

**CURRICULAR ACTION  
SIGNATURE PAGE**  
(Use for forms 1, 2, 3, 4, 6, and 8)

Description of Action: New Course Course # (if applicable): 499-797

Program or Course Title: Post-<sup>Masters</sup> Graduate School Counseling Internship

<u>C. Dellarkide</u>	
Proposal Spenser	<u>12/2/98</u> Date of Submission
<u>[Signature]</u>	
Chair of Sponsoring Department	<u>12/2/98</u> Approval Date
<u>Counselor Education</u>	
Department	
<u>[Signature]</u>	
Chair, College Curriculum Committee	<u>12/2/98</u> Approval Date
<u>[Signature]</u>	
Dean of College	<u>12/2/98</u> Approval Date
<u>Education</u>	
College	
<b>For Undergraduate Actions:</b>	
If a course is to be considered as a Diversity option:	
<u>NA</u>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended <input type="checkbox"/> Date
Chair, Diversity Committee	
If a course is to be considered as a General Education option:	
<u>NA</u>	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended <input type="checkbox"/> Date
Chair, General Education Committee	
<u>NA</u>	<input type="checkbox"/> Received for Recording <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Date
Chair, University Curriculum Committee	
<u>NA</u>	<input type="checkbox"/> Received for Recording <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Date
Chair, Faculty Senate	
<b>For Graduate Actions:</b>	
<u>[Signature]</u>	<input type="checkbox"/> Received for Recording <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved <input type="checkbox"/> Date
Graduate Council	<u>1-21-99</u>
<b>Received:</b>	
<u>[Signature]</u>	
Provost and Vice Chancellor	<u>2-10-99</u> Date

See "page 2" of signature page for consultation results (check if applicable)

Brenda Rust O'Beirn, 10:14 AM 2/2/99 -, conclusion to earlier conversa

Return-Path: <obeirneb@uwwvax.uww.edu>  
X-Sender: obeirneb@uwwvax.uww.edu  
Date: Tue, 02 Feb 1999 10:14:59 -0600  
To: egglests@uwwvax.uww.edu  
From: "Brenda Rust O'Beirne" <obeirneb@uwwvax.uww.edu>  
Subject: conclusion to earlier conversation!

Since I don't remember for sure where we left off in this conversation related to the course approved by the Graduate Council at the last meeting, I wanted to provide this ending for the story -- Post-Masters is the descriptor that will work best (rather than post graduate). And as I think we discussed, the course can be repeated once (technically it is not part of the degree since it is post-masters, so I'm not sure what we do with that?). Let me know if you have questions and thanks for your help. Brenda

**RECEIVED**

CURRICULUM PROPOSAL FORM #3  
UNIVERSITY OF WISCONSIN-WHITEWATER

FEB 09 1999

**NEW COURSE**

**GRADUATE OFFICE**

Course Number: 499-797

Effective Term: Fall 1999

Cross Listed No: \_\_\_\_\_

Course Title: Post Master's School Counseling Internship

15 Character Abbreviation: SCH COUN INTERN

25 Character Abbreviation: POST MAST SCH COUN INTERN

Sponsor(s): Colette Dollarhide

Department(s): Counselor Education

College(s): Education

Other Programs Affected: None

Check if the course is to meet any of the following requirements:	Contact hours/credits:
<input type="checkbox"/> Writing requirement	Total <u>field</u> hours <u>600</u>
<input type="checkbox"/> Diversity requirement	Total lab hours _____
<input type="checkbox"/> General Education, area: _____	Total contact hours _____
<input type="checkbox"/> Computer requirement	Number of credits <u>6</u>
<input type="checkbox"/> Elective	
Check if the course required in a:	Is the course repeatable? Yes <input checked="" type="checkbox"/> No _____
<input type="checkbox"/> Major/Emphasis _____	<i>If yes:</i>
<input type="checkbox"/> Minor/Emphasis _____	No. of times in Major _____ and total no. of credits _____
<input checked="" type="checkbox"/> Other for licensure _____	No. of times in Degree _____ and total no. of credits _____
	No. of times for licensure <u>1</u> and total no. of credits <u>12</u>

