



Student Handbook

2008-2009

Counselor Education Program
Graduate School of Education
Portland State University
Portland, Oregon

Preface

Preface

Congratulations on being accepted into the Master's program in Counselor Education. As the cover design of this handbook symbolizes and implies, you are beginning an incredible journey and one that will present both challenges and rewards. You can expect to be pushed by the demands of your courses, critiqued by your clinical supervisors, awed by the accomplishments of your peers, and mentored by your faculty. You will achieve more than you ever thought possible, be inspired by the networking and learning opportunities provided by membership in the American Counseling Association and other professional groups, and amazed at your own ability to grow and change. You can expect to end this journey with enhanced ability to understand and work with diverse populations and with a more in-depth sense of self-awareness.

The information in this handbook has been provided to help you progress through your program "journey" and your graduate studies more easily.

This handbook is intended as an informational guide and is updated once a year to reflect program changes. You will receive only one copy of The Student Handbook; posted information, handouts, or e-mails will be used to keep you informed of any changes in policy, procedures, or programs. Check your e-mail regularly, and **let me know when your e-mail address changes**.

This document does not, however, take the place of your faculty advisor. You should plan to meet with your assigned advisor immediately and at regular intervals throughout your enrollment in the program to talk about your goals, review course work, and discuss future career and professional plans.

Please read this document prior to meeting with your faculty advisor so that you can ask any questions that you may need answered.

I appreciate the contributions of all who have reviewed this document; both faculty and staff have assisted with the editing process. Special recognition is afforded, Jill Monsen graduate assistant for the Counselor Education Program, for her competent and creative work on this handbook.

Sincerely,

Rick Johnson, Ph.D
Associate Professor & Program Director
Counselor Education Program

Table of Contents

Table of Contents	iii
Philosophy	1
Counselor Education Mission Statement	2
History of PSU's Counselor Education Program	3
CACREP & CORE PROGRAM OBJECTIVES	9
Who We Are	14
Counselor Education Faculty & Staff	15
Part-Time Adjunct Faculty for the Program	19
Nuts & Bolts: Counselor Education Program	20
Required Programs Of Study	21
Fall and Spring Practicum Groups	21
Sequence of Program Offerings	21
Academic Requirements by Specialization	22
Dual Specialization Requirements	26
The Graduate Certificate in Couples, Marriage, and Family Counseling	28
Graduate Certificates through Continuing Education	28
Transfer Credit and Degree Time Limits	30
Limits on Hours	30
Waivers	31
Independent Study	31
Tk20 Database	31
Enrollment	32
Course Numbering	32
Continuous Enrollment	32
Attendance	32
Disability Accommodations	32
Readmission	33
Grading	33
"C" Grades	33
Incompletes	33
Grading Policy	34
Potpourri	34
Academic Honesty and Integrity	34
Monitoring of Student Progress	35
Personal Counseling Requirement	35
Master's Exam or Thesis Requirement	36
Licensure: State of Oregon	39
Licensure: School Counselor	39
Certification: CRCC	39
General Instructions for Out-Of-State Licensure	41
Nuts & Bolts: Portland State University	42
Due Process And University Services	43
University Policies	43
Enrollment Policies and Credit Regulations	43
Graduate policy on academic honesty and integrity	50
Dual Degree	53
Working With Clients	55
Group Work Requirements	56
Practicum Prerequisites	56
Counseling Requirement	57
Insurance Requirements	57

