

University of Wisconsin-Parkside

**Masters of Science in Clinical Mental Health Counseling  
Program Handbook**

Psychology, Professional Counseling & Neuroscience Department  
University of Wisconsin-Parkside  
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## Table of Contents

<b>INTRODUCTION .....</b>	<b>5</b>
<b>PROGRAM DESCRIPTION &amp; HISTORY .....</b>	<b>6</b>
<b>VISION, MISSION &amp; OBJECTIVES .....</b>	<b>7</b>
Vision .....	7
Mission .....	7
Program Objectives.....	7
<b>APPLICATION PROCESS .....</b>	<b>9</b>
Information Sessions.....	9
Application Procedures, Requirements & Materials .....	9
Application Materials .....	9
Transfer Credits.....	11
<b>PROGRAM OF STUDY, FINAL PROJECT, COURSE DESCRIPTIONS &amp; TEVERA .....</b>	<b>11</b>
Program of Study .....	11
*Elective Courses .....	13
Final Project.....	14
Master's Degree "with distinction" .....	15
Course Descriptions .....	15
Required Courses .....	15
Elective Courses .....	18
Inclusivity, Respect, and Ability/Disability Expectations.....	19
Ethical & Professional Behavior .....	20
Professional Behavior in Courses .....	20
Academic Honesty & Integrity.....	21
Attendance .....	22
Academic Knowledge.....	22
CMHC Minimum Course Grade Requirement .....	22
University GPA Requirements .....	23
Final Project.....	23
Clinical Skills & Competencies .....	23
Professional Dispositions .....	23
Professional Dispositions & Academic Misconduct.....	24
<b>STUDENT AND PROGRAM ASSESSMENT .....</b>	<b>25</b>
<b>FACULTY/ADVISOR/SITE SUPERVISOR EVALUATION.....</b>	<b>25</b>

<b>TECHNOLOGY RESOURCES AND COMPETENCE .....</b>	<b>25</b>
Appropriate use of electronic devices .....	25
<b>RETENTION, REMEDIATION &amp; DISCONTINUATION FROM PROGRAM.....</b>	<b>26</b>
Retention.....	26
Completion of Program – Program of Study .....	26
Completion of Program within Seven Years.....	26
Students Called to Active Duty Military Service.....	27
Incomplete Grades .....	27
Retake .....	28
Remediation .....	29
Determining if Remediation is Possible.....	29
Improvement Steps & Development Plans .....	30
Discontinuation from Program .....	31
Types of Discontinuation .....	32
Discontinuation Related to Admission with Probationary Status .....	32
Discontinuation Related to Academic Warning within CMHC Program.....	33
Discontinuation Related to UW-Parkside Policy on Academic Probation & Academic Suspension .....	34
Moving from Probation to Good Standing or Suspension .....	34
Discontinuation Related to Academic Dishonesty & Misconduct, Professional & Ethical Behavior, Clinical Skills & Competence, and Professional Dispositions .....	34
<b>APPEALS .....</b>	<b>35</b>
Appeal of Drop Related to Admission on Probationary Status.....	35
Appeal of Drop Related to UWP Academic Suspension .....	35
<b>APPLYING FOR RETURN TO PROGRAM .....</b>	<b>36</b>
Return Associated with Voluntary Withdrawal or Drop .....	36
Return Associated with CMHC Suspension.....	36
<b>GRADE APPEALS, COMPLAINTS &amp; GRIEVANCES .....</b>	<b>36</b>
Grade Appeals Procedure .....	36
Complaints & Grievances Procedure .....	37
<b>CLINICAL EXPERIENCES.....</b>	<b>38</b>
Tevera.....	39
<b>ENDORSEMENT &amp; RECOMMENDING POLICIES.....</b>	<b>40</b>
<b>WISCONSIN LICENSURE INFORMATION.....</b>	<b>40</b>
Applying for the Professional Counselor License (LPC) .....	41
Professional Counselor Exam Information – Wisconsin .....	42

<b>ILLINOIS LICENSURE INFORMATION .....</b>	<b>42</b>
Professional Counselor Exam Information - Illinois .....	42
<b>NATIONAL PROFESSIONAL COUNSELOR EXAM INFORMATION .....</b>	<b>42</b>
<b>Appendices.....</b>	<b>44</b>
<b>Appendix A CMHC Dispositions Evaluation Form.....</b>	<b>44</b>
<b>Appendix B CMHC Dispositions Evaluation Map.....</b>	<b>50</b>
<b>Appendix C Assessment Map.....</b>	<b>54</b>
<b>Appendix D Assessment Report Template.....</b>	<b>58</b>
<b>Appendix E Memorandum of Understanding Digitally Delivered Program.....</b>	<b>63</b>

**INTRODUCTION**

The purpose of this handbook is to provide applicants and current students in the Master's of Science in Clinical Mental Health Counseling (CMHC) program with information about the program requirements, expectations, policies and procedures. Faculty discuss the handbook with students at orientation, and students are expected to read the handbook and ask for any necessary clarification. The faculty reserve the right to change or modify the handbook at any time. Upon modification, enrolled students will be notified of any substantive changes.

### PROGRAM DESCRIPTION & HISTORY

The Clinical Mental Health Counseling program is a professional counseling graduate program that leads to the Master's of Science in Clinical Mental Health Counseling degree, and prepares graduates to work as professional counselors. The program is a pre-approved 60-credit licensed professional counselor program in Wisconsin (<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx> ), and meets the educational requirements for licensure as a professional counselor in the state of Illinois (**on ground only**) (<https://www.idfpr.com/profs/ProfCounselor.asp> )\*. The program maintains a counseling identity as part of the Psychology, Professional Counseling & Neuroscience Department.

The need for clinical mental health counselors continues to increase in the region and state. With the development of mental health parity laws, more people are accessing health insurance and mental health services. Students will develop skills critical to effective clinical mental health counseling such as: assessment, diagnosis, intervention, advocacy, and program evaluation.

A CMHC master's degree can lead to work as a professional counselor working with a range of populations (adults, couples, groups, and families and children) in a variety of settings including:

- Mental Health outpatient care
- Hospitals
- Clinics
- Agencies
- Integrative Care Settings
- Schools
- Private Practice

The program offers both an on ground modality solely through the University of Wisconsin-Parkside, and an online fully asynchronous modality in collaboration with the Universities of Wisconsin Online Collaboratives (OPLR). Both modalities allow for either full-time or part-time pathways, with all new students accepted to begin the program in the fall semesters only. For the on ground modality, a blend of traditional face-to-face, online and hybrid courses, as well as full- and half-semester course formats are included. While the online modality offers traditional full semester asynchronous courses with a few hybrid (asynchronous and synchronous), and a few fully synchronous courses.

The CMHC program uses Canvas as the learning management system, Solar for grading and registration, and Zoom or Microsoft Teams for virtual meetings and synchronous sessions. Upon admission, students are required to complete a memorandum of understanding surrounding the nature of both hybrid and asynchronous classes in the program. This memo also highlights the required technology used in these classes along with information and resources for support (see Appendix E). Students pursuing the full- time pathway are able to complete the program in seven, continuous academic terms, while the part-time pathway can be completed in thirteen, continuous academic terms.

The Board of Regents of the University of Wisconsin System authorized the program in 2017. The 2018-2019 academic year was the inaugural year of the program and coincided with the 50<sup>th</sup> anniversary of the University of Wisconsin-Parkside, which is committed to becoming “a

premier regional university that transforms lives” through career-relevant academic programs that prepare “individuals for the complexity of 21<sup>st</sup> Century life.” (UW-Parkside Pillars of Excellence: <https://www.uwp.edu/explore/offices/chancellor/strategicplanning.cfm>.)

\*The program may satisfy the educational requirements for licensure in other states/provinces. Students interested in working as a professional counselor in other states/provinces should check with the credentialing agency in the respective state/province prior to beginning the program to learn about their educational requirements.

## **VISION, MISSION & OBJECTIVES**

### **Vision**

The Clinical Mental Health Counseling program at the University of Wisconsin-Parkside seeks to train and educate students to be professional counselors who meet the mental health, wellness, education and career needs of all members of their communities and the broader region. Program faculty aim to foster students’ professional, personal, and social growth so students develop to be ethical, trauma-informed, multiculturally competent clinicians and leaders in the counseling profession.

### **Mission**

To prepare counselors-in-training to meet the mental health, wellness, education and career needs of their communities and broader region, with a commitment to underserved populations and working to eliminate mental health stigma, through both professional leadership and providing ethical, trauma-informed and culturally competent counseling services, informed by current research, holistic care, and clinically effective interventions.

This builds upon the mission of the Psychology, Professional Counseling & Neuroscience Department, which is committed to preparing students, through collaborating with faculty, to address community needs and providing service at the campus, local, national and global levels.

### **Program Objectives**

Professional Counseling is defined by the American Counseling Association as “a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals”.<sup>1</sup>

There are nine core areas and associated program objectives that students will demonstrate as a result of completing the proposed degree program.

Core Areas	Program Objectives
Clinical Mental Health Counseling	Graduates implement evidence-based counseling interventions and treatment planning strategies that are trauma-informed, and grounded in multicultural and social justice competencies.
Professional Counseling Orientation & Ethical Practice	Graduates demonstrate a professional counselor identity and demonstrate ethical, culturally competent, and trauma-informed practice.

Social and Cultural Identities and Experiences	Graduates conceptualize clients through a multicultural and social justice lens. To include demonstrating the requisite attitudes and beliefs, knowledge, skills, and actions required to ensure equity and inclusion for diverse clients.
Lifespan Development	Graduates evaluate theories and factors that affect individual and family development, as well as, transitions across the lifespan, in a multicultural and pluralistic society.
Career Development	Graduates apply their knowledge of the connections between work, relationships, mental health and other life roles, and strategies. To include evaluating strategies that lead to client growth and change associated with the experience of work in a multicultural and pluralistic society.
Counseling Practice and Relationships	Graduates establish, maintain, and utilize the therapeutic alliance with clients and understand other core conditions of counseling relationships that lead to client growth and change in a multicultural and pluralistic society.
Group Counseling and Group Work	Graduates facilitate groups informed by the principles of group dynamics, developmental stages of group, and therapeutic factors responsive to a multicultural and pluralistic society.
Assessment and Diagnostic Processes	Graduates utilize a trauma-informed lens to implement assessment procedures and diagnose mental health conditions responsive to the cultural context of clients.
Research and Program Evaluation	Graduates evaluate the importance of published research, outcome measures, and program evaluation for the purpose of advancing the counseling profession in a diverse community.

<sup>1</sup> ACA vision 20/20 <https://www.counseling.org/aca-community/learn-about-counseling/what-is-counseling/overview> retrieved August 4, 2022.



## APPLICATION PROCESS

### Information Sessions

Information sessions are held in person and virtually during the Fall and Spring semesters for people considering applying to the program. Attendance is optional. To learn more and to register: <https://www.uwp.edu/learn/programs/master-of-science-in-clinical-mental-health-counseling.cfm>

### Application Procedures, Requirements & Materials

Applications are due **February 15** for the upcoming fall semester with admissions decisions being made 30 days after. If space remains in the program, applications received after February 15 will be reviewed on a rolling basis after the 15<sup>th</sup> of each month until **July 1 or when the cohort is filled**.

Graduate exam scores (e.g., GRE or MAT) are not required.

Applicants are required to have a:

1. **bachelor's degree** prior to starting the CMHC program.
2. minimum of **18 credits** of course work in the **social sciences** prior to starting the CMHC program.
  - a. Courses from the following academic disciplines are considered social science for the purposes of applying to the CMHC program at UW-Parkside: psychology, sociology, anthropology, criminal justice, communication, education, and political science. Other disciplines may be accepted.
3. minimum undergraduate GPA of 3.0.
  - a. Applicants with an undergraduate GPA between 2.75-2.99 may be admitted on a probationary status.
  - b. Applicants who do not meet the minimum undergraduate GPA requirement may complete an additional 12 credits of undergraduate social sciences to demonstrate the requisite GPA.

### Application Materials

The following application materials need to be submitted for applications to be considered **complete**:

1. University of Wisconsin System Online Application (<https://apply.wisconsin.edu/>).
2. Application fee. As of the writing of this handbook, is \$56.
3. Official undergraduate transcripts from all colleges or universities ever attended sent directly from the institution. (see below for details if applicant previously attended UW-Parkside)
4. Personal essays (see below for details)
5. Three (3) professional recommendations (see below for details)
6. Resume
7. If applicable, a) official graduate transcripts from all colleges or universities ever attended sent directly from the institution, and b) documentation of good standing from any graduate program left prior to earning a degree (see below for details).

See the CMHC program page for additional details about submitting application materials:  
<https://www.uwp.edu/learn/programs/master-of-science-in-clinical-mental-health-counseling.cfm>

Undergraduate Transcripts If an applicant attended UW-Parkside, then there is no need to submit UW-Parkside transcripts. If an applicant attended UW-Parkside and was a transfer student to UW-Parkside, then they should contact UW-Parkside Admissions (<https://www.uwp.edu/apply/admissions/>) to confirm that UW-Parkside has their transcripts from other institutions.

Personal Essays. Two essays are to be submitted. Essays that are 1-2 double-spaced pages tend to be an appropriate length. In addition to evaluating the content of the essays, the program faculty also evaluates the writing quality. You should have at least one person proofread your personal essays.

Essay 1

Counselors engage in professional relationships with individuals, families, and communities. In this essay explain your career goals and how they align with the CMHC program. In addition, describe how your personal characteristics and interpersonal skills will support your ability to manage the emotional impact of counseling work?

Essay 2

The CMHC program at UW-Parkside and the counseling profession are committed to training counselors to develop competencies in multicultural counseling, advocacy, and social justice. Describe how your lived experiences have informed your understanding of cultural differences. In addition, how have those experiences prepared you to develop a respect for and understanding of cultural differences that may impact effective counseling relationships with potential clients.