Attach the following:

- I. Course justification
- II. Relationship to program assessment objectives
- III. Budgetary impact
  - Staffing in the academic unit (teaching and support staff)
  - Academic unit library and service & supply budget
  - Campus instructional resource units (likely impacts on staff, materials, and resources in Technology and the Information Resource Center)
  - Laboratory/studio facilities
  - Classroom space
- IV. Course description
- V. Requisites
- VI. If dual listed, graduate level requirements (see "Graduate Level Requirements in Dual-Listed Courses" in "Other" section of Handbook)
- VII. Tentative course syllabus
  - Student learning objectives
  - A topic outline including amount of time spent on each topic (a week-by-week description is preferred)
  - Methods for evaluating students (number and types of evaluations)
  - Proposed texts
  - For dual-listed courses, include an explanation of differences between undergraduate and graduate requirements (see guidelines).
- VIII. Bibliography
  - Include key or essential references only. Normally the bibliography should be no more than one or two pages in length.

CURRICULUM PROPOSAL FORM #3  
UNIVERSITY OF WISCONSIN-WHITEWATER

New Course

Title: Post Master's School Counseling Internship

I. COURSE JUSTIFICATION

As defined by the Department of Public Instruction, there are currently two avenues for persons to become licensed as school counselors: a) licensed teachers with two years of teaching experience need to complete the graduate program in guidance and counseling with the school counseling emphasis; or b) persons who are not licensed teachers or who do not have two years of teaching experience need to complete the graduate program in guidance and counseling with the school counseling emphasis and some additional education requirements, then serve a one-year, full-time, post-master's school counseling internship as defined by DPI. Currently, UW-Whitewater is the only campus in the UW system (which has a counseling program) that does not have the post-master's school counseling internship option available for students. The proposed course meets the curricular requirements for the post-master's internship that will enable individuals who do not have teacher licensure to become professional school counselors.

II. RELATIONSHIP TO PROGRAM ASSESSMENT OBJECTIVES

This course will increase enrollment in the school emphasis of the guidance and counseling program. It will enable the graduate program in guidance and counseling with the school counseling emphasis to place more graduates in professional positions and would enhance the department's and the college's relationship with schools. The course provides experiential learning which will enhance the development of all of the program objectives.

III. BUDGETARY IMPACT

The cost of an additional course will be borne by the department, as this course will be factored into course load calculations. No additional faculty will be required.

IV. COURSE DESCRIPTION

Interns will complete 600 clock hours of supervised experience each semester at a school. The intern will engage in individual and group counseling, developmental guidance activities, and consultation, as well as a variety of other activities that a regularly employed staff member in the setting would be expected to perform.

V. REQUISITES

Graduation with M.S.-Guidance and Counseling [school emphasis]; successful completion of 432-764 Developmental Reading in the Elementary School, 480-205 Psychology of the Exceptional Child or 480-721 The Exceptional Child, the human relations requirements [490-741 Social and Cultural Foundations of Counseling, 490-738 Perspectives of School Counseling, and special assignment in 499-793 Supervised Practicum]; and permission of instructor.

VI. NOT DUAL LISTED

VII. TENTATIVE COURSE SYLLABUS with BIBLIOGRAPHY  
Attached

UNIVERSITY OF WISCONSIN – WHITEWATER  
College of Education  
Department of Counselor Education

**COURSE:** Post Master's School Counseling Internship, 6 hours each semester (12 credits required)

**INSTRUCTOR:** Colette T. Dollarhide, Ed.D., NCC, CPC. Assistant Professor, Department of Counselor Education. Office location: Winther Hall, room 6039. Office phone: (414) 472-1886. Email address: dollarhc@uwwvax.uww.edu.

