from Chaos (1cr)
EDUC-615 Classroom Management (3cr)
EDUC-750 Curriculum Theory (3cr)
PSYC-666 Alcohol & Family Systems (2cr)
SPED-524 Curriculum & Instruction: Career and Transition Education (3cr)
FCSE-708 Curriculum Studies (2cr)
ANTH-620 Anthropological Study of Family Systems (3cr)

**Minimum Competency Course Areas
Required for Educator Certification**
(May be taken at graduate or undergraduate level)

Psychology of Learning: Minimally 2 semester credits

EDUC-303 (3 cr) Educational Psychology
PSYC-330/530 (3 cr) Psychology of Learning
PSYC-730 (2 cr) Advanced Psychology of Learning

Inclusion: Minimally 3 semester credits

SPED-430/730 (3 cr) Inclusion

Multicultural Education Course + 50 hours Field Experience – Minimally 3 semester credits

EDUC-336/536 (2 cr) Multiculturalism
EDUC-376/576 (1 cr) Cross-cultural Field Experience

Organization, Administration and Operations of Schools: Minimally 2 semester credits

EDUC-326 (2 cr) Foundations of Education
EDUC-726 (2-3 cr) Administration

Preparation for Research

EDUC 729 (1 cr) Intro to Educational Research

Recommended Course Sequence
M.S. School Counseling
Rev. 2007

Listed below are required courses for a master's degree in PK-12 School Counseling. Courses are listed in order of importance, with classes listed at the top being most important to complete early in the program because they meet prerequisite requirements and/or provide a foundation for later coursework. Courses do not need to be taken in exact order. Students must also satisfy a 2 credit selective requirement. Approved selectives and educator minimum competencies are listed on the program plan .

I. <u>COURSE</u>		GENERALLY OFFERED F=Fall, S=Spring	PREREQUISITE
COUN-750 Formerly 675	Counseling Theory	F, S, Summer	
COUN-788	Counseling Process Lab	F, S, Summer	
SCOUN-765	Professional Orientation – School Counseling	F, every other Spring/Summer	
SCOUN-647	Behavior Problems of Children	F, S	
SCOUN-733	Career Development Theories	F, S, Summer	COUN-750
SPSY-753	Psychometric Theory & Application	F, Summer	
COUN-752	Group Dynamics	F, S, Summer	Co-requisite: COUN-788
HDFS-742	Lifespan Human Development	S, Summer	
SCOUN-788	School Counseling Practicum	F, S, Summer	COUN-750, COUN-788
SPSY-777	Legal and Ethical Issues	F, S	
SPSY-753A	School Counseling Lab	F, Summer	Co-Requisite: SPSY-753
SCOUN-782	PK-12 Development Guidance Curriculum	F, every other Spring/Summer	COUN-750, SCOUN-765
SPSY-775	School Consultation	F, S	
EDUC-740	Research Foundations	F, S, Summer	
SCOUN-735 SCOUN-770	Problems in Counsel/Services Thesis	F, S, Summer	EDUC-740
SCOUN-789/790	Internship in Elementary/Secondary Schools	F, S	COUN-750, 788, 752; SPSY-753, 753A, 775, 777; HDFS- 742; SCOUN 782, 733, 765, 647, 788

Add Selective(s) and Minimum Competencies as Needed

**GRADUATE SCHOOL DEGREE PROGRESS
GENERAL INSTRUCTIONS:
INITIAL ENROLLMENT to DEGREE CLEARANCE**

Following are the steps each graduate student should follow to ensure the completion of all Graduate School requirements. The forms referenced below can be obtained from your program director, the Graduate School or on-line at <http://www.uwstout.edu/grad>

I. MEET WITH YOUR PROGRAM DIRECTOR:

- A. Develop your preliminary program of study

II. REGISTER EACH TERM;

- A. Consult program director as needed

III. END OF FIRST SEMESTER

- A. FILE APPLICATION FOR DEGREE CANDIDACY FORM (Available at <http://www.uwstout.edu/grad.afdc.pdf>) with the Graduate School. Attach your final program plan (signed by your program director) and a current unofficial UW Stout transcript.
- B. If transferring courses from another institution, include a completed REQUEST TO TRANSFER CREDIT form available at <http://www.uwstout.edu/grad.rtc.pdf>
1. Advise the institution from which you wish to transfer credit to forward an *official* transcript directly to the Graduate School.

IV. BEGINNING OF SEMESTER IN WHICH YOU INTEND TO GRADUATE

- A. File *GRADUATE APPLICATION FOR DEGREE/COMMENCEMENT* (on-line). A \$30 graduation fee is charged upon completion of 20 credit hours.