Professional Recommendations. Three professional recommendations from people familiar with your education and/or work experience need to be submitted. The recommendations include a letter of recommendation and completion of a recommendation rating form. All three recommendations must be **academic** or **work** references. This can be from full-time or part-time work; paid, volunteer or internship work; and from human services or other types of work experiences. Recommendations from **work** experiences must be from individuals with a **supervisory** relationship to you. If you have been out of school for 5 or more years the academic reference can be substituted for an additional work reference. Personal recommendations are not acceptable, such as those from family members, co-workers, friends, one's personal mental health counselor, one's personal clergy member, etc. The letters of recommendation and completed recommendation rating form must be submitted directly to Admissions from the person providing the recommendation.

Graduate Transcripts. If an applicant attended graduate school, then all graduate transcripts need to be submitted, whether or not one completed the program. Furthermore, if an applicant left another graduate program prior to earning a degree, then they need to submit documentation (e.g., a letter) from the director of the graduate program indicating that the applicant was in good standing when they left a different graduate program. Documentation of good standing should be sent from the director of the previous graduate program via e-mail directly to the Director of the UW-Parkside CMHC program.

**Requesting Modifications to Application Materials**. If an applicant wants to request a modification to application materials they should e-mail the Program Director of the UW-Parkside CMHC program. For example, an applicant would like certain social science courses to

meet the social science requirements.

### **Transfer Credits**

Students may be allowed to transfer in a maximum of 12 credits of relevant CMHC graduate course work approved by the UW-Parkside CMHC faculty. Newly admitted students seeking to transfer in credits, must make this request in writing when responding to the admission letter sent out by the CMHC program. Current CMHC students who want to take course work at another institution and transfer in credits must consult with their advisor, make this request in writing, have prior consent from the CMHC program, and have a completed and approved Advanced Approval for Proposed Transfer Credits form

([https://www.uwp.edu/currentstudent/studentforms.cfm#CP\\_JUMP\\_374904](https://www.uwp.edu/currentstudent/studentforms.cfm#CP_JUMP_374904)) prior to taking the course(s). Requests to transfer in credits will be reviewed by the program faculty. Program faculty may request to see textbooks, course syllabi, examinations, the student to take an examination, etc., in making the determination. The faculty advisor or program director will inform students of the program's decision. If the request is not approved, then this serves as the program's final decision and cannot be appealed. Furthermore, transfer credits will not be accepted for CMHC 702, CMHC 706, CMHC 716, CMCH 794, CMHC 795 and CMHC 796.

## **PROGRAM OF STUDY, FINAL PROJECT, COURSE DESCRIPTIONS & TEVERA**

### **Program of Study**

The Clinical Mental Health Counseling program is a 60-credit hour program, that includes 54 credits of required course work, and 6 credits of elective courses. The program is a pre-approved 60-credit licensed professional counselor program in Wisconsin (<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx>), and meets the educational requirements for licensure as a professional counselor in the state of Illinois (on ground only) (<https://www.idfpr.com/profs/ProfCounselor.asp>). The CMHC program is accredited through the University of Wisconsin-Parkside by the Higher Learning Commission (HLC).

Each required course is offered once per academic year. If a student does not take a course as indicated in their program of study (POS) or does not earn the minimum acceptable final grade (grade of B or higher) they may need to wait to take or retake, respectively, the course until it is offered again. This may result in a delay to complete the program and increased cost of completing the program. For example, if a student earns a final grade of B- or lower in CMHC 740 in Spring of 2023 they would need to wait until Spring of 2024 to retake the course. Each course is 3 credit hours with varying course formats depending on the modality (e.g. traditional face-to-face, hybrid, asynchronous, etc.).

Students should consult with Financial Aid (<https://www.uwp.edu/live/offices/financialaid/>) regarding possible implications for their financial aid of the number of credit hours per academic term identified in the POS.

## CMHC Course Schedule Full Time

Year 1	
Fall	Spring
CMHC 700 Professional Orientation and Ethics	CMHC 716 Social and Cultural Foundations
CMHC 702 Counseling Skills and Strategies	CMHC 740 Foundations of Clinical Mental Health Counseling
CMHC 704 Counseling Theories	CMHC 722 Research and Evaluation in Counseling
	CMHC 754 Addictions Counseling

Year 1 Summer
CMHC 720 Assessment Procedures in Counseling
CMHC 752 Crisis and Trauma Counseling

Year 2	
Fall	Spring
CMHC 706 Group Counseling	CMHC 794 Counseling Practicum
CMHC 714 Lifespan Development in Counseling	CMHC 750 Diagnosis and Treatment Planning
CMHC 756 Family and Couples Counseling	CMHC 742 Abnormal Behavior and Psychopathology
*CMHC 776 Counseling Children and Adolescents	

Year 2 Summer
CMHC 795 Counseling Internship I

Year 3	
Fall	
CMHC 796 Counseling Internship II	
*CMHC 775 Advanced Addictions	
CMHC 758 Counseling for Work and Career	

## CMHC Course Schedule Part Time

Year 1	
Fall	Spring
CMHC 700 Professional Orientation and Ethics	CMHC 716 Social and Cultural Foundations
CMHC 702 Counseling Skills and Strategies	CMHC 740 Foundations of Clinical Mental Health Counseling

Year 1 Summer
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<b>CMHC 752 Crisis and Trauma Counseling</b>
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Year 2	
Fall	Spring
CMHC 704 Counseling Theories	CMHC 722 Research and Evaluation in Counseling
CMHC 756 Family and Couples Counseling	CMHC 754 Addictions Counseling

Year 2 Summer
CMHC 720 Assessment Procedures in Counseling

Year 3	
Fall	Spring
CMHC 706 Group Counseling	CMHC 742 Abnormal Behavior and Psychopathology
CMHC 714 Lifespan Development in Counseling	CMHC 750 Diagnosis and Treatment Planning

Year 3 Summer
No Class

Year 4	
Fall	Spring
CMHC 758 Counseling for Work and Career	CMHC 794 Counseling Practicum
*CMHC 776 Counseling Children and Adolescents	

Year 4 Summer
CMHC 795 Counseling Internship I

Year 5	
Fall	
CMHC 796 Counseling Internship II	
*CMHC 775 Advanced Addictions	

**\*Elective Courses**

Elective courses that may be offered. Additional electives may be available.

CMHC 770 – Advanced Counseling for Work & Career

CMHC 771 – Supervision & Consultation

CMHC 772 – Advanced Crisis & Trauma Counseling

CMHC 775 – Advanced Addictions Counseling

CMHC 776 – Counseling Children & Adolescents

CMHC 790 – Special Topics in Clinical Mental Health Counseling

CMHC 798 – Independent Reading or Research

CMHC 799 – Thesis

\*Students may complete both CMHC 798 and CMHC 799 and repeat CMHC 798. However, only

3 credits from CMHC 798 or CMHC 799 will count toward the 6 credits of the Elective Requirement.

### **Final Project**

Students must complete one of two final projects. Students will complete either a written comprehensive examination (Option A) or a master's thesis (Option B).

#### *Option A: Written Comprehensive Examination (Comps)*

For full-time pathway students, Comps are administered during their final semester of the program. For part-time pathway students, Comps are administered during their final semester of non-clinical courses, which is the Fall 4 semester. This is a multiple-choice examination developed by the UW-Parkside CMHC faculty. It covers the eight CACREP core areas: professional counseling orientation and ethical practice, social and cultural identities and experiences, lifespan development, career development, counseling and practice relationships, group counseling and group work, assessment and diagnostic processes, and research and program evaluation.

A minimum score of 70% is required to pass Comps. If a student does not pass Comps on their first attempt, they will be provided the opportunity to retake Comps in the same semester. (For full-time pathway students, this means they may still graduate on time, i.e., the final semester indicated on their POS.) If a student does not pass Comps on the first retake, they will be given a chance for another retake, which will occur the following semester. This will delay graduation and may increase the cost of completing the program.

#### *Option B: Master's Thesis*

Students interested in completing a thesis should discuss this with their advisor by mid-Fall of their first semester in the program. A thesis requires a student to find a program faculty member willing to supervise the project, registering for CMHC 798 (Independent Reading or Research) for multiple semesters, and registering for CMHC 799 (Thesis) during their final semester in the program. Only 3 credits of CMHC 798 or CMHC 799 can count towards fulfillment of the elective requirements. Students choosing the thesis option will need to complete at least 3 credits of elective course work other than CMHC 798 or CMHC 799.

Steps to follow to be approved to pursue the Thesis option:

1. Discuss your interest in completing the Master's Thesis with your advisor by mid-Fall of your first semester in the program for Full-Time Pathway, or mid-Fall 2 semester for Part-Time Pathway.
2. Meet with CMHC faculty members to discuss the possibility that one of them will supervise your Master's Thesis project.
3. Receive confirmation that a CMHC faculty member will supervise your Master's Thesis project by mid-January of your first year in the program for Full-Time Pathway, or of your second year in the program for Part-Time Pathway.
4. If a CMHC faculty member agrees to supervise your Master's Thesis project, you will write and defend a thesis proposal when you take CMHC 722 (Research & Evaluation in Counseling) during your first Spring semester in the program for Full-Time Pathway, or second Spring semester in the program for Part-Time Pathway.
5. For Full-Time Pathway, register for CMHC 798 (Independent Reading or Research) for the Summer 1, Fall 2, Spring 2 and Summer 2 semesters, and begin to work on your

Master's Thesis project under the guidance of your CMHC faculty member thesis supervisor. For Part-Time Pathway, consult with your CMHC faculty member thesis supervisor to identify when to register for CMHC 798.

6. Register for CMHC 799 (Thesis) for your final semester in the program.
7. Defend your thesis during your final semester in the program. Failure to successfully defend the thesis on time will delay graduation and may increase the cost of completing the program.

### **Master's Degree "with distinction"**

Students completing all requirements for the degree with a cumulative GPA of 3.83 or higher will be awarded the master's degree "with distinction."

### **Course Descriptions**

Admission to the M.S. in CMHC program is a prerequisite for all courses. Additional prerequisites are listed below for specific courses as needed. All courses are 3 credits unless indicated otherwise.

#### ***Required Courses***

##### CMHC 700 – Professional Counseling Orientation & Ethics

Provides an orientation to professional counseling, ethical standards, and wellness model. Explores the role of advocacy and social justice in the counseling field and includes orientation to reflective counseling practice.

Offered: Fall

##### CMHC 702 – Counseling Skills & Strategies

Provides an in-depth orientation to skills and strategies of intervention used in professional counseling settings. Offers students an opportunity to practice and apply skills in triads with peers. Utilizes assignments to develop competencies in counseling practice.

Offered: Fall

##### CMHC 704 - Counseling Theories

Provides an introduction to the major systematic approaches to clinical mental health counseling. Examines theoretical case conceptualization and interventions, psychotherapy research and integration.

Offered: Fall

##### CMHC 706 – Group Counseling

Provides an in-depth orientation to group counseling leadership skills and strategies for management of group counseling. Offers students an opportunity to experience being a group member while simultaneously developing knowledge in group theories and group leadership skills.

Offered: Fall

##### CMHC 714 – Lifespan Development in Counseling

Provides an introduction to human growth and development across the lifespan. Examines influences on multiple domains of human development and implications for professional counseling practice.

Offered: Fall

CMHC 716 – Social & Cultural Foundations of Counseling

Provides an introduction to social, cultural, and diversity issues in professional counseling. Examines multiculturally competent professional counseling practice, counselor cultural self-awareness, the socially and culturally diverse society in which counselors work and roles of professional counselors to promote social justice and advocacy.

Offered: Spring

CMHC 720 – Assessment Procedures in Counseling

Introduces assessment procedures in professional counseling. Focuses on different domains and procedures of assessment, psychometrics, test scores, integration of assessment results in counseling, and ethical use of assessment procedures.

Offered: Summer

CMHC 722 – Research & Evaluation in Counseling

Introduces research and evaluation in professional counseling. Presents the types of research designs, basic statistics, research implementation, research report development, and publication of research information relevant to professional counseling, and the use of program evaluation and needs assessment in professional counseling.

Offered: Spring

CMHC 740 – Foundations of Clinical Mental Health Counseling

Provides an orientation to clinical mental health counseling, roles of clinical mental health counselors in employment settings, and functions of counselors in professional settings. Introduces crisis intervention models and the role of advocacy and social justice in the field.

Offered: Spring

CMHC 742 – Abnormal Behavior & Psychopathology

Provides an overview of abnormal behavior and psychopathology consistent with the current DSM Manual. Offers a framework to consider pathology in the context of the counseling profession, including the wellness model, strengths-based assessments, and trauma-informed care.

Offered: Spring

CMHC 750 – Diagnosis & Treatment Planning

Examines diagnostic assessment and treatment planning consistent with the current DSM manual utilizing evidence-based assessment and diagnosis procedures to develop diagnosis skills. Addresses diagnosis, treatment planning, and policy/advocacy issues associated with various disorders. Prerequisite: CMHC 742 or concurrent.

Offered: Spring



CMHC 752 – Crisis & Trauma Counseling

Focuses on both theory and skills development of crisis and trauma counseling across the lifespan in a range of settings.

Prerequisite: CMHC 740

Offered: Summer

CMHC 754 – Addictions Counseling

Explores addictions theories and counseling for individuals with substance use disorders including assessment measures, treatment approaches, theory of addiction, and implications for substance use as a comorbid condition.

Offered: Spring

CMHC 756 – Family & Couples Counseling

Examines major systemic theories and issues of family and couples counseling within a multicultural society. Explores issues, assessment and treatment of dysfunctional partner, marital, family, and system relationships.

Offered: Fall

CMHC 758 – Counseling for Work & Career

Applies career development theories, research, assessments, interventions, and information resources to meet the educational and work needs, planning, and decision-making of clients across the lifespan.