**COURSE MATERIALS:** No text required. Log and note forms, evaluation forms.

**COURSE DESCRIPTION:** (Prerequisite: Graduation with Masters in Counseling [school emphasis]; successful completion of 432-764 Developmental Reading in the Elementary School, 480-205/721 The Psychology of the Exceptional Child, the human relations requirement [490-741 Social and Cultural Foundations of Counseling, 490-738 Perspectives of School Counseling, and special assignment in 490-793 Supervised Practicum]; and permission of instructor.) Interns will complete 600 clock hours of experience each semester at a school. The intern will engage in individual and group counseling, developmental guidance activities, and consultation, as well a variety of other activities that a regularly employed staff member in the setting would be expected to perform.

**COURSE OBJECTIVES:**

The course is designed to provide students with the opportunity to:

1. gain in-depth experience in individual and group counseling with K-12 students including those from various cultures and those with disabilities;
2. acquire skill in designing and conducting age-appropriate developmental programs and services as defined in the Wisconsin Developmental Guidance Model;
3. refine skill in serving as a consultant to students, teachers, administration, and parents as an informational resource person in student development, educational and career planning, learning management, and evaluation;
4. refine skill in conducting needs assessments of the scope and delivery of a developmental and/or counseling program;
5. refine skill in conducting and interpreting appropriate K-12 student appraisal data, such as interest inventories, career inventories, and achievement assessments;
6. refine knowledge of career development and educational development, as well as other information, to assist students in achieving successful educational placements;
7. assist in the management of the internship site as appropriate;
8. enhance first-hand awareness of issues relative to the educational environment, resource management, and organizational behavior.

**STUDENT OUTCOMES:**

The student will:

1. increase competency in one-to-one counseling with students;
2. increase competency in small group counseling with students;
3. improve competency in organizing, preparing, and conducting developmental guidance and programming;
4. improve competency as a consultant for students, teachers and administration;
5. be familiar with, and function according to, the ACA and ACPA Codes of Ethics;
6. utilize knowledge of developmental stages in developing strategies for interventions with individuals and groups;

7. evaluate assessment devices to determine their appropriateness for use in assisting students, faculty, and administrators;
8. collaborate and consult with other professional personnel in assessing and meeting the needs of students;
9. identify those issues unique to specific social and cultural groups which impact the counseling, consulting, and developmental guidance process;
10. employ techniques which reflect an understanding of current needs, issues, and thought in the counseling field.

**CONTENT:** Enrollment in the Internship is an indication that the student has completed all of the other requirements for BOTH the masters in counseling, school counseling emphasis, AND the courses required for DPI licensure. The course consists of the student being able to put into practice knowledge and skills learned previously in the academic setting and refined in the pre-professional setting.

#### **COURSE REQUIREMENTS FOR EACH SEMESTER:**

1. Complete 600 clock hours (full time commitment) of activities similar in nature and scope to those of a regularly employed school counselor: individual counseling, group counseling, parent consultation, teacher consultation, administrative consultation, and developmental guidance, and other duties as assigned.
2. Maintain professional confidentiality of client information.
3. Provide proof that liability insurance has been obtained.
4. Submit to the internship supervisor as requested:
  - a. an up-to-date log of all internship activity (in information packet);
  - b. evaluation forms as required (in information packet).
5. *Attend all on-campus group supervision sessions and meet with the on-site supervisor as required for individual supervision.*

**COURSE EVALUATION:** The UWW Internship Coordinator will have primary responsibility for evaluation. The coordinator will consult with the on-site supervisor, whose input will be considered in the final evaluation. Sources for evaluation will include critiques of individual and group counseling sessions, case presentations, developmental guidance modules, logs and case notes, as well as observations or other evaluations that might be carried out by the supervisor(s).

#### **RELEVANT UNIVERSITY POLICIES:**

##### Academic Misconduct

The University believes that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards are subject to disciplinary action. UWS Chapter 14 identifies procedures to be followed when a student is accused of academic misconduct. For additional information, please refer to the section in the Student Handbook titled "Student Academic Disciplinary Procedures."

##### Religious Beliefs Accommodation

Board of Regents policy states that students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements. Students must notify the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which they will request accommodation from an examination or academic requirement. For additional information, refer to the section in the University Bulletin and the Timetable titled "Accommodation of Religious Beliefs."