V. REGISTER FOR YOUR RESEARCH PAPER (For programs with research papers)

- A. See: RESEARCH COMPONENT GUIDE
- B. See Also: RESEARCH COMPONENT GUIDE; THESIS (PLAN A), DESIGN OPTION

VI. END OF SEMESTER IN WHICH YOU INTEND TO GRADUATE

- A. Check with the Graduate School regarding degree clearance/graduation status. The Graduate School clears you for your degree, (i.e., graduation) upon completion of all requirements including Graduate School approval of your paper, where papers are required.
- B. Follow the links from the web-site below for information regarding graduation procedures, form and deadlines at: <http://www.uwstout.edu/grad/>
- C. Obtain instructions for commencement (the graduation ceremony) from the Dean of Student's Office website <http://www.uwstout.edu/stusrv/commencement.html>

Your diploma will be mailed to you two to three months after all requirements have been met and all fees paid.

UW-STOUT GRADUATE SCHOOL DEGREES RESEARCH COMPONENT GUIDE

I. PREREQUISITES TO WRITING YOUR PAPER

1. Complete the introductory research course(s) required by your program
2. Formulate a research question
3. In consultation with your program director, select an advisor
4. Identify preliminarily relevant library sources; start reading
5. Refine your research question; identify more library resources; continue reading
6. Adviser/Committee Selection

Notes: *The adviser and/or research committee must be members of the Graduate Faculty. A list of Graduate Faculty is available in the Graduate School and on the web at www.uwstout.edu/grad/*

- Plan B (projects or problems): Secure a Research Adviser
OR
- Plan A (Thesis), Design Option, Ed. S degree: Secure a Research Committee

Complete the ***Appointment of Research Adviser/Chair and Committee*** form obtaining all necessary signatures and submit it to the Graduate School. The Coordinator for Graduate Studies will review the form and formally appoint the committee. Copies of approved assignments are distributed as indicated on the bottom of the form.

Complete human subjects training and Human Subjects form. The assurance of human subjects' protection is required by law to precede data collection; if not secured, both researcher and the affiliated institution could be held liable for human subjects' violations.

II. REGISTERING FOR THE RESEARCH PAPER (for programs with research component)

All students who will be writing research papers must register for the appropriate course (see below). Register during the term in which you are working on the study.

Research Course Options: Discuss these options with your adviser prior to registering

- A. Plan B or Field Problem (2, 3, or 4 credits depending on degree program) XXXX 735 (e.g. SCOUN 735, SPSY 735, etc). EXCEPT: Applied Psychology uses PSYC 835.
- B. Plan A Thesis (6 credits); XXXX 770. EXCEPT Ed.S. in School Psychology, use SPSY 870. *Note: not all programs offer the Plan A Thesis option.*

Important research paper registration details:

- *Research Adviser's signature required; no on-line registration*
- *Adviser's number listed as section # on registration card; locate that number on the Graduate Faculty list located in the Graduate School*
- *A mandatory special course fee will be charged when you register*

Note: Incompletes

Incompletes are not automatically assigned at the end of a term but are determined in consultation with your adviser. Program directors and research advisers must be notified regarding the inability to complete the paper within the term. An 'IP' (in progress) or 'I' (incomplete) grade may be assigned to research papers when the research adviser deems it appropriate. If the 'I' is not removed within one year, an 'F' is automatically assigned and the student must re-enroll for the course and pay fees to obtain credit for the research paper. IP grades which expire after two years are treated similarly.

III. COMPLETE HUMAN SUBJECTS TRAINING

Do not begin data collection or chapter four of your paper until you have been notified of approval by the Human Subjects Institutional Review Board (IRB) (see below). Note: IRB approval is good for only one year. Any research project not completed within one year of approval needs to submit a protocol for renewal.

HUMAN SUBJECTS TRAINING: (MANDATORY; FOLLOW THESE STEPS):

1. Complete UW-Stout's web-based Human Subjects Training at <http://www.uwstout.edu/solutions/rs/hstraining/index.htm>
2. Complete the Protection of Human Subjects in Research Form online <http://www.uwstout.edu/solutions/rs/documents/humnsbjform.doc> and print.
 - Handwritten forms will not be accepted.
3. Send or take the form with required signatures and required materials attached, to Stout Solutions • Research Services, 152 Vocational Rehabilitation.
4. The IRB will notify you if it is determined that your completed form can be quickly reviewed through an expedited review process, if so, that review would be completed within ten business days. If a full board review is required, the review will be placed on the agenda for the next monthly IRB meeting. Upon completion of the review, whether expedited or full board, students and the adviser who signed the IRB review request will be notified.