Offered: Fall

CMHC 794 – Counseling Practicum

Offers closely supervised clinical experience in a training setting to enhance skill level and broaden the array of skills. Students will receive weekly supervision by both site supervisor and University supervisor. Students complete a minimum of 100 hours of practicum experiences with at least 40 hours of face-to-face client contact.

Prerequisite: CMHC 740, satisfactory ratings of program evaluation metrics, and consent of faculty

Offered: Spring

CMHC 795 – Internship in Counseling I

Provides an opportunity for supervised counseling experience in which students serve as counselors at pre-arranged sites. Students complete a minimum of 300 hours of supervised internship experiences with at least 240 hours of face-to-face client contact.

Prerequisite: CMHC 740, CMHC 794, satisfactory ratings of program evaluation metrics, and consent of faculty

Offered: Summer

**CMHC 796 – Internship in Counseling II**

Provides an additional opportunity for supervised counseling experience in which students serve as counselors at pre-arranged sites. Students complete a minimum of 300 hours of supervised internship experiences with at least 240 hours of face-to-face client contact.

Prerequisite: CMHC 740, CMHC 794, CMHC 795, satisfactory ratings of program evaluation metrics, and consent of faculty

Offered: Fall

***Elective Courses*****CMHC 770 – Advanced Counseling for Work & Career**

Examines implications of research, underlying assumptions of techniques and theories, multicultural considerations, and changing nature of the world of work for professional counseling practice related to work and career.

Prerequisite: CMHC 758

Offered: Occasionally

**CMHC 771 – Supervision & Consultation**

Offers an in-depth review of management, administration, supervision, and consultation roles of mental health counselors. Includes an opportunity to interview supervisors in the field of clinical mental health counseling.

Prerequisite: CMHC 740

Offered: Occasionally

**CMHC 772 – Advanced Crisis & Trauma Counseling**

Provides an in-depth review of trauma theories, evidence-based outcomes measures, and trauma-specific treatment models utilized by mental health counselors. Includes research projects regarding trauma, specific populations, and treatment practices.

Prerequisite: CMHC 752, and concurrent registration in CMHC 794 or CMHC 795 or CMHC 796

Offered: Occasionally

**CMHC 775 – Advanced Addictions Counseling**

Continues to examine chemical and process addictions. Emphasizes the application of models of addiction, assessment and treatment planning to providing comprehensive mental health counseling services for individuals and families. Addresses ethical and legal issues, and motivational interviewing.

Prerequisite: CMHC 754

Offered: Occasionally, Fall

**CMHC 776 – Counseling Children & Adolescents**

This course will examine the relevant theories, treatment modalities, and mental health disorders common to children and adolescents. The course will cover the identification and implementation of evidence-based practices that are considerate of the ethical, cultural, and developmental needs of children and adolescents.

Offered: Occasionally, Fall

**CMHC 790 – Special Topics in Clinical Mental Health Counseling**

Delves into special topics in clinical mental health counseling. May repeat with different topic.

Prerequisite: Varies by topic

Offered: Occasionally

**CMHC 798 – Independent Reading or Research**

Offers independent reading or research activities under the direction of a faculty member.

**Credits:** 1-3

**Prerequisite:** Consent of instructor, department chair

**Offered:** Fall, Spring, Summer

**CMHC 799 – Thesis**

Provides supervision of thesis under the direction of a faculty member.

**Prerequisite:** Consent of instructor

**Offered:** Fall, Spring, Summer

*\*Admission into the CMHC program does not guarantee graduation. Academic and nonacademic conditions may result in dismissal if they are observed to impair the student's ability to meet program expectations as outlined in this handbook. In order to graduate from this program, students must meet academic expectations, uphold the American Counseling Association Code of Ethics and Wisconsin State Statute, and meet expectations of all professional dispositions.*

## **EXPECTATIONS OF STUDENTS**

Many of the expectations addressed in this section are based on the policies for all graduate programs at UW-Parkside as provided in the Academic Catalog. Where differences exist between the graduate policies of UW-Parkside and the CMHC program, the policy of the CMHC program is the more restrictive policy and takes precedence. Students should review the Graduate Policies section of the UWP Academic Catalog:

<https://www.uwp.edu/learn/academiccatalog/>

Both faculty and students have a primary ethical responsibility to the welfare of students' clients, both current (e.g., in practicum and internship) and future. As part of this ethical responsibility, faculty also have a gatekeeping responsibility. Faculty fulfill their gatekeeping responsibility when they limit access to the counseling profession only to those who demonstrate an acceptable level of professional and ethical behavior, academic knowledge, clinical skills and competencies, and professional dispositions.

The extent that students meet expectations is evaluated in multiple settings across the program by observations of students' behaviors both within and outside the training environment, both formal and informal observations, and, observations from faculty, clinical supervisors, clients, students, and others as necessary.

### **Inclusivity, Respect, and Ability/Disability Expectations**

UW-Parkside is committed to fostering and maintaining a safe, inclusive learning and working environment for all students, faculty, and staff. Because we value our diverse campus community, all forms of discrimination and harassment are prohibited at our institution. If you have experienced or witnessed such behavior, you may contact your instructor, the [Dean of Students](#) at 262-595-2598, or the [Office of Equity, Diversity, and Inclusion](#) at 262-595-2090 to file a complaint.

UW-Parkside seeks to uphold standards that promote respect and human dignity in an

environment that fosters academic excellence and professionalism. Gender-based discrimination, pregnancy discrimination, relationship violence, and sexual misconduct, which includes harassment, assault, exploitation, and stalking, violate the university's core values and policies and may also violate state and federal law. University faculty and staff are considered "Mandatory Reporters" and must report incidents of sexual misconduct and relationship violence for the safety of the individuals involved and the wider community. If you or someone you know has been impacted by sexual misconduct, relationship violence, gender-based discrimination, or needs support as a pregnant student, please visit the [Title IX Office](#) or call 262-595-2399 for a variety of [resources](#), support, and [reporting](#) options, which includes options for confidentiality and anonymity.

UW-Parkside recognizes that all persons, regardless of ability, are an integral part of our community and is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this program, please feel welcome to discuss your concerns with a faculty member. If you have a disability, or think you may have a disability, you are also welcome to meet with the [Student Accessibility Services](#) office. The SAS office works with students with disabilities and instructors to identify reasonable accommodations and remove barriers. You can find the SAS office [online](#), visit them in Wyllie D1, or contact them at [sas@uwp.edu](mailto:sas@uwp.edu) or 262-595-2372.

### **Ethical & Professional Behavior**

During your time as a counselor-in-training, faculty will expect ethical and professional behavior in all settings (on-campus, clinical placements, classroom, supervision, clinical supervision, program meetings, graduate assistantships, etc.) that are congruent with the mission, values, professional dispositions, and ethical principles which the counseling profession is built upon (ACA, 2014). Problematic behaviors, ethical violations, incompetence or impairment, as defined by the American Counseling Association Code of Ethics, Wisconsin State Statute, and the CMHC program's professional dispositions will not be tolerated.

### **Professional Behavior in Courses**

Professional behavior in courses, whether in the classroom or online, includes active and consistent engagement, risk taking, openness to feedback, application of feedback, professional comportment, and ethical behavior.

Active and consistent engagement is measured by a student's ability to regularly attend classes and actively engage in online and in person course material. Active engagement is defined as coming to class prepared, participating in online discussions, reviewing course materials for online classes, submitting work that is thoughtful, adhering to instructions and submitting work on time, actively listening, effectively communicating and incorporating feedback, observations, and thoughts to peers and instructors; and an overall positive contribution to the learning environment that deepens the experience for self and peers. Conflict and/or disagreements among peers in the cohort may arise during course work. However, we expect students to successfully navigate conflict in a respectful and professional manner that does not disrupt learning for others.

As professional counseling requires the use of self to be fully integrated into the counseling process and therapeutic relationship, engaging in self-reflection is required throughout course work, supervision, and clinical experiences. As a counselor-in-training, it is expected that you

actively engage in critical self-reflection as a means to understand your own values, assumptions, and biases. It is important to note that faculty are committed to cultivating a learning community that is safe for all students. However, a learning community of safety is not always synonymous with a learning community of comfort. Taking appropriate emotional risks may be asked of students to deepen their awareness of self. Examples of emotional risks are exploring one's family of origin, identifying existing biases and assumptions, and receiving feedback in individual, triadic and group supervision. Remaining open, curious, and non-defensive to varying feedback provided by peers and faculty is imperative to strengthen students' emerging counselor identities. Not only must students be open to hearing feedback, they must actively work toward reflecting upon and integrating feedback into their professional and personal growth.

Discussions are a large component of many of the courses. Students are not expected to self-disclose beyond their comfort. Students are encouraged to reflect on the relevance and purpose of their self-disclosures and decide if their disclosures are likely to contribute to the learning environment. Students and instructors may share personal information, so confidentiality is highly valued, though it cannot be guaranteed among students. Please be respectful of each other's choice to discuss personal information as it relates to course content.

Professional behavior encompasses appropriate apparel (for synchronous classes), language, and written communication for the learning environment. For example, professional communication via e-mail is demonstrated through thoughtful, formal responses that are free of spelling and grammar errors and utilize professional and appropriate language (e.g. avoiding 'slang', using appropriate salutations and closings, addressing faculty by their appropriate title, etc.).

### **Academic Honesty & Integrity**

The CMHC program expects students to uphold the ACA Code of Ethics and University of Wisconsin-Parkside policy on producing original work and avoiding academic misconduct. Maintaining academic integrity also consists of completing assignments in their entirety and on time, and fully participating in group projects. The University of Wisconsin System (UWS 14.03) states that

Academic misconduct is an act in which a student:(a) Seeks to claim credit for the work or efforts of another with-out authorization or citation; (b) Uses unauthorized materials or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student's academic performance; or (f) Assists other students in any of these acts.

Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance,

examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

(<https://www.uwp.edu/live/offices/studentaffairs/upload/14.pdf>)

### **Attendance**

Class attendance (in all formats), program meetings (e.g., orientations, advising meetings), practicum and internship placements, etc. is expected. Each course instructor has individual expectations around participation and attendance. Students should consult appropriate communications (e.g., course syllabus, program e-mails) regarding course attendance and participation.

***Accommodation of Religious Observances.*** In accordance with Wisconsin state law 36.43, UW-Parkside provides for the reasonable accommodation of a student's sincerely held religious beliefs with regard to all examinations and other academic requirements and also provides a means by which a student can conveniently and confidentially notify an instructor of potential conflicts. Absence from classes or examinations due to religious observance does not relieve students from responsibility for any part of the course work required during the period of absence. See the Accommodation of Religious Observances section in the Graduate Policies section of the UWP Academic Catalog for more details, including the procedures to follow if a student believes they have been denied reasonable accommodation for religious observation.

***Attendance Policy for Military Training.*** The following is taken from Graduate Policies of the UWP Academic Catalog:

... UW-Parkside recognizes that a number of students are attending classes while serving in the military as active duty service members, National Guard members, reservists, or as members of an ROTC program. On occasion, these students will be required to miss class due to military training (these differ from Federal Title 10 Activation or Transfer orders). It is understood that often times these training obligations are scheduled in advance, while occasionally they are deemed necessary with little advance notice to our military-connected students. We also understand that our military-connected students do not have the choice whether to participate or not in these trainings. UW-Parkside encourages our military-connected students to inform their faculty immediately when they learn of these obligations for training. When communicated in advance, these absences should be treated in the manner described above.

When disagreements regarding this policy occur between a student and a faculty member, the issue will be first referred to the faculty member's department chair in writing, followed by the college dean, for review and resolution.

### **Academic Knowledge**

#### ***CMHC Minimum Course Grade Requirement***

The CMHC program requires students to earn a final grade of B or better (not a B- or lower) in each course in the CMHC program. If a final grade of B- or lower is earned in a course, then the course will not count toward degree completion and the student will be placed on **academic warning within the CMHC program**, and improvement steps or a development plan will be created (see Improvement Steps & Development Plans section of this Handbook for details). This may delay the time to graduation and increase the cost of completing the program. Receiving a course grade of B- or lower may also result in students' University academic

standing being Academic Probation or Academic Suspension (see University GPA Requirements section below for details).

### ***University GPA Requirements***

The following information about GPA and academic standing is taken from the Graduate Academic Standing section in the Graduate Policies section of the UWP Academic Catalog:

- A 3.0 or better end-of-term cumulative GPA results in continuing **Good Standing**.
- A 2.0 to 2.999 end-of-term cumulative GPA results in **Academic Probation** status.
- A 1.999 or less end-of-term cumulative GPA results in **Academic Suspension** status.

Action on part-time students is withheld until at least nine credits are attempted at UW-Parkside.

### **Moving from Probation to Good Standing or Suspension**

- A student on probation who earns a 3.0 or better end-of-term cumulative GPA returns to good standing.
- A student on probation carrying a 2.999 or less end-of-term cumulative GPA after attempting a cumulative total of 15 or more credits at UW-Parkside has academic suspension status.

### ***Final Project***

Academic knowledge is also assessed through the Final Project, which is either the written comprehensive examination or the master's thesis. See the Final Project section of this Handbook for more details.

### **Clinical Skills & Competencies**

Clinical skills and competencies are assessed in several courses, including CMHC 702 (Counseling Skills & Strategies), CMHC 706 (Group Counseling), CMHC 794 (Counseling Practicum), CMHC 795 (Internship in Counseling I), and CMHC 796 (Internship in Counseling II). These evaluations are completed by the instructor, and for CMHC 794, CMHC 795 and CMHC 796 they are also completed by the site clinical supervisor. Instructors and site supervisors review the evaluations with students. If students' clinical skills and competencies are insufficient to progress to the next clinical course, then a student may need to retake a clinical course from the beginning. For practicum and internships courses, clinical hours and assignments will not transfer from the initial take of the course to the course retake. Some cases may warrant being dropped from the program.