## BIBLIOGRAPHY

American Counseling Association. (1995). Code of ethics and standards of practice. Alexandria, VA: Author.

American College Personnel Association. (1989). Statement of ethical principles and standards. Alexandria, VA: Author.

Brammer, L. M. (1993). The helping relationship (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Brown, D., Pryzwansky, W., & Schulte, A. (1987). Psychological consultation: Introduction to theory and practice. Boston: Allyn and Bacon.

Carkhuff, R. R. (1987). The art of helping (6th ed.). Amherst, MA: Human Resource Development Press.

Cormier, L. S., & Hackney, H. (1987). The professional counselor, a process guide to helping. Englewood Cliffs, NJ: Prentice-Hall.

Corey, G. C. (1989). Theory and practice of group counseling (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G. C. (1991). Theory and practice of counseling and psychotherapy (4th ed.). Monterey, CA: Brooks/Cole.

Eddy, J., Dameron, J. D., & Borland, D. T. (1980). College student personnel development, administration, and counseling (2nd ed.). Lanham, MD: University Press of America.

Halpern, D. F., & Assoc. (Eds.). (1994). Changing college classrooms: New teaching and learning strategies for an increasingly complex world. San Francisco, CA: Jossey-Bass.

King, P. M., & Kitchener, K. S. (1994). Developing reflective judgment. San Francisco, CA: Jossey-Bass.

Kottler, J. A. (1993). On being a therapist (revised ed.) San Francisco, CA: Jossey-Bass.

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Monroe, C. R. (1982). Profile of the community college. San Francisco, CA: Jossey-Bass.

Noel, L., Levitz, R., Saluri, D., & Assoc. (Eds.) (1986). Increasing student retention: Effective programs and practices for reducing the dropout rate. San Francisco, CA: Jossey-Bass.

Myrick, R. D. (1993). Developmental guidance and counseling: A practical approach. Minneapolis, MN: Educational Media.

Sue, D. W., & Sue, D. (1990). Counseling the culturally different (2nd ed.). Somerset, NJ: John Wiley and Sons.

CURRICULUM PROPOSAL FORM #3  
UNIVERSITY OF WISCONSIN-WHITEWATER

NEW COURSE

Course Number: 499-797 Effective Term: Fall 1999  
Cross Listed No: per Brenda Beirne  
Course Title: Post Graduate School Counseling Internship  
15 Character Abbreviation: SCH COUN INTERN  
25 Character Abbreviation: POST GRAD SCH COUN INTERN  
Sponsor(s): Colette Dollarhide  
Department(s): Counselor Education  
College(s): Education  
Other Programs Affected: None

*see revision filed before this one*

Check if the course is to meet any of the following requirements:	Contact hours/credits:
<input type="checkbox"/> Writing requirement	Total field hours <u>600</u>
<input type="checkbox"/> Diversity requirement	Total lab hours <u>    </u>
<input type="checkbox"/> General Education, area: <u>    </u>	Total contact hours <u>    </u>
<input type="checkbox"/> Computer requirement	Number of credits <u>6</u>
<input type="checkbox"/> Elective	
Check if the course required in a:	Is the course repeatable? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/> Major/Emphasis <u>    </u>	If yes:
<input type="checkbox"/> Minor/Emphasis <u>    </u>	No. of times in Major <u>    </u> and total no. of credits <u>    </u>
<input checked="" type="checkbox"/> Other for licensure <u>    </u>	No. of times in Degree <u>    </u> and total no. of credits <u>    </u>

Attach the following:

- I. Course justification
- II. Relationship to program assessment objectives
- III. Budgetary impact
  - Staffing in the academic unit (teaching and support staff)
  - Academic unit library and service & supply budget
  - Campus instructional resource units (likely impacts on staff, materials, and resources in Technology and the Information Resource Center)
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- IV. Course description
- V. Requisites
- VI. If dual listed, graduate level requirements (see "Graduate Level Requirements in Dual-Listed Courses" in "Other" section of Handbook)
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  - Student learning objectives
  - A topic outline including amount of time spent on each topic (a week-by-week description is preferred)
  - Methods for evaluating students (number and types of evaluations)
  - Proposed texts
  - For dual-listed courses, include an explanation of differences between undergraduate and graduate requirements (see guidelines).
- VIII. Bibliography
  - Include key or essential references only. Normally the bibliography should be no more than one or two pages in length.