IV. WRITE YOUR RESEARCH PAPER

- a. Write a preliminary draft of your paper; modify as necessary.
- b. Give your research adviser a final draft copy of your paper 3 weeks before the end of the term. Advisers may choose not to accept late papers, which could delay your degree.

V. SUBMIT YOUR PAPER

Submit your completed and approved research report, i.e. paper (following the APA Manual of Style, 5th edition) to the Graduate School (130 Bowman Hall) by the deadline. Together with the hard copy of your paper, submit an electronic version (CD, floppy, or zip) and the **Submission of Final Research Report form** to the Graduate School.

The deadline for submission is 4:00 p.m. on the final day of class in the term in which you wish to graduate (i.e., Semester I, WinTerm, Semester II or Summer Session). The last day of the term is the last day of evaluation week of the semester and the last day of classes during the summer. Actual dates will be posted in the Graduate School and on the website.

Portfolio Review Rubric School Counseling University of Wisconsin—Stout

Student Name: _____

Review: Benchmark 2: 24 Credits
 Benchmark 4: During Practicum

Reviewer Signature: _____

Date: _____

Observer: Minimal knowledge and skill development are evidenced in the domain area, often due to a lack of education, training and experience. Training and supervision are required.

Novice: Beginning knowledge and skill development are evidenced in the domain area, often due to limited experience. Some teaching and supervision are required.

Practitioner: The individual exhibits knowledge, proficiency, and competence in most aspects of the domain. The individual may seek consultation for assistance in some aspects of the domain.

	Observer		Novice		Practitioner		Comments
	1	2	3	4	5	6	
1. Psychological & Sociological Foundations							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
2. Program Organization & Administration							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
3. Prevention, Intervention, & School Consultation							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
4. Diversity & Inclusion							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
5. Individual & Group Counseling							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							

	Observer		Novice		Practitioner		Comments
	1	2	3	4	5	6	
6. Career Development							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
7. Transition Services							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
8. School Law & Ethics							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
9. Assessment & Research							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
10. Technology							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
11. Professional Development							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact:							
Artifact:							
Artifact:							
12. Practicum							
Reflection: <input type="checkbox"/> Yes <input type="checkbox"/> No							
Artifact: University Supervisor Evaluations							
Artifact: Site Supervisor Final Evaluation							
Artifact:							

**Disposition Review
School Counseling
UW-Stout School of Education**

Raters: _____ **Date:** _____

Student: _____

Review: **Benchmark 2:** 18 Credits
 Benchmark 3: During Practicum (if total score <24 previously or any one rating less than 3 previously)

1 = Unsatisfactory: Rarely demonstrates disposition
2 = Minimal: Occasionally demonstrates disposition
3 = Satisfactory: Usually demonstrates disposition
4 = Proficient: Consistently demonstrates disposition

Dispositions	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Attendance	Numerous tardies/early Departures OR 4+ absences	Several tardies/early departures OR 3 absences	Few tardies/early departures OR 2 absences	Timely and consistent presence in class/school	
Preparedness	Rarely, if ever, well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Occasionally well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Usually well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	Consistently well prepared for class/practicum; e.g., evidence of completed reading/assignments and engagement of reading materials - written notes, questions, other responsibilities	
Continuous Learning	Rarely, if ever, demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Occasionally demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Usually demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; sets high expectations for self	Consistently demonstrates curiosity, creativity and flexibility regarding course content, processes and tasks; , sets high expectations for self	
Positive Climate	Rarely, if ever, views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Occasionally views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Usually views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	Consistently views feedback and situations maturely; analyzes feedback and makes appropriate adjustments to enhance personal growth & learning; analyzes comments & interactions to make appropriate adjustments that promote a positive learning environment	

Dispositions	Unsatisfactory	Minimal	Satisfactory	Proficient	Points
	1	2	3	4	
Reflective	Rarely, if ever, willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Occasionally willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Usually willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	Consistently willing to suspend initial judgments, receptive of a critical examination of multiple perspectives, generate effective/productive options, make reasoned decisions with supporting evidence, makes connections to previous reading/courses/experience, etc.	
Thoughtful & Responsive Listener	Rarely, if ever, demonstrates the ability to listen to people's insights, needs, & concerns; appears unable to respond either positively or thoughtfully	Occasionally demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	Usually demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	Clearly demonstrates the ability to thoughtfully listen & respond to people's insights, needs, & concerns, e.g. asks questions, summarizes points, etc.	
Cooperative & Collaborative	Rarely, if ever works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Occasionally works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Usually works to keep group on task, maximize individual talents, evenly distribute responsibility, etc.	Consistently works well with others, e.g., keeps group on task; maximizes individuals' talents; evenly distributes responsibility, etc.	
Respectful	Rarely, if ever, shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Occasionally shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Usually shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	Consistently shows due courtesy & consideration for people & ideas; demonstrates sensitivity with respect to language use	