### **Professional Dispositions**

The assessment of dispositions occurs across the program. Both formal (e.g. scheduled dispositional evaluation meeting) and informal (e.g. individual faculty meetings, private discussions after class) methods of assessment are used.

Scheduled program evaluations of dispositions are conducted by faculty at the beginning of each Fall semester and Spring semester for all students. Faculty advisors will discuss the results of a students' disposition evaluations with students in student progress review meetings. For students beginning the program, their Fall I semester disposition evaluation is the self-evaluation that is completed as a component of New Student Orientation, and their first progress review meeting will be during the Spring 1 semester. Professional Disposition Evaluations are also conducted as components of the clinical courses, CMHC 794, CMHC 795 and CMHC 796, through the use of the CCS-R.

Additionally, evaluation of student professional dispositions can be conducted by the faculty at any point of the program should the faculty determine that it is necessary.

The dispositions assessed include:

1. Professional behavior and ethics

Expectation for students to demonstrate professional, ethical, and legal behavior. Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.

Specific dispositions that will be assessed: demonstrate honesty, integrity, fairness, respect for others; accept personal responsibility for behaviors and actions; develop and maintain appropriate collaborative interpersonal relationships; abide by ACA code of ethics in professional behavior and respective laws (ACA, 2014); demonstrate professional habits of conduct in professional settings (e.g., dress, language, preparedness, attendance, punctuality, etc.)

2. Professional identity

Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom.

Specific dispositions that will be assessed: maintains professional engagement through involvement in classroom, community, and/or agency settings; demonstrate openness to new ideas and flexibility to change; communicate effectively and respectfully with others; respect cultural differences and welcomes diverse points of view

3. Self-Awareness and Growth

Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates an ability to maintain emotional stability and self-control and personal wellness.

Specific dispositions that will be assessed: demonstrates awareness of impact of his/her/their behavior on others; receptive to feedback from faculty, supervisors, peers, and clients; reflect on limitations and strengths; demonstrate self-initiated learning; ability to consistently regulate emotions in an appropriate manner for a professional setting.

*\*See Appendix A for a copy of the student disposition form and timeline for review.*

***Professional Dispositions & Academic Misconduct***

In cases where the instructor of a course concludes that a student in his or her courses has engaged in academic misconduct in the course, then Chapter UWS 14 of the University of Wisconsin System - <https://www.uwp.edu/live/offices/studentaffairs/upload/14.pdf> - is applicable. In these cases, the CMHC program will wait to conduct a formal review and dispositional evaluation until the procedures of UWS 14 are concluded. See Formal Review Process section of this Handbook.



**STUDENT AND PROGRAM ASSESSMENT**

CMHC faculty formally collect individual and aggregate student and curricular data multiple times throughout the academic year to inform curricular changes and student needs. Key performance indicators have been determined to outline specific assignments and tasks associated with meeting overall programmatic goals. This data is reviewed and analyzed at the beginning of each academic school year with the CMHC Advisory Committee and all CMHC faculty during the all CMHC faculty meeting. The CMHC Advisory Committee is comprised of at least one community member, site supervisor, alumni, and CMHC faculty members. The advisory committee meets annually at the beginning of the academic school year with external advisory members serving for two-year terms. Outcomes from this meeting are included in the annual assessment report located on the CMHC website. See Appendix B for detailed maps of the written assessment plan and a template for the assessment report.

**FACULTY/ADVISOR/SITE SUPERVISOR EVALUATION**

Students have an opportunity to evaluate faculty, advisors, and site supervisors on a regular basis throughout the program. The university solicits course evaluations each semester for faculty teaching at the university and the CMHC program encourages students to complete site supervisor evaluations at the conclusion of their clinical training experience in the Fall. Students are also encouraged by the CMHC program to complete faculty advisor and course evaluations each semester following group and individual advising sessions.

**TECHNOLOGY RESOURCES AND COMPETENCE**

Students are expected to develop and enhance their technological competence throughout the program. Students are able to download Microsoft 365 which gives them free access to Word, Excel, PowerPoint, SharePoint, Teams, etc. UW-Parkside offers an on ground (hybrid) and fully asynchronous CMHC program, therefore proficiency with CANVAS, Teams, and Solar is a MUST. The university and collaboratives use CANVAS as the learning management system and SOLAR for recording and reviewing grades, registration, and transcript requests. Additionally, CANVAS is used to review and engage with course materials, upload required assignments, receive attachments and feedback, communicate with peers on group assignments, and for updates on course details. Teams is used to record both peer and community counseling sessions and must be done in a way that captures both sound and quality images (in order for instructor and peers to review). Likewise, to ensure proper encryption of student academic information, when contacting instructors via email, communication can only proceed through UW-P addresses. See Appendix C for a copy of the memorandum of understanding regarding online asynchronous courses.

***Appropriate use of electronic devices***

*Please note that at the instructor's discretion, lectures and class sessions may be live streamed and/or recorded and made available to students registered for the class. The use of live streaming and lecture capture is intended to supplement the online course experience solely for the benefit of students registered in the class. UW-Parkside prohibits faculty, staff and students from copying, distributing, or using lecture capture recordings for any other purpose; violation of this prohibition may be grounds for UW-Parkside to initiate disciplinary proceedings.*

## RETENTION, REMEDIATION & DISCONTINUATION FROM PROGRAM

Many of the policies addressed in this section are based on the policies for all graduate programs at UW-Parkside as provided in the Academic Catalog. Where differences exist between the graduate policies of UW-Parkside and the CMHC program, the policy of the CMHC program is the more restrictive policy and takes precedence. Students should review the Graduate Policies section of the UWP Academic Catalog:

<https://catalog.uwp.edu/graduate-programs-policies/>

### Retention

#### **Completion of Program – Program of Study**

Students are expected to complete courses in the order described in their Program of Study (see Program of Study section of this Handbook). Students pursuing the Full-time Pathway are expected to complete 9 to 12 credit hours each fall and spring semester, 6 credit hours the first summer term, and 3 credit hours the second summer term. Students pursuing the Part-time Pathway are expected to complete 6 credit hours each fall and spring semester, and 3 credit hours each summer term. If students believe that it will not be possible to fulfill this responsibility they may request to modify their Program of Study. Modifying one's program of study may result in delaying completion of the program, increased cost to complete the program, and require taking time out from the program.

To request a modification to the program of study, students should:

1. Consult with their faculty advisor.
2. Faculty advisor will notify the director of the CMHC program.
3. CMHC program director will send the student a \*modified program of study. To accept, the student should sign and date the modified program of study, and return to the CMHC program director.

Students should consult with Financial Aid (<https://www.uwp.edu/live/offices/financialaid/>) regarding possible implications for their financial aid because of the number of credit hours per academic term identified in the POS.

*\*Because of the needs and resources of the CMHC program, the modified program of study may delay completion of the program, increase cost in ways that the student did not anticipate, and require taking time out from the program.*

#### **Completion of Program within Seven Years**

It is the policy of the University that students may take no more than seven years to complete a graduate degree, beginning with the semester in which they complete their first course as a UW-Parkside degree-seeking graduate student, whether they are pursuing the Full-Time Pathway or Part-Time Pathway. To request an exception for the requirement to complete the degree within seven years of beginning the program, students should:

1. The student will submit, in writing, the request to their faculty advisor.
2. Then, the faculty advisor will notify the director of the CMHC program.
3. The director of the CMHC program will then hold a meeting with the CMHC program faculty to review the request within 3-weeks of receipt of the written request.
4. The director of the CMHC program will then inform the student of the CMHC program's

decision. Approval of requests is not guaranteed.

5. If the request is approved, then the CMHC program director will develop a \*modified program of study in consultation with CMHC program faculty and the student. The CMHC program director will then send the student a modified program of study. To accept, the student should sign and date the modified program of study and return to the CMHC program director.
6. If the request is not approved, then that is the final decision of the CMHC program, and the decision cannot be appealed.

*\*Because of the needs and resources of the CMHC program, the modified program of study may delay completion of the program, increase cost in ways that the student did not anticipate, and require taking time out from the program. The modified program of study cannot be appealed.*

### ***Students Called to Active Duty Military Service***

The following is taken directly from the Students Called to Active Duty Military Service section of the Graduate Policies of the Academic Catalog:

Students subjected to involuntary Federal Title 10 activation or transfer (called to active duty military service) after the beginning of a term may elect to drop their courses and receive a full refund for courses still in progress or may opt to remain enrolled in some or all of their courses. The student may either request an “incomplete” with the understanding that the coursework be completed upon return from active military duty or request that a final grade be assigned based upon work completed to date. These options may not be equally viable for all classes, depending on timing, how much work remains to be completed, or whether a final exam constitutes a major portion of the grade. Students should consult with the instructor to determine the most appropriate option.

Given the requirements of certain courses (e.g., courses with significant experiential components) and the needs of clinical placement sites, the completion of a grade of “incomplete” or the assignment of a final grade based on work completed to date, may work differently for a number of CMHC courses. For example, the group counseling course has a group participation requirement that has implications for accreditation purposes, practicum and internship have hour requirements based on state credentialing standards, and practicum and internship sites may be unable to accommodate a student returning at a later date to complete their 100 or 300 hours, respectively, of clinical placement.

Students should consult with their faculty advisor, in a timely manner, if they are called to active duty military service. The advisor, in consultation with the CMHC program faculty, will work with the student to identify the most viable plan for the student to complete the program. Furthermore, students should consult, in a timely manner, with clinical site supervisors if this occurs during a semester the student is registered for practicum or internship.

### ***Incomplete Grades***

This temporary grade is assigned to indicate that a student must complete additional work in order to earn a grade for a class. A grade of Incomplete is assigned at the discretion of the

instructor, guided by policies described in the Graduate Policies section of the Academic Catalog.

A grade of Incomplete may be reported for a student who has maintained a passing grade in a course until near the end of the course and who then, because of unusual and substantiated cause beyond the student's control, is unable to take or complete the final examination, or to complete some limited amount of course work.

Given the requirements of certain courses (e.g., courses with significant experiential components) and the needs of clinical placement sites, the granting of a grade of "incomplete" may not be possible. For example, a student who does not fulfill the required hours for CMHC 794 (Counseling Practicum), CMHC 795 (Internship in Counseling I) and CMHC 796 (Internship in Counseling II) may not be eligible to receive a grade of "incomplete".

Students should consult with Financial Aid because a grade of "incomplete" may have financial aid eligibility implications.

### ***Retake***

Students may be allowed to retake a course once (see Retaken Courses section of Graduate Policies section of the UWP Academic Catalog). For example, CMHC students may need to retake a course as part of a development plan or as a result of being on academic warning. However, students most likely will not be allowed to retake a course from the CMHC program at UW-Parkside in which they earned a final grade of B or better. Furthermore, a student who does not earn a final grade of B or higher on a retake, may not be allowed to retake the course again and may be dropped from the CMHC program.

If a student wants to retake a course for a reason that is not part of a development plan or the result of academic warning they should initiate a request for a retake by:

1. Submitting, in writing, the request to their faculty advisor.
2. The request will then be reviewed by the director of the CMHC program, the director of clinical training (when relevant), and the CMHC program faculty.
3. The faculty advisor or program director will communicate the decision to students.
4. If the request for a retake is approved then a modified program of study will be developed (see Completion of Program – Program of Study section of this Handbook).
5. If the request is denied, then this is the final program decision, and it cannot be appealed.

See the Improvement Steps and Development Plans section of this Handbook, if retaking a course is needed because a student is on academic warning within the CMHC program.

A student may be allowed to retake a course at another institution. See the Transfer Credits section of this Handbook for details.

Retaking courses that have already been completed with a grade of D- or better may have financial aid implications. Students are encouraged to consult with a financial aid counselor.

## Remediation

### Determining if Remediation is Possible

When students demonstrate insufficient levels of academic honesty and integrity, professional and ethical behavior, academic knowledge, clinical skills and competencies, or professional dispositions, then the nature, severity and consequences of their behaviors will be used to determine if remediation is possible. If the CMHC program determines that remediation is possible, then **improvement steps** will be identified or a **development plan** will be developed, which could include **suspension from the program**. If the CMHC program determines that remediation is not possible, then the student is subject to either **voluntary withdrawal from the program** or the student will be **dropped from the program**. (see Discontinuation from Program section in this Handbook).

In order to determine if remediation is possible, the CMHC program will conduct a disposition evaluation and, in some cases, a formal review. A formal review is most necessary when students' problematic behavior is more severe and consequential, and the CMHC program may consider that the student should be discontinued from the program. For example, a formal review is typically unnecessary when a student is rated as "nearing expectations/developing" on a professional disposition because they do not participate enough during class meetings. On the other hand, when a student is involved in academic misconduct, disruptive behavior, significantly unethical or unprofessional behavior, or incompetent or impaired clinical practice, then a formal review and disposition evaluation are indicated. Receiving a "does not meet expectations" rating on one or more professional dispositions does not necessarily require a formal review process. (See Improvement Steps & Development Plans section in this Handbook).

### Formal Review Process

1. topics addressed during the formal review and disposition evaluation may address relevant ethical codes, professional dispositions, decision-making process, and possible courses of remediation. This is not an exhaustive list of topics that may be addressed.
2. the CMHC program faculty, in consultation with other necessary individuals, will conduct the formal review.
3. the formal review process may involve written statements from the student in response to prompts provided by the CMHC program, and meetings with all or some of the CMHC program faculty and others deemed necessary by the CMHC program (e.g., clinical supervisors)
4. the CMHC program will complete a disposition evaluation and determine if remediation is possible.
5. If the CMHC program determines that remediation is possible, then a development plan will be developed. (see Improvement Steps & Development Plans section in this Handbook).
6. If the CMHC program determines that remediation is not possible, then the student is subject to either voluntary withdrawal from the program or the student will be dropped from the program. (see the Discontinuation From Program section in this Handbook).