Concurrent Enrollment in Clinical Experiences	57
Practicum and Internship Requirements	57
Internship Enrollment	58
Grading of Practicum and Internship	58
Verification of Clinical Hours	58
Clinic Library Information	58
Students' FAQ	59
Advising	61
Meeting with your Advisor	61
Request to Change Advisor	61
Student / Advisor Relationship	62
Monitoring Student Progress	63
First Year	63
During Clinical Training	63
Student Rights, Freedoms, Responsibilities, & Conduct	64
Grievances	65
Class Attendance, Completion of Course Assignments, and Academic Appeals	66
Student Support	68
Support for Professional Development Activities	68
Student Honorary Society	68
Graduate Assistantships	68
Rehabilitation Traineeships	68
Computer Services	69
Staying Informed	69
PSU Bulletin	69
Student Newsletter	69
E-mail Requirement	69
Testing	70
Comprehensive Exams	70
The National Counselor Exam	71
Finishing Up	71
Nearing Completion	71
Steps To Complete - Four Forms Required For Graduation In Counselor Education	71
Endorsement Policy	73
Postgraduate Concerns	73
Supervision and Licensure	73
Continuing Education	74
Appendices	75
List of Necessary Forms	76
Program Information Packet	80
Comprehensive Exam Preparation	88
Thesis Guidelines	91
Thesis Supervision and Development Guidelines	92
Master's Degree Checklist	94
State Licensing Board Registration	97
As An Intern	97
Useful Addresses And Websites	100
Program of Study: School Specialization, Tracks I & II	103
Experiential Training Clinic	106
Tk20 Database	108
Sequences of Courses	110

Philosophy

Mission Statement

Program History

Program Objectives

Counselor Education Mission Statement

The mission of the Counselor Education program is to provide high quality training and curricular experiences to masters-level graduate students in counseling, leading to eligibility for certification and licensure as professional counselors. We endeavor to train academically-grounded and clinically-skilled generalist counselors who are competent to work with diverse clients and settings, with special emphasis on issues that emerge in an urban environment. Along with a common core curriculum that supports generalist counselor preparation, the Counselor Education program honors and supports learning associated with four specialty areas: (a) Community Counseling, (b) Couples, Marriage and Family Counseling, (c) Rehabilitation Counseling, and (d) School Counseling. We strive to support our students as they become critical thinkers, innovative practitioners, and leaders in the counseling profession and in their particular specializations. The Counselor Education mission statement operates in conjunction with the following Guiding Principles of the Graduate School of Education.

Guiding Principles

1. We create and sustain educational environments that serve all students and address diverse needs.
2. We encourage and model exemplary programs and practices across the life span.
3. We build our programs on the human and cultural richness of the University's urban setting.
4. We develop collaborative efforts that foster our mission.
5. We challenge assumptions about our practice and accept the risks inherent in following our convictions.
6. We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.
7. We strive to understand the relationships among culture, curriculum, and practice, and the long-term implications for ecological sustainability.
8. We model thoughtful inquiry as a basis for sound decision-making.

History of PSU's Counselor Education Program

The 1960s

During the 1960s, universities benefited from the availability of National Defense Education Act (NDEA), 1958, grant monies for the initiation of training programs to place counselors in our schools. PSU received some of these grant monies, which also provided stipends for graduate students, and Counselor Education in the School of Education was initiated. In 1968, the university provided formal approval for the curricular offerings and the "program", entirely focused on the preparation of school counselors, became an ongoing part of the School of Education's curriculum. At first, the program was focused on providing the TSPC-required course work for certification of school counselors. It was not until the late 1980s that students' transcripts indicated anything other than the MA or MS in Education. At that time, it became possible to receive a transcript designated as an "MA or MS Education: Counseling" (or "Curriculum and Instruction", "EPFA", etc.). The Master's course work was limited to 45 credits, no differentiation was made between Practicum and Internship, and there were no provisions for videotaping and little on-site supervision.

The 1970s

As a result of the Community Mental Health Centers Act (1963), federal funds were made available throughout the nation for the creation of community mental health centers and by the mid-1970s more and more positions were available for Master's prepared counselors with a community/mental health specialization. Few universities had programs designed for the Master's level practitioner, although there were doctoral programs for counselors/therapists who wanted to work in a non-school setting. The American Counseling Association began to assume leadership in the conceptualization of what a Master's curriculum should "deliver" to graduate students through the efforts of one of its newly formed (1976) divisions, the American Mental Health Counselors Association (AMCHA) and an affiliate group, now known as the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). By the late 1970s, PSU's Counselor Education faculty began to offer courses to counselor candidates interested in community/mental health counseling and began to increase degree requirements to work towards eventual accreditation by CACREP. In 1977, Dr. Carol Burden was hired and, in 1978, Dr. David Capuzzi was added to the Counselor Education faculty to assist Dr. Neal Phelps, program coordinator and Dr. Charles Bursch. Dr.