Unsatisfactory Level: 8-15 points (or a rating of 1 or 2 in any category)

Minimal Level: 16-23 points

Satisfactory Level: 24-31 points

Proficient Level: 32 points

TOTAL SCORE = _____

School Counseling Content Guidelines (Wisconsin Department of Public Instruction)

A School Counselor will

- Demonstrate an understanding of the psychological, theoretical, and sociological foundations of human development.
- Demonstrate an understanding of skills required to develop, organize, administer evaluate, and promote a comprehensive developmental school-counseling program based on the Wisconsin Developmental Guidance Model in collaboration with educators, families and community resources.
- Demonstrate the skills required to work effectively with school teams to promote a safe and healthy school climate, including prevention and intervention strategies such as conflict resolution, peer mediation and crisis management.
- Demonstrate an understanding of the role that diversity, inclusion, gender and equity have on students' academic achievement, personal/social and career development.
- Demonstrate individual and group counseling skills, which facilitate students' personal/social, academic, and career development throughout their Pk-12 school experience.
- Demonstrate an understanding of "Pk-16" career development theories, practices and programs, including the ability to facilitate student skill development.
- Demonstrate knowledge of developmental approaches to assist all students and parents at points of educational transitions such as home to elementary school, elementary to middle school to high school and high school to postsecondary options.
- Demonstrate an understanding of relevant state and federal laws, institutional rules, regulations and standards along with the national and ethical standards of the American School Counselor Association.
- Demonstrate the ability to utilize research, student data and institutional assessments to improve school counseling programs and recommend systematic changes that will improve the learning environment for all students.
- Demonstrate an understanding of current and emerging technology in education and school counseling to assist students, families, and educators in making informed academic, career, and personal/social choices.
- Demonstrate an understanding of and how to acquire ongoing professional development and reflection in helping to continually evaluate school-counseling services.
- Demonstrate acquired skills in understanding the role, function and responsibilities of a school counselor by acquiring a minimum of 600 hours of supervised practicum in a school setting at the appropriate level(s).

Pupil Service Standards (Wisconsin Department of Public Instruction)

To receive a license in a pupil services category in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards.

- The pupil services professional understands the Ten Teacher Standards.
- The pupil services professional understands the complexities of learning and knowledge of comprehensive, coordinated practice strategies that support pupil learning, health, safety and development.
- The pupil services professional has the ability to use research, research methods and knowledge about issues and trends to improve practice in schools and classrooms.
- The pupil services professional understands and represents professional ethics and social behaviors appropriate for school and community.
- The pupil services professional understands the organization, development, management and content of collaborative and mutually supportive pupil services programs within educational settings.
- The pupil services professional is able to address comprehensively the wide range of social, emotional, behavioral and physical issues and circumstances which may limit pupils' abilities to achieve positive learning outcomes through development, implementation and evaluation of system-wide interventions and strategies.
- The pupil services professional interacts successfully with pupils, parents, professional educators, employers, and community support systems such as juvenile justice, public health, human services and adult education.

American School Counselor Association Counselor Performance Standards

“School counselor performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system.” (ASCA, 2003 p 62)

- Standard 1:** The professional school counselor plans, organizes and delivers the school counseling program.
- Standard 2:** The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning for all students.
- Standard 3:** The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.
- Standard 4:** The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.
- Standard 5:** The professional school counselor provides system support through effective school counseling program management and support for other educational programs.
- Standard 6:** The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.
- Standard 7:** The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.
- Standard 8:** The professional school counselor collects and analyzes data to guide program direction and emphasis.
- Standard 9:** The professional school counselor monitors the students on a regular basis as they progress in school.
- Standard 10:** The professional school counselor uses time and calendars to implement an efficient program.
- Standard 11:** The professional school counselor develops a results evaluation for the program.
- Standard 12:** The professional school counselor conducts a yearly program audit
- Standard 13:** The professional school counselor is a student advocate, leader, collaborator and systems change agent.

(Taken from: The ASCA National Model, American School Counselor Association ©2003)