### Formal Review, Disposition Evaluation & Academic Misconduct

In cases where the instructor of a course concludes that a student in his or her courses has engaged in academic misconduct in the course, then Chapter UWS 14 of the University of

Wisconsin System - <https://www.uwp.edu/live/offices/studentaffairs/upload/14.pdf> - is applicable. In these cases, the CMHC program will wait to conduct a formal review and dispositional evaluation until the procedures of UWS 14 are concluded.

### **Improvement Steps & Development Plans**

The intent of improvement steps and development plans is not punitive. Their intent is to provide opportunities for students to meet necessary levels of academic honesty and integrity, professional and ethical behavior, academic knowledge, clinical skills and competencies, and professional dispositions to develop as a counselor.

**Improvement steps** are developed when the nature, severity and consequences of students' insufficient levels of academic knowledge, clinical skills and competencies, or professional dispositions are less severe and most likely require less intervention to achieve acceptable standards. Insufficient levels of academic honesty and integrity, and ethical behavior is often not appropriate for improvement steps. For example, improvement steps are developed when students are rated as "nearing expectations/developing" on at least one professional disposition during professional disposition evaluations. Improvement steps identify what students can do to demonstrate sufficient levels of academic knowledge, clinical skills and competencies, or professional dispositions. For example, improvement steps are identified that students can take to meet expectations by the next professional disposition evaluation. The failure to meet the expectations of improvement steps may result in being placed on a development plan. Improvement steps are part of students' academic files.

**Development plans** are developed when the nature, severity and consequences of students' insufficient levels of academic honesty and integrity, professional and ethical behavior, academic knowledge, clinical skills and competencies, or professional dispositions are more severe and problematic for counselors-in-training and future professional counselors (but, the CMHC program decides that remediation is still possible), and most likely require more consequential interventions to achieve acceptable standards. For example, development plans are developed when students are rated as "does not meet expectations" on at least one professional disposition during professional disposition evaluations.

Development plans may involve students being placed on academic warning within the CMHC program, retaking courses, additional didactic instruction, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, receiving additional clinical supervision, increased faculty advisement, participating in their own personal counseling, being suspended from the program, voluntarily withdrawing from the program (if the criteria in the development plan are not fulfilled), or being dropped from the program (if the criteria in the development plan are not fulfilled). This is not an exhaustive list of possible courses of action. The required courses of action of a development plan may result in a delay in completing the program and increased cost. Development plans are part of students' academic file.

The following are the steps taken in the development of improvement steps and development plans:

#### **For improvement steps:**

1. the academic advisor, in consultation with the CMHC program faculty, clinical supervisors, and other necessary individuals (e.g., graduate assistantship supervisors) will work with the student to develop the steps.

2. the student's progress will be evaluated at the next scheduled professional disposition evaluation, unless otherwise stated in the improvement steps or if the CMHC program determines an earlier evaluation is needed.
3. the faculty advisor will send the student the improvement steps.
4. the student should sign, date and return the improvement steps to their faculty advisor within seven days of it being sent. A student's signature indicates that they understand the improvement steps. The improvement steps go into effect at the time they are sent to the student.

**For development plans:**

1. the CMHC program faculty, in consultation with clinical supervisors and other necessary individuals as needed, will develop the plan.
2. development plans identify actions students are required to complete, the criteria that students are required to achieve, the plan for monitoring progress (including dates, and who and how progress will be assessed), and consequences if the plan is not followed or minimum expectations are not achieved.
3. the faculty advisor and others as needed will meet with the student to review the development plan.
4. the faculty advisor will send the student the development plan.
5. the student should sign, date and return the development plan to their faculty advisor within seven days of it being sent. A student's signature indicates that they understand the development plan. The development plan goes into effect at the time it is sent to the student.

Improvement steps and development plans cannot be appealed. The CMHC program's decision to suspend a student, or that the student voluntarily withdraw from the program or be dropped from the program may be appealed, except when a student is dropped because they did not fulfill the CMHC program requirements associated with being admitted on probationary status. See the Appeals section of this Handbook.

### **Discontinuation from Program**

Students' are expected to consistently demonstrate sufficient levels of academic knowledge, academic honesty and integrity, professional and ethical behavior, clinical skills and competencies, and professional dispositions. Both faculty and students have a primary ethical responsibility to the welfare of students' clients, both current (e.g., in practicum and internship) and future. As part of this ethical responsibility, faculty also have a gatekeeping responsibility. Faculty fulfill their gatekeeping responsibility when they limit access to the counseling profession only to those who demonstrate an acceptable level of academic knowledge, academic honesty and integrity, professional and ethical behavior, clinical skills and competencies, and professional dispositions. When these expectations are not met, then discontinuation from the program may result. Discontinuation from the program may result when remediation steps do not result in sufficient improvements, or if the nature, severity and consequences of students' behaviors support discontinuation from the program even without past or current remediation actions. There are both CMHC program and University policies regarding discontinuation.

## Types of Discontinuation

There are four types of discontinuation from the program:

### 1. CMHC Suspension

This is a policy of the CMHC program and is different from the UW-Parkside Academic Suspension policy. Students may be CMHC suspended for academic and dispositional reasons. Students who are CMHC suspended remain CMHC students but they are inactive, meaning they cannot register for courses, participate in practicum, internships or assistantships, complete the final project, etc., during the period of suspension.

A student is CMHC suspended for academic or \*dispositional reasons when the CMHC program decides that remediation is possible but that time out from the program is needed for remediation goals to be achieved. The decision to suspend a student for academic or dispositional reasons results in the student discontinuing from the program for up to one-year. For example, if a student is suspended for dispositional reasons at the end of the Fall 2022 semester and is given a one-year suspension, then the earliest they could return to the program would be the Spring 2024 semester.

### 2. UWP Academic Suspension

This discontinuation status is from the UW-Parkside graduate policy on academic probation and academic suspension. See the Graduate Academic Standing section in the Graduate Policies section of the UWP Academic Catalog. Students who meet the criteria for academic suspension are subject to the formal review process and the development of a development plan within the CMHC program.

### 3. Voluntary Withdrawal or Dropped from the CMHC Program

Students who are discontinued from the CMHC program through voluntary withdrawal or being dropped from the program are no longer students of the CMHC program. Students may be discontinued through voluntary withdrawal or being dropped for academic and \*dispositional issues. The CMHC program will recommend that a student voluntarily withdraw from the CMHC program or be dropped from the program when the CMHC program decides that remediation is not possible. In such cases, students are given the opportunity to withdraw. If they do not withdraw by the specified time and date, then the CMHC program will drop the student from the program. The CMHC program decision that a student voluntarily withdraw from the program or be dropped from the program results in a **permanent discontinuation** from the CMHC program. (Note that students admitted on probationary status who do not have a minimum cumulative GPA of 3.00 after their first 9 credit hours will be dropped from the program per the UW-Parkside graduate policy on Admission with Probationary Status. See the Admission with Probationary Status section of the Graduate Policies in the Academic Catalog.)

*\*“dispositional issues” includes matters of academic honesty and integrity, professional and ethical behavior, clinical skills and competencies, and professional dispositions*

## Discontinuation Related to Admission with Probationary Status

Students may be admitted with probationary status to the CMHC program because they do not meet the full admission criteria. For example, they may be admitted because their undergraduate GPA was less than a 3.0, but between a 2.75-2.99.



It is the **University policy** that students admitted on probationary status will be on probation for their first 9 semester credits. A student who is admitted on probation is required to attain a minimum GPA of 3.00 on the first 9 credit hours of course work completed at UW-Parkside. These students will be removed from academic probation if their cumulative GPA rises to 3.00 or higher. Students who do not meet the above requirement will be **dropped** from the program. See the Admission with Probationary Status section of the Graduate Policies in the Academic Catalog.

It is the policy of the **CMHC program**, that students pursuing the **full-time pathway** who are admitted to the CMHC program on probationary status are required to earn a final grade of B or better (not a grade of B- or less) in their first three courses in the CMHC program, and/or remediate deficits from their application as identified by the program at the time of admission. These are the three courses they take in their first semester (i.e., CMHC 700, CMHC 702, CMHC 704). If they earn a final grade of B or higher in each course, and/or remediate the identified application deficits then they are fully admitted to the CMHC program beginning the next semester. If students earn a final grade of B- or less in one or more of these courses or do not remediate the identified application deficits, then they are voluntarily withdrawn from the CMHC program or dropped from the CMHC program. The discontinuation decision cannot be appealed.

It is the policy of the **CMHC program**, that students pursuing the **part-time pathway** who are admitted to the CMHC program on probationary status are required to earn a final grade of B or better (not a grade of B- or less) in three of their first four courses in the CMHC program, and/or remediate deficits from their application as identified by the program at the time of admission. These are the four courses they take in their first, two semesters (i.e., CMHC 700, CMHC 702, CMHC 716, CMHC 740). If they earn a final grade of B or higher in all four courses of their first two semesters, then they are fully admitted to the CMHC program beginning the next semester. If they earn a final grade of B or higher in three courses but a final grade of B- or less in one course, they are fully admitted to the CMHC program, but are placed on academic warning (see the Academic Warning section of this handbook). If they earn a final grade of B- or less in two or more of these courses or do not remediate the identified application deficits, then they are voluntarily withdrawn from the CMHC program or dropped from the CMHC program. The discontinuation decision cannot be appealed.

Students may appeal the grade in a course (see the Grade Appeals Procedure section of this Handbook).

### **Discontinuation Related to Academic Warning within CMHC Program**

Academic warning within the CMHC Program is a policy of the CMHC program.

It is the policy of the CMHC program, that students who are not currently on academic warning and who earn a final grade of B- or lower in any one or more courses will be placed on academic warning within the CMHC program. They will then need to retake the course(s) in which they earned a final grade of B- or less. Improvement steps or a development plan will be developed. See Improvement Steps & Development Plans section in this Handbook.

Students who are placed on academic warning within the CMHC program will be removed from

academic warning within the CMHC program if they earn a final grade of B or higher (not B- or lower) in each of the courses they take the following semester. If they earn a final grade of B- or less in one or more courses the following semester they may be CMHC suspended, voluntarily withdrawn or dropped from the CMHC program. The summer term counts as the following semester when students are on academic warning during the spring semester. Students who are suspended, voluntarily withdrawn or dropped from the CMHC program for this reason may a) appeal the final grade in a course (see the Grade Appeals Procedure section of this Handbook) and b) appeal the discontinuation decision (see the Appeals section of this Handbook).

### **Discontinuation Related to UW-Parkside Policy on Academic Probation & Academic Suspension**

Academic probation and academic suspension are policies of UW-Parkside. UW-Parkside's policy on academic probation and academic suspension also apply to students in the CMHC program. The following information about GPA and academic standing is taken from the Graduate Academic Standing section in the Graduate Policies section of the UWP Academic Catalog:

- A 3.0 or better end-of-term cumulative GPA results in continuing **Good Standing**.
- A 2.0 to 2.999 end-of-term cumulative GPA results in **Academic Probation** status.
- A 1.999 or less end-of-term cumulative GPA results in **Academic Suspension** status.

Action on part-time students is withheld until at least nine credits are attempted at UW-Parkside.

### **Moving from Probation to Good Standing or Suspension**

- A student on probation who earns a 3.0 or better end-of-term cumulative GPA returns to good standing.
- A student on probation carrying a 2.999 or less end-of-term cumulative GPA after attempting a cumulative total of 15 or more credits at UW-Parkside has academic suspension status.

Students on academic probation or who meet the criteria for academic suspension are subject to the formal review process and the development of a development plan within the CMHC program.

### **Discontinuation Related to Academic Dishonesty & Misconduct, Professional & Ethical Behavior, Clinical Skills & Competence, and Professional Dispositions**

Students' are expected to maintain and demonstrate sufficient levels of academic honesty and integrity, professional and ethical behavior, clinical skills and competencies, and professional dispositions. When there are concerns about students associated with academic dishonesty and misconduct, unprofessional behavior, ethical violations, incompetence, impairment, or failing to meet professional disposition expectations as defined by the American Counseling Association Code of Ethics, Wisconsin State Statute, policies of the University of Wisconsin-Parkside, or the expectations and professional disposition standards of the CMHC program, then the CMHC program may decide to CMHC suspend, voluntarily withdraw or drop a student from the CMHC program. CMHC suspension, voluntarily withdrawal or being dropped from the

CMHC program may result when remediation steps do not result in sufficient improvements (for example, a student fails to fulfill the requirements of a development plan), or if the nature, severity and consequences of a student's behaviors support discontinuation from the program even if the student has not (currently or in the past) been subject to remediation actions (e.g., a development plan). The program decision that the student be CMHC suspended, or voluntarily withdraw from the program or be dropped from the CMHC program may be appealed. See the Appeals section of this Handbook.

Discontinuations Related to Academic Misconduct. In cases where the instructor of a course concludes that a student in his or her courses has engaged in academic misconduct in the course, then Chapter UWS 14 of the University of Wisconsin System - <https://www.uwp.edu/live/offices/studentaffairs/upload/14.pdf> - is applicable. In these cases, the CMHC program will wait to conduct a formal review and dispositional evaluation until the procedures of UWS 14 are concluded. Similar to the general program policy on remediation, a determination will be made if remediation is possible. If the CMHC program determines that remediation is not possible, then the student will either voluntarily withdraw from the program or be dropped from the program. If the CMHC program determines that remediation is possible, then a development plan will be developed (although the student may be suspended from the program). The program's decision may be more restrictive than the decisions that result from the process outlined in UWS 14. The development plan cannot be appealed. The program decision that the student be CMHC suspended, or voluntarily withdraw from the program or be dropped from the CMHC program may be appealed. See the Appeals section of this Handbook.

## APPEALS

### Appeal of Drop Related to Admission on Probationary Status

If a student is dropped from the CMHC program because they do not meet the requirements of their probationary admission (see the Admission with Probationary Status section of this Handbook), then the **drop decision cannot be appealed**. The Admission with Probationary Status section of the Graduate Policies in the Academic Catalog also applies to such cases:

A student who is admitted on probation is required to attain a minimum GPA of 3.00 on the first 9 credit hours of course work completed at UW-Parkside. Students who do not meet the above requirement will be dropped from the program.