CURRICULUM PROPOSAL FORM #3  
UNIVERSITY OF WISCONSIN-WHITEWATER

New Course

Title: <sup>Masters</sup> Post Graduate School Counseling Internship

I. COURSE JUSTIFICATION

As defined by the Department of Public Instruction, there are currently two avenues for persons to become licensed as school counselors: a) licensed teachers with two years of teaching experience need to complete the graduate program in guidance and counseling with the school counseling emphasis; or b) persons who are not licensed teachers or who do not have two years of teaching experience need to complete the graduate program in guidance and counseling with the school counseling emphasis and some additional education requirements, then serve a one-year, full-time, post-graduate school counseling internship. Currently, UW-Whitewater is the only campus in the UW system (which has a counseling program) that does not have the post-graduate school counseling internship option available for students. The proposed course meets the curricular requirements for the post-graduate internship that will enable individuals who do not have teacher licensure to become professional school counselors.

II. RELATIONSHIP TO PROGRAM ASSESSMENT OBJECTIVES

This course will increase enrollment in the school emphasis of the guidance and counseling program. It will enable the graduate program in guidance and counseling to place more graduates in professional positions and would enhance the department's and the college's relationship with schools. The course provides experiential learning which will enhance the development of all of the program objectives.

III. BUDGETARY IMPACT

The cost of an additional course will be borne by the department, as this course will be factored into course load calculations. No additional faculty will be required.

IV. COURSE DESCRIPTION

Interns will complete 600 clock hours of supervised experience each semester at a school. The intern will engage in individual and group counseling, developmental guidance activities, and consultation, as well as a variety of other activities that a regularly employed staff member in the setting would be expected to perform.

V. REQUISITES

Graduation with M.S.-Guidance and Counseling [school emphasis]; successful completion of 432-764 Developmental Reading in the Elementary School, 480-205 Psychology of the Exceptional Child or 480-721 The Exceptional Child, the human relations requirements [490-741 Social and Cultural Foundations of Counseling, 490-738 Perspectives of School Counseling, and special assignment in 499-793 Supervised Practicum]; and permission of instructor.

VI. NOT DUAL LISTED

VII. TENTATIVE COURSE SYLLABUS with BIBLIOGRAPHY  
Attached

UNIVERSITY OF WISCONSIN – WHITEWATER  
College of Education  
Department of Counselor Education

**COURSE:** Post Graduate School Counseling Internship, 6 hours each semester (12 credits required)

**INSTRUCTOR:** Colette T. Dollarhide, Ed.D., NCC, CPC. Assistant Professor, Department of Counselor Education. Office location: Winther Hall, room 6039. Office phone: (414) 472-1886. Email address: dollarhc@uwwvax.uww.edu.

**COURSE MATERIALS:** No text required. Log and note forms, evaluation forms.

**COURSE DESCRIPTION:** (Prerequisite: Graduation with Masters in Counseling [school emphasis]; successful completion of 432-764 Developmental Reading in the Elementary School, 480-205/721 The Psychology of the Exceptional Child, the human relations requirement [490-741 Social and Cultural Foundations of Counseling, 490-738 Perspectives of School Counseling, and special assignment in 490-793 Supervised Practicum]; and permission of instructor.) Interns will complete 600 clock hours of experience each semester at a school. The intern will engage in individual and group counseling, developmental guidance activities, and consultation, as well a variety of other activities that a regularly employed staff member in the setting would be expected to perform.

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**STUDENT OUTCOMES:**

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5. be familiar with, and function according to, the ACA and ACPA Codes of Ethics;
6. utilize knowledge of developmental stages in developing strategies for interventions with individuals and groups;

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8. collaborate and consult with other professional personnel in assessing and meeting the needs of students;
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