Phelps died in early 1979 and Dr. Phyllis Lee, who worked in a different component of the university, was asked to return to the School of Education and assist with the Counselor Education program. (Dr. Lee moved to OSU in the mid-1980s; Dr. Bursch retired in the mid-1980s and died in 1999).

The 1980s

In the early 1980s, the Counselor Education faculty developed an in-house clinic to provide graduate students with better opportunities to develop their counseling skills, under close supervision, in the context of work with clients referred by schools and clinics in the metropolitan area. The space for such a clinic was part of the fifth floor design at the time the School of Education was built; initially, however, the space was not equipped with video equipment and part of the development task was to ask for the funding needed to make the clinic operative. Such a facility would also be necessary for eventual CACREP accreditation.

The prototype for our current Master's program was created at the time that the 1988 federal funding, for the purpose of creating a rehabilitation counseling specialization, became available. At that time, Dr. Hanoch Livneh (pg. 15) and Dr. David Capuzzi worked together to collect the data needed to apply for funding and, when the grant was funded, Dr. Livneh was brought onto the faculty to direct the grant. (There have been two three-year and two five-year funding cycles). At first, Dr. Livneh's salary was entirely funded by the federal grant. One of the terms of the funding was that the university would eventually provide funding for Dr. Livneh and, over time, this did occur. This grant provided impetus for a much-needed training program in the Pacific Northwest. (At the beginning of the 1999/2000 academic year, Dr. Lisa Wilson was added, via rehabilitation grant monies, on a half-time basis, to teach in the rehabilitation counseling specialty).

Because Dr. Livneh was required, by national training and funding requirements, to eventually apply for program accreditation from the Council on Rehabilitation Education (CORE), the curriculum was designed utilizing core courses already offered via Counselor Education followed by specialty courses then focused solely on rehabilitation counseling. This provided impetus for both the school and community programs to develop more discrete specialty offerings as a follow-up to core courses that all students completed and to expand the degree program to 72-credit format so that it would be possible to achieve CACREP accreditation. Dr. Carol Burden and Dr. Art Terry worked to develop the school counseling specialization; the community specialization also began to be refined.

The 1990s

In the early 1990s the Counselor Education faculty was authorized to conduct a search, and Dr. Liz Wosley-George (pg. 16) was hired to develop the community specialization. Soon thereafter, the Counselor Education faculty successfully applied for and received CACREP accreditation for both the school and community-focused Master's and CORE accreditation for the rehabilitation-focused Master's. In 1994, because of the unexpected death of Dr. Art Terry, Dr. Russ Miars (pg. 16) was hired, on a fixed-term basis, to offer some of the course work previously taught by Dr. Art Terry. Dr. Miars brought needed expertise to our program in areas such as testing and career and life style planning as well as human development across the life span. In 1997 Russ Miars was moved to a tenure track position. At the same time, Glenn Maynard, LPC, a half-time clinic director was hired to better manage the increasing volume of clients and scheduled counseling sessions in the fifth floor clinic. Since Dr. Miars' previous employment was focused on university counseling center work, the program needed a replacement for the school counseling emphasis lost when Dr. Terry died. This led to the authorization of a Counselor Education/Teacher Education position, and Dr. Rolla Lewis was hired in 1995. Dr. Lewis joined the Counselor Education faculty on a full-time basis in 1998/99, following the retirement of Dr. Carol Burden, and this precipitated the need to recruit for a counselor educator who could fill the half-time Counselor Education/curriculum and instruction position. In the spring of 1999, Dr. Susan Halverson-Westerberg (pg. 15) was hired for the 1999/2000 academic year for this joint appointment; her background is in school counseling and couples, marriage, and family counseling.

In 1994 the Counselor Education faculty was approached by a member of the Oregon Board of Licensed Professional Counselors and Therapists and asked to develop a course sequence, and possible specialization, for the preparation of couples, marriage, and family therapists since no state-supported university provides such training and most licensees were from out of state. A planning committee, comprised of Dr. David Capuzzi and Dr. Cheryl Livneh (SOE), Dr. Sandy Anderson (Social Work), Dr. Shirley Hanson (OHSU School of Nursing), Dr. Stan Cohen (Oregon Board), Patrick