### Appeal of Drop Related to UWP Academic Suspension

If a student is placed on academic suspension based on the Graduate Academic Standing policy of UW-Parkside, then the Suspension Appeal Process of the Graduate Policies in the Academic Catalog comes into effect:

At the time a student is placed on academic suspension, Academic Actions, in consultation with the program director, reviews the student's record up to that time and recommends for continued enrollment or for academic suspension status to take effect.

The decision for academic suspension status to take effect **cannot be appealed**.

**Appeal of CMHC Suspension, Voluntary Withdrawal or Being Dropped from CMHC Program**

Students may appeal CMHC program decisions that they be CMHC suspended, voluntarily withdrawn or dropped from the CMHC program.

To appeal the CMHC program decision to CMHC suspend, voluntarily withdraw or drop a student from the CMHC program:

1. the student needs to provide a written appeal, which includes the specific policies and procedures in error of the decision.
2. the appeal must be sent via e-mail to the Sr. Vice Provost and Dean of the Faculty.
3. the appeal must be submitted within 5 days of the date of the CMHC program's written discontinuation decision from the CMHC Program Director. Should students not appeal within the time period described, the program's dismissal decision will be the final university decision.
4. The Dean of Students may serve as a resource for students in these matters.

**APPLYING FOR RETURN TO PROGRAM****Return Associated with Voluntary Withdrawal or Drop**

The CMHC program decision to discontinue a student through voluntary withdrawal or being dropped from the CMHC program is a permanent discontinuation from the program.

**Return Associated with CMHC Suspension**

Students who have been CMHC suspended must request in writing to return to active student status in the CMHC program. CMHC suspended students can request to return to active student status at the time as indicated in their formal review and development plan at the time of CMHC suspension. Students should contact the CMHC Program Director to inquire if there are materials or evidence to submit to the CMHC program other than that listed in their formal review and development plan. Students must present evidence to the program that they are now likely to do satisfactory work. Students who are reactivated from CMHC suspension will have their development plan and program of study reviewed and updated. The new program of study may differ from the student's previous one. When students return from CMHC suspension, they most likely will need to be active in the program more than one semester before approval is given to register for clinical courses. The program of study and development plan cannot be appealed.

If the CMHC program determines that a student has not fulfilled the conditions of their development plan when the student applies to return to active student status in the CMHC program, the CMHC suspension can be extended for up to one-year, or the CMHC program can decide to voluntarily withdraw the student or drop the student from the CMHC program (if the CMHC program decides that remediation is not possible). The program decision that the student be CMHC suspended, or voluntarily withdraw from the program or be dropped from the CMHC program may be appealed. See the Appeals section of this Handbook.

**GRADE APPEALS, COMPLAINTS & GRIEVANCES****Grade Appeals Procedure**

If a student believes that the final grade received for a course is capricious or in violation of policies outlined in the syllabus they may appeal the final grade. The appeals process is described in the Grade Appeals Procedure section of the Academic Catalog (<https://catalog.uwp.edu/policies/>). The process begins with the student attempting to resolve

this matter informally with the course instructor.

### Complaints & Grievances Procedure

The following is taken from the Complaints & Grievances section of the UW-Parkside Student Affairs and Enrollment Services page -

<https://www.uwp.edu/live/offices/studentaffairs/complaints.cfm>.

Occasionally, a student will encounter a concern/problem on campus that they do not know how to resolve. Student complaint procedures have been developed to guide the student through the process in an effort to resolve the issue as quickly and fairly as possible. Complete procedures related to the student complaint process are outlined in UW-Parkside Administrative Policy#51 – Student Complaint Procedures (<https://www.uwp.edu/explore/offices/governance/policy51.cfm>).

#### Informal Complaint Resolution Process

When an issue develops, the student should always try to work out the concern/problem by first discussing it with those most involved in the issue. Many issues are settled or problems resolved when a student meets with a faculty/staff member and calmly discusses the concern. This meeting needs to occur within fourteen (14) days of the initial concern. If a satisfactory resolution cannot be reached within seven (7) days of the meeting, the student may then request a meeting with the [CMHC Program Director], Department Chair, Supervisor, or Dean who shall assist in finding a resolution within fourteen (14) calendar days.

There are times when it is not possible to initially address the person directly. At that point, the student should consider talking to the [CMHC Program Director], Department Chair, Supervisor, or Dean as the first step.

#### Formal Complaint Resolution Process

If the concern/problem is not satisfactorily resolved through the Informal Complaint Resolution Process, the student may file a formal complaint through the Dean of Students Office. The formal complaint must be submitted in writing to the Dean of Students Office using the Formal Student Complaint Report Form (<https://www.uwp.edu/live/offices/studentaffairs/upload/Formal-Student-Complaint-Report-Form.pdf>).

Given the nature of professional counseling, it is important that graduate students in a clinical mental health counseling program address concerns and problems in a manner consistent with the program's professional dispositions. Students are expected to begin with the informal complaint resolution process, except in the most extraordinary situations.

Students who believe they have been the victims of **discrimination** (on the basis of race, color, religion, national origin, age, disability or sexual orientation), or of **sexual or general harassment** should contact Student Affairs (262-595-2598; <https://www.uwp.edu/live/offices/studentaffairs/>). In such cases, students are not required to begin with the informal complaint resolution process.

Additional information about complaints, grievances and harassment are available in the Complaints & Grievances section of the UW-Parkside Student Affairs and Enrollment Services

page - <https://www.uwp.edu/live/offices/studentaffairs/complaints.cfm>.

### **CLINICAL EXPERIENCES**

During the final 3 semesters of the CMHC program, students engage in the required clinical experience courses. These courses consist of CMHC 794, Counseling Practicum (3 credits); CMHC, 795 Internship in Counseling I (3 credits); and CMHC, 796 Internship in Counseling II (3 credits).

CMHC 794, Counseling Practicum, requires 100 hours at a designated placement setting, of which a minimum of 40 hours is face-to-face, direct client contact hours. CMHC 795 and 796, Internships in Counseling I and II, respectively, require 300 hours each (600 hours total) at a designated placement setting, of which a minimum of 120 hours (240 hours total) are face-to-face, direct client contact. Failure to fulfill all hour requirements will result in not passing the course. If a student needs to retake CMHC 794, CMHC 795 or CMHC 796 they start the retake course with 0 hours, i.e., the hours completed for a failed clinical course do not carry over to the retake course. CMHC 794 is offered in Spring semesters, CMHC 795 is offered in Summer semesters, and CMHC 796 is offered in Fall semesters. If a student does not pass one of the clinical courses they may need to wait to retake the course until it is offered again. For example, a student who does not pass CMHC 794 during the Spring 2024 semester may need to wait until Spring 2025 to retake CMHC 794, thus delaying completion of the program.

The process of applying to clinical sites, and expectations and requirements for practicum and internship are detailed in the Clinical Handbook. The Clinical Handbook is disseminated at the Clinical Orientation. The Clinical Orientation occurs after the Spring 2 semester for students on the full-time pathway and Spring 3 for students on the part-time pathway. Students will be provided direction at Clinical Orientation about how to search, apply, and secure a practicum and internship setting. The CMHC program provides students with support and guidance about obtaining a clinical placement. However, students are responsible for obtaining a clinical placement. Students are allowed to register for the clinical courses only after a clinical placement has been confirmed. If a student does not obtain a clinical placement by the milestones identified at Clinical Orientation and listed in Tevera they may not be allowed to complete a clinical course as listed in their Program of Study. The student would then need to wait until the clinical course is offered again, thus delaying completion of the program. For example, a student who does not secure a clinical placement in a timely manner to take CMHC 794 during the Spring 2024 semester may need to wait until Spring 2025 to take CMHC 794.

Students are required to obtain and maintain professional liability insurance coverage during the totality of the clinical experiences phase of the program, which can be purchased through the American Counseling Association. Students will need to become members of the American Counseling Association (<https://www.counseling.org/>). Rates for malpractice liability insurance are provided here: <https://www.counseling.org/membership/membership-benefits>. Proof of insurance is required prior to practicum enrollment.

Some practicum and internship sites require drug testing and screening, have vaccination requirements, and require students to pass a criminal background check. The CMHC program does not cover the costs for these requirements. It is the responsibility of students to inquire about such requirements and resolve them in a timely manner in order to meet the due dates for

obtaining a clinical placement and beginning their work at clinical placement sites. Furthermore, certain types of investigations, convictions, or arrests may interfere in a student's ability to participate in clinical placements - therefore, potentially delaying graduation or preventing completion of the program of study. If you have questions about this, then consult with your academic advisor and/or the director of clinical training within the first two semesters of your program.

### **Tevera**

The CMHC program utilizes a software program called Tevera to manage the clinical experience for students as well as dispositional evaluation management. Students are required to purchase Tevera after the first semester of the program. Students can purchase this software directly through the bookstore or directly through the Tevera website. Further information is provided upon registration for Spring 1 coursework.

### **PERSONAL COUNSELING RESOURCES**

Self-care is an important facet of well-being. This is especially true for counselors-in-training and professional counselors given the nature of the profession. Counselors' use of self in providing mental health counseling is critical and requires taking actions to maintain well-being. Participating in their own personal counseling can help counselors deal with the stressors that counselors experience, their own mental health challenges, and experience well-being. This can also help counselors practice competently and ethically, and avoid impaired practice.

The CMHC program encourages students to participate in their own personal mental health counseling as needed. Students may already be actively engaged in counseling, have participated in counseling in the past, or never experienced counseling. One way that students can access mental health counseling services is through the UW-Parkside Student Health and Counseling Center, which can be found here:

<https://www.uwp.edu/live/services/studenthealth/counseling.cfm>. The Student Health and Counseling Center is separate from the CMHC program.

### **PROFESSIONAL COUNSELING ORGANIZATIONS & ACTIVITIES**

In addition to providing mental health counseling to clients, being a professional counselor involves providing service to the profession. One of the significant ways that counselors contribute to the broader profession is through involvement with professional counseling organizations at the state, regional, national and international level. Involvement includes attending conferences, serving on committees, presenting posters and papers at conferences, and holding leadership roles in professional organizations.

A commitment to the broader profession begins in graduate school. The faculty of the CMHC program encourage you to attend conferences, and get involved by presenting at conferences and serving on committees. There are many professional organizations that you can be involved with. In fact, for the topic of each course you take in this program, there is most likely at least one professional counseling organization devoted to it.

As a program, we encourage students to become members of and attend the annual conference of the Wisconsin Counseling Association (<https://www.wisconsincounselingassociation.com/>), or the Illinois Counseling Association (<https://www.ilcounseling.org/>) .



Students should also become members of the **American Counseling Association** (<https://www.counseling.org/>). Membership in ACA will be beneficial for students to register for practicum and internship because students must provide proof of malpractice liability insurance to enroll in these courses, and this insurance can be available through ACA (<https://www.counseling.org/membership/membership-benefits>).

Additional professional counseling associations include the divisions of ACA, which can be found here: <https://www.counseling.org/about-us/divisions-regions-and-branches/divisions>.

### **ENDORSEMENT & RECOMMENDING POLICIES**

The UWP CMHC program is a pre-approved educational program in professional counseling by the Professional Counselor Section of the Joint Board of Marriage and Family Therapy, Professional Counseling, and Social Work (MPSW) of the State of Wisconsin Department of Safety and Professional Services (DSPS) -

<https://dsps.wi.gov/Documents/LPCApproved60CreditPrograms.pdf>. As such, the UWP CMHC program has had its curriculum and course syllabi reviewed and approved by the Professional Counselor section of the MPSW Examining Board.

The CMHC program was designed to prepare graduates to work as professional counselors by meeting the educational requirements to become a Licensed Professional Counselor (LPC) in the state of Wisconsin. The program also meets the educational requirements for licensure as a Licensed Clinical Professional Counselor (LCPC) in the state of Illinois - <https://www.idfpr.com/profs/ProfCounselor.asp> .

As a Wisconsin DSPS pre-approved 60 Credit Program, graduates from the CMHC program are required to submit Official Transcripts as part of their application process for licensure in Wisconsin. Any substitutions/deviations by applicants from the approved Course Grid for UW-Parkside - <https://dsps.wi.gov/Documents/LPCApproved60CreditPrograms.pdf> - will require applicants to submit the course syllabus for review for equivalency by the MPSW Examining Board and is not a guarantee of approval. For licensure in Illinois, graduates will need to submit the Certification of Education form as part of their application - <https://idfpr.illinois.gov/renewals/apply/forms/pc.pdf> .

Endorsement by the academic program is conducted by the CMHC program director and university registrar's office. The endorsement will only confirm that graduates have completed the program where applicable. Ethically, graduates should only apply for licensure that is consistent with their professional competencies, as indicated by their education, training, and supervised clinical experiences. Endorsement beyond completion of the academic program (e.g. letters of reference for employment, further training, etc.) are solely provided at the discretion of the individual faculty member being asked for the reference.

### **WISCONSIN LICENSURE INFORMATION**

The Department of Safety and Professional Services (DSPS; <https://dsps.wi.gov/pages/Home.aspx>) is the agency that regulates licensure of professional counseling in the state of Wisconsin.



**Applying for the Professional Counselor-Training License (LPC-IT)**

The following information was taken from

<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx> and

<https://dsps.wi.gov/Credentialing/Health/info1962.pdf> about applying for the Professional Counselor training license in Wisconsin. A Professional Counselor training license (LPC-IT) is required for individuals acquiring the supervised experience necessary for the Professional Counselor License (LPC).

1. Submits an application online via LicenseE
2. Pays the applicable fee(s) online via LicenseE
3. Satisfies the educational requirement. Complete a Graduate Degree in professional counseling or an equivalent degree approved by Professional Counselor Section
4. Submits evidence satisfactory to the Professional Counselor Section that he or she is in a position or has an offer for a position as a Professional Counselor in a supervised professional counseling practice, or in a position which the applicant will, in the opinion of the Professional Counselor Section, receive training and supervision equivalent to the training and supervision received in a supervised professional counseling practice
5. The training license shall expire after 48 months
6. A training license may be renewed by the discretion of the Professional Counselor Section.

**Applying for the Professional Counselor License (LPC)**

The following information was taken from

<https://dsps.wi.gov/Pages/Professions/LPC/Default.aspx> and

<https://dsps.wi.gov/Credentialing/Health/info1962.pdf> about applying for the Professional Counselor license in Wisconsin.

1. Submits an application and pays the applicable fee(s) online via LicenseE
2. Satisfies the education requirements. Complete a Graduate Degree in professional counseling or an equivalent degree approved by Professional Counselor Section
3. Satisfies the supervised experience requirements. Completion of post-graduate supervised practice obtained under a Professional Counselor Training license.
  - a. 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.
4. Successful completion of the required examinations. Passes the National Counselor Examination (NCE) or National Counselor Mental Health Certification Examination (NCMHCE).
5. An applicant for permanent licensure may apply for a temporary license at the same time.
  - a. 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.
  - b. The temporary license expires upon notification of successful completion of the national examination or expiration of the 9-month period, whichever is earlier.
  - c. The temporary license may be renewed one time for an additional 9-month period.

**Professional Counselor Exam Information – Wisconsin**

Professional counselor examination information for Wisconsin can be found here: <https://dsps.wi.gov/Pages/Professions/LPC/Exams.aspx>. For Wisconsin, passing the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) is required. Both examinations are administered by the National Board of Certified Counselors (NBCC; <http://www.nbcc.org/home>).

**ILLINOIS LICENSURE INFORMATION (on ground only)**

The Illinois Department of Financial and Professional Regulation (IDFPR; <https://idfpr.illinois.gov/default.asp>) is the agency that regulates licensure of professional counseling in the state of Illinois. The following information was taken from <https://idfpr.illinois.gov/profs/ProfCounselor.asp> and <https://idfpr.illinois.gov/renewals/apply/forms/pc.pdf>.

In Illinois, the Licensed Professional Counselor (LPC) licensure is a training license. Licensed Professional Counselors may NOT practice independently and must operate at all times under the order, control, and full professional responsibility of a Licensed Clinical Professional Counselor (LCPC), a Licensed Clinical Social Worker (LCSW), a Licensed Clinical Psychologist, or a psychiatrist as defined in Section 1-121 of the Mental Health and Developmental Disabilities Code.

In Illinois, the Licensed Clinical Professional Counselor (LCPC) licensure is the independent practice level license.

Information about the requirements, application, supporting documents, application fees and examinations for LPC and LCPC licensure in Illinois can be found here: <https://idfpr.illinois.gov/profs/ProfCounselor.asp>.

**Professional Counselor Exam Information – Illinois (on ground only)**

Professional counseling examination information for Illinois can be found here: <https://idfpr.illinois.gov/profs/ProfCounselor.asp>. For Illinois, passing the National Counselor Examination (NCE) is required for LPC licensure - <https://www.ilga.gov/commission/jcar/admincode/068/068013750A00600R.html>. For Illinois, passing the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE) is required - <https://www.ilga.gov/commission/jcar/admincode/068/068013750B01500R.html>. Both are administered by the National Board of Certified Counselors (NBCC; <http://www.nbcc.org/home>).

**NATIONAL PROFESSIONAL COUNSELOR EXAM INFORMATION**

Both the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE) are administered by the National Board of Certified Counselors (NBCC; <http://www.nbcc.org/home>).

The **National Counselor Examination (NCE)** is a multiple-choice examination that consists of 200-items. Items assess content from the eight CACREP core areas: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation. The NCE is

an examination option for becoming a Nationally Certified Counselor (NCC). For more information: <http://www.nbcc.org/Exams/NCE>

The **National Clinical Mental Health Counseling Examination (NCMHCE)** consists of 10 simulated clinical mental health counseling cases. The NCMHCE is an examination option for becoming a Nationally Certified Counselor (NCC), and a requirement for the Certified Clinical Mental Health Counselor (CCMHC) national certification. For more information: <http://www.nbcc.org/Exams/NCMHCE>

If you are interested in working in **military health systems** more information regarding the examinations is provided here <http://www.nbcc.org/Licensure/MilitaryHealth>.

**Appendix A****CMHC Professional Dispositions Evaluation Form**

Student name: \_\_\_\_\_ Period of Evaluation: \_\_\_\_\_

**CMHC Professional Dispositions Evaluation**

Students will be evaluated throughout the CMHC program based upon these professional dispositions through formal (e.g. dispositional evaluation) and informal (e.g., individual faculty meetings, private discussions after class) methods.

Dispositional self-evaluations are completed at program orientation. Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur each August/September and January/February. Dispositional review can be utilized by the faculty at any point during the program should the student demonstrate behavior that does not uphold professional dispositions outlined in this document.

If a student is rated as ‘nearing expectations/developing’, then Improvement Steps will be identified to support the student in ‘meeting expectations’ for the next dispositional review.

If a student is rated as ‘does not meet expectations’, then a Development Plan will be created if remediation is possible. If remediation is deemed to not be possible, a student will be subject to either a voluntary withdrawal from the program or the CMHC faculty will recommend dismissal from the program. See the sections on *Expectations of Students*, and *Retention, Remediation & Discontinuation from program* in the Program Handbook for additional information about possible outcomes if remediation is necessary.

**Professional Behavior and Ethics:** Expectation for students to demonstrate professional, ethical, and legal behavior. Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.

<i>The student demonstrates:</i>	<b>Does Not Meet Expectations</b>	<b>Nearing Expectations / Developing</b>	<b>Meets Expectations</b>	<b>Not observed</b>
Honesty, integrity, fairness, and respect for others Accept personal responsibility for behaviors and actions Develop and maintain appropriate collaborative interpersonal relationships Abide by ACA code of ethics in professional behavior and respective laws (ACA, 2014) Professional habits of conduct in professional settings (e.g., dress, language, preparedness, attendance, punctuality, etc.)				

**Professional Identity:** Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom

<i>The student demonstrates:</i>	<b>Does Not Meet Expectations</b>	<b>Nearing Expectations / Developing</b>	<b>Meets Expectations</b>	<b>Not observed</b>
Maintains professional engagement through involvement in classroom,				

community, and/or  
agency settings  
Demonstrate  
openness to new ideas  
and flexibility to  
change  
Communicate  
effectively and  
respectfully with  
others  
Respect cultural  
differences and  
welcomes diverse  
points of view

**Self-Awareness and Growth:** Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates an ability to maintain emotional stability and self-control and personal wellness.

*The student*

**Does Not Meet  
Expectations**

**Nearing Expectations /  
Developing**

**Meets Expectations**

**Not observed**

*demonstrates:*

Demonstrates  
awareness of impact  
of his/her/their  
behavior on others  
Receptive to feedback  
from faculty,  
supervisors, peers,  
and clients

Reflect on limitations  
and strengths

Demonstrate self-  
initiated learning

Ability to consistently  
regulate emotions in  
an appropriate  
manner for a  
professional setting

**Additional comments on ratings of professional dispositions:**

**Improvement Steps:** *For each professional disposition rated as “nearing expectations/developing”, identify steps student can take to meet expectations by the next professional disposition evaluation.*



Faculty present at review: \_\_\_\_\_ Date of progress review: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date of student advising meeting: \_\_\_\_\_

Faculty advisor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program coordinator signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix B****CMHC Professional Dispositions Evaluation Map**

Student name: \_\_\_\_\_ Period of Evaluation: \_\_\_\_\_

**CMHC Professional Dispositions Evaluation**

Students will be evaluated throughout the CMHC program based upon these professional dispositions through formal (e.g. dispositional evaluation) and informal (e.g. individual faculty meetings, private discussions after class) methods.

Dispositional self-evaluations are completed at program orientation. Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur each August/September and January/February. Dispositional review can be utilized by the faculty at any point over the program should the student demonstrate behavior that does not uphold professional dispositions outlined in this document.

If a student is rated as ‘nearing expectations/developing’, then Improvement Steps will be identified to support the student in ‘meeting expectations’ for the next dispositional review.

If a student is rated as ‘does not meet expectations’, then a Development Plan will be created if remediation is possible. If remediation is deemed to not be possible, a student will be subject to either a voluntary withdrawal from the program or the CMHC faculty will recommend dismissal from the program. See the sections on *Expectations of Students*, and *Retention, Remediation & Dismissal* in the Program Handbook for additional information about possible outcomes if remediation is necessary.

<b>Professional Behavior and Ethics:</b> Expectation for students to demonstrate professional, ethical, and legal behavior. Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.				
<i>The student demonstrates:</i>	<b>Where is the opportunity to demonstrate?</b>	<b>How do we assess?</b>	<b>When do we evaluate?</b>	<b>Review or analysis of data</b>
Honesty, integrity, fairness, respect for others	Prior to admission	Essays	Admissions Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Accept personal responsibility for behaviors and actions	Throughout curriculum	Completion of course requirements	Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Develop and maintain appropriate collaborative interpersonal relationships	Throughout curriculum	Classroom observation	Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Abide by ACA code of ethics in professional behavior and respective laws (ACA, 2014)	Throughout curriculum	Completion of course requirements CCS-R	Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Demonstrate professional habits of conduct in professional settings	Orientation Throughout curriculum	Classroom observation	Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings

(e.g., dress, language, preparedness, attendance, punctuality, etc.)				
<b>Professional Identity:</b> Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training. Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom				
<i>The student demonstrates:</i>	<b>Where is the opportunity to demonstrate?</b>	<b>How do we assess?</b>	<b>When do we evaluate?</b>	<b>Review or analysis of data</b>
Maintains professional engagement through involvement in classroom, community, and/or agency settings	Practicum supervision Internship supervision	CCS-R	Fall/Spring Clinical Experiences Semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Demonstrate openness to new ideas and flexibility to change	Prior to admission	Recommendation form Essays	Admissions Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Communicate effectively and respectfully with others	Prior to admission	Essays	Admissions Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings

Respect cultural differences and welcomes diverse points of view	Throughout curriculum	Classroom observation Completion of course requirements	Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
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**Self-Awareness and Growth:** Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates and ability to maintain emotional stability and self-control and personal wellness.

<i>The student demonstrates:</i>	<b>Where is the opportunity to demonstrate?</b>	<b>How do we assess?</b>	<b>When do we evaluate?</b>	<b>Review or analysis of data</b>
Demonstrates awareness of impact of his/her/their behavior on others	Throughout curriculum	Classroom observation	Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Receptive to feedback from faculty, supervisors, peers, and clients	Prior to admission	Recommendation form	Admissions Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Reflect on limitations and strengths	Practicum supervision Internship supervision	CCS-R	Fall/Spring Clinical Experiences Semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Demonstrate self-initiated learning	Throughout curriculum	Completion of course requirements	Fall/Spring semester CMHC faculty dispositional review meetings	Bi-annual individual advising dispositional review meetings
Ability to consistently regulate emotions in an	Prior to admission	Recommendation form Essays	Admissions Fall/Spring semester CMHC faculty	Bi-annual individual advising dispositional review meetings

appropriate manner for a professional setting			dispositional review meetings	
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## Appendix C

# Assessment Map

## *Evaluation of the Program*

### Curriculum

Key Performance Indicators			
CACREP Core Area	Program Learning Goal	Performance Measures	Performance Indicator
Professional Counseling Orientation and Ethical Practice	Graduates demonstrate a professional counselor identity and ethical, culturally competent, and trauma-informed practice	<ul style="list-style-type: none"> <li>- ACA or AMHCA membership (practicum Spring 2)</li> <li>- Skills practice recording 3 (Fall 1)</li> <li>- Practicum case presentation (Spring 2)</li> <li>- CCS-R ethic question Internship I (Summer 2)</li> <li>- Dispositional review (Annual)</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of students join ACA or AMHCA as a graduate level member</li> <li>- 90% of students will receive a B or higher on skills practice recording 3</li> <li>- 90% of students will receive a B or higher on the practicum case presentation</li> <li>- 90% of students must meet expectations on ethics question Internship I</li> <li>- 90% of students meets expectations on dispositional measures</li> </ul>
Social and Cultural Identities and Experiences	Graduates conceptualize clients through a multicultural and social justice lens. To include demonstrating the requisite attitudes and beliefs, knowledge, skills, and actions required to ensure equity and inclusion for diverse clients.	<ul style="list-style-type: none"> <li>- CCS-R multicultural competency question at the end of Internship I (Summer 2)</li> <li>- Dispositional Review (Annual)</li> <li>- Perspective paper (Spring 1)</li> </ul>	<ul style="list-style-type: none"> <li>- CCS-R 90% of students must meet expectations</li> <li>- Dispositional Reviews 90% of students must meet expectations</li> <li>- Perspective paper 90% of students will achieve a B or higher.</li> </ul>
Lifespan Development	Graduates evaluate theories and factors that affect individual and family development, as well as, transitions across the lifespan, in a multicultural and pluralistic society.	<ul style="list-style-type: none"> <li>- Child/Adolescent interview assessment (Fall 2)</li> <li>- Lifespan development portion of Comprehensive exam (Fall 3)</li> <li>- Case conceptualization (Family and Couples Fall 2)</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of students will achieve a B or higher on Child/Adolescent interview assignment</li> <li>- 90% of students will receive 70% or higher on the Human growth and development portion of comprehensive exam</li> <li>- 90% of students will achieve a B or higher on the Case conceptualizations</li> </ul>



Career Development	Graduates apply their knowledge of a connections between work, relationships, mental health and other life roles, and strategies. To include evaluating strategies that lead to client growth and change associated with the experience of work in a multicultural and pluralistic society.	<ul style="list-style-type: none"> <li>- Career interview (Fall 2)</li> <li>- Final exam (Fall 2)</li> <li>- Career development portion of the comprehensive exam (Fall 2)</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of students will achieve a B or higher on Career interview</li> <li>- 90% of students will achieve a B or higher on the Final exam</li> <li>- 90% of students will achieve a 70% or higher on the career development portion of the comprehensive exam</li> </ul>
Counseling Practice and Relationships	Graduates establish, maintain, and utilize the therapeutic alliance with clients and understand other core conditions of counseling relationships that lead to client growth and change in a multicultural and pluralistic society.	<ul style="list-style-type: none"> <li>- Skills Practice Recording number 3 (Fall 1)</li> <li>- CCS-R facilitate therapeutic environment questions (internship I Summer 2)</li> <li>- Case presentations (internship II Fall 3)</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of students will receive a B or higher on skills practice recording number 3</li> <li>- 90% of students will be at minimum meeting expectations on the CCS-R facilitate therapeutic environment questions at internship I</li> <li>- 90% of students will receive a B or higher on the case presentation in internship II</li> </ul>
Group Counseling and Group Work	Graduates facilitate groups informed by the principles of group dynamics, developmental stages of group, and therapeutic factors responsive to a multicultural and pluralistic society.	<ul style="list-style-type: none"> <li>- Group proposal assignment (Fall 2)</li> <li>- Reflective group experience paper (group counseling Fall 2)</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of students will receive a B or higher on the group proposal assignment</li> <li>- 90% of students will receive a B or higher on the Reflective group experience paper</li> </ul>
Assessment and Diagnostic Processes	Graduates utilize a trauma-informed lens to implement assessment procedures and diagnose mental health conditions responsive to the cultural context of clients.	<ul style="list-style-type: none"> <li>- Test feedback demonstration (Summer 1)</li> <li>- Final exam (treatment planning and diagnosis Spring 2)</li> <li>- Case presentation (internship II Fall 3)</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of students will receive a B or higher on the test feedback demonstration</li> <li>- 90% of students will receive a B or higher on the treatment planning and diagnosis Final exam</li> <li>- 90% of students will receive a B or higher on the Case presentation in internship II</li> </ul>
Research and Program Evaluation	Graduates evaluate the importance of	<ul style="list-style-type: none"> <li>- Analysis of Research Framework (Spring 1)</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of students will receive a B or higher on</li> </ul>

	published research, outcome measures, and program evaluation for the purpose of advancing the counseling profession in a diverse community.	- Research and program evaluation section of the comprehensive exam (Fall 3)	the Analysis of Research Framework - 90% of students will receive a 70% or higher on the research and program evaluation section of the comp. exam
CMHC Specialty	Graduates implement evidence-based counseling interventions and treatment planning strategies that are trauma-informed, and grounded in multicultural and social justice competencies.	- Final exam in CMHC 750 treatment planning (Spring 2)  - Case presentations in Internship I (Summer 2)  - Major substances of abuse and the body presentation (addictions Spring 1)  - Advocacy intervention research paper (CMHC 740 Spring 1)	- 90% of students will receive a B or higher on the final exam in Treatment Planning - 90% of students will receive a B or higher on the Case presentation in internship 1 - 90% of students will receive a B or higher on the Major substances of abuse and the body presentation (addictions) - 90% of students will receive a B or higher on the Advocacy intervention research paper in CMHC 740

#### 5-year Course Learning Outcomes Review Plan

Review	AY 2024 - 2025	AY 2025 - 2026	AY 2026 - 2027	AY 2027 - 2028	AY 2028 - 2029
Fall (December)	CMHC 702 CMHC 704	CMHC 700 CMHC 714	CMHC 706 CMHC 756	CMHC 794 CMHC 758	CMHC 775 CMHC 776
Spring (May)	CMHC 720 CMHC 722	CMHC 742 CMHC 750	CMHC 740 CMHC 754	CMHC 795 CMHC 796	CMHC 716 CMHC 752

***Review process begins with the syllabus and includes textbooks, learning outcomes, KPI's, and all assignments. Program created comprehensive exam is also reviewed every five years to assess relevance and preparation for state licensure exams. As with all assessment data outcomes are discussed during the all CMHC faculty meeting and captured in the annual assessment report located on the CMHC website.***

### **Student Data**

	Aggregate student assessment data addressing knowledge, skills, and professional dispositions.	Demographics of applicants, students, and graduates.	Systematic follow-up studies of graduates, site supervisors, and employers of program graduates.
Data to be collected	Aggregate and Individual Professional Dispositions Aggregate and Individual KPI	Demographics: Gender, Race/Ethnicity	Graduate data: Licensure Status Post-Graduate Employment Status

			<p>Employer Professional Org Membership</p> <p>Site supervisor: Percentage of sites offering employment to interns</p> <p>Employer data: Percentage of graduates working in mental health</p>
Procedure for how and when data will be collected	Program Director and department assistant compile annual aggregate data on dispositions through use of the Tevera reporting function each fall and summer. Faculty complete individual disposition and KPI reviews via excel each semester at the conclusion of their class.	Department assistant compiles applicant demographic information annually at admission each fall. Program director requests graduate and student demographic information from OIR at the end of the spring semester.	The clinical director and department assistant compiles graduate information annually through survey each fall and spring.
Method for how data will be reviewed or analyzed	Annual fall CMHC all faculty meeting	Annual fall CMHC all faculty meeting	Annual fall CMHC all faculty meeting
Explanation for how data will be used for curriculum and program improvement	Continued revisions to course offerings, required course content, course delivery, course KPI, and assignment rubrics; Continued revisions to admission procedures and policies.	Increase and diversify outreach efforts; Inform student retention efforts.	Continued revisions to clinical placement process; Analysis of employment locations will inform elective course offerings and required course content.

## Appendix D

### Assessment Report Template

Program Evaluation

## Students

<i>Demographics</i>	<i>Applicants</i>	<i>Students</i>	<i>Graduates</i>
<b>Total Number</b>			
<b>Gender</b>			
<b>Race/Ethnicity</b>			

## Yearly Systematic Follow-up Studies

<i>Fall 20XX Graduates</i>	<i>Offered employment by site</i>	<i>Training License</i>	<i>Employed in Mental Health</i>

<b>Total # of Graduates</b>	<b>Licensure Status Training</b>	<b>Completion Rates Independent</b>	<b>Employed in Mental Health</b>

Assessment of Students***CACREP Core Content Area – Professional Counseling Orientation and Ethical Practice***

<b>Program Learning Goal</b>	<b>Key Performance Measure</b>	<b>Key Performance Indicator</b>	<b>Outcome</b>
<b>Graduates demonstrate a professional counselor identity and ethical, culturally competent, and trauma-informed practice.</b>	ACA or AMHCA membership;	80% of students join ACA or AMHCA as a graduate level member;	
	Skills practice recording number 3;	90% of students will receive a B or higher on the counseling skills practice recording number 3;	
	Practicum case presentation;	90% of students will receive a B or higher on the practicum case presentation.	
	Internship I CCS-R ethics question;	90% of students must meet expectations on ethics question of CCS-R for Internship I;	
	Dispositional Review	90% of students will meets expectations on dispositional measures	

*\*Changes as a result of the outcomes if need be*

***CACREP Core Content Area – Social and Cultural Identities and Experiences***

Program Learning Goal	Key Performance Measure	Key Performance Indicator	Outcome
<b>Graduates conceptualize clients through a multicultural and social justice lens. To include demonstrating the requisite attitudes and beliefs, knowledge, skills, and actions required to ensure equity and inclusion for diverse clients.</b>	CCS-R multicultural competency question at the end of Internship I;  Dispositional Review (Annual);  Perspective Paper (Spring)	CCS-R 90% of students must meet expectations;  Dispositional Reviews 90% of students must meet expectations;  Perspective Paper 90% of students will achieve a B or higher.	

***CACREP Core Content Area – Lifespan Development***

Program Learning Goal	Key Performance Measure	Key Performance Indicator	Outcome
<b>Graduates evaluate theories and factors that affect individual and family development, as well as, transitions across the lifespan, in a multicultural and pluralistic society.</b>	Child/Adolescent Interview Assignment;  Lifespan development portion of Comprehensive exam;  Case conceptualizations (Family and couples)	90% of students will achieve a B or higher on Child/Adolescent interview assignment;  90% of students will receive 70% or higher on the Lifespan development portion of Comp. exam;  90% of students will achieve a B or higher on the Case conceptualizations	

***CACREP Core Content Area – Career Development***

Program Learning Goal	Key Performance Measure	Key Performance Indicator	Outcome
<b>Graduates apply their knowledge of the connections between work, relationships, mental health and other life roles, and strategies. To include</b>	Career interview;  Final exam;	90% of students will achieve a B or higher on Career interview;  90% of students will achieve a B or higher	

<b>evaluating strategies that lead to client growth and change associated with the experience of work in a multicultural and pluralistic society.</b>	Career development portion of the comprehensive exam;	on the Final exam;  90% of students will achieve a 70% or higher on the Career development portion of the comprehensive exam;	
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***CACREP Core Content Area – Counseling Practice and Relationships***

<b>Program Learning Goal</b>	<b>Key Performance Measure</b>	<b>Key Performance Indicator</b>	<b>Outcome</b>
<b>Graduates establish, maintain, and utilize the therapeutic alliance with clients and understand other core conditions of counseling relationships that lead to client growth and change in a multicultural and pluralistic society.</b>	Skills Practice Recording number 3;	90% of students will receive a B or higher on recording number 3;	
	CCS-R facilitate therapeutic environment questions (internship 1);	90% of students will be at minimum meeting expectations on the CCS-R facilitate therapeutic environment questions at internship 1;	
	Case presentations (internship II)	90% of students will receive a B or higher on the case presentation in internship II	

***CACREP Core Content Area – Group Counseling and Group Work***

<b>Program Learning Goal</b>	<b>Key Performance Measure</b>	<b>Key Performance Indicator</b>	<b>Outcome</b>
<b>Graduates facilitate groups informed by the principles of group dynamics, developmental stages of group, and therapeutic factors responsive to a multicultural and pluralistic society.</b>	Group proposal assignment;	90% of students will receive a B or higher on the group proposal assignment;	
	Reflective group experience paper (group counseling)	90% of students will receive a B or higher on the Reflective group experience paper	

***CACREP Core Content Area – Assessment and Diagnostic Processes***

<b>Program Learning Goal</b>	<b>Key Performance Measure</b>	<b>Key Performance Indicator</b>	<b>Outcome</b>
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<b>Graduates utilize a trauma-informed lens to implement assessment procedures and diagnose mental health conditions responsive to the cultural context of clients.</b>	Test feedback demonstration;	90% of students will receive a B or higher on the test feedback demonstration;	
	Final exam (treatment planning and diagnosis);	90% of students will receive a B or higher on the treatment planning and diagnosis Final exam;	
	Case presentation (internship II)	90% of students will receive a B or higher on the Case presentation in internship II	

***CACREP Core Content Area – Research and Program Evaluation***

<b>Program Learning Goal</b>	<b>Key Performance Measure</b>	<b>Key Performance Indicator</b>	<b>Outcome</b>
<b>Graduates evaluate the importance of published research, outcome measures, and program evaluation for the purpose of advancing the counseling profession in a diverse community.</b>	Analysis of Research Framework;	90% of students will receive a B or higher on the analysis of research framework;	
	Research and program evaluation section of the comprehensive exam	90% of students will receive a 70% or higher on the research and program evaluation section of the comp. exam	

***CACREP Clinical Mental Health Counseling Specialty Area***

<b>Program Learning Goal</b>	<b>Key Performance Measure</b>	<b>Key Performance Indicator</b>	<b>Outcome</b>
<b>Graduates implement evidence-based counseling interventions and treatment planning strategies that are trauma-informed, and grounded in multicultural and social justice competencies.</b>	Final exam in CMHC 750 treatment planning;	90% of students will receive a B or higher on the final exam in Treatment Planning;	
	Case presentations in Internship 1;	90% of students will receive a B or higher on the Case presentation in internship 1;	
	Major substances of abuse and the body presentation (addiction);	90% of students will receive a B or higher on the Major substances of abuse and the body presentation	

	Advocacy paper (CMHC 740)	(addictions);  90% of students will receive a B or higher on the Advocacy paper in CMHC 740	
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***\*Substantial Program Changes if needed***



## Memorandum of Understanding

### *Digitally Delivered Program*

- I understand that the clinical mental health counseling (CMHC) program at UW-Parkside utilizes a curriculum that is composed of face to face, hybrid, and fully asynchronous classes.
- Face to face classes require weekly in person and on ground meetings for the duration of the full semester (Fall, Spring, and Summer).
- Hybrid classes require a mixture of in person and on ground class meetings with additional asynchronous class meetings for a seven-week timeframe.
- Fully asynchronous classes are offered for the duration of a full semester (Fall, Spring, and Summer) and require students to work independently and autonomously on tasks and assignments designed by the instructor of record. This can include the viewing of recorded lectures, participation in online discussion boards, digitally delivered exams, etc.
- I understand that both hybrid and fully asynchronous courses will require the use and proficiency of technology-based learning systems to both receive and transmit learning materials.
- I understand that faculty interaction in the hybrid and fully asynchronous courses may be limited to emails and/or virtual meetings.
- I understand that in the event that I need assistance with any of the technology-based learning systems that I can participate in the training sessions available online through innovations in learning:  
<https://www.uwp.edu/explore/offices/campustechnologyservices/innovationsinlearning/>.
- I understand that I can contact campus technology services at (262) 595-2444 for technology-based challenges when working remotely, or, I can utilize the walk-up tech bar (Wyllie L101) for assistance when on campus.

I have read and understand the delivery methods of the CMHC program at UW-Parkside, and are aware of the resources available to me should I need assistance.

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Print Name

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Date

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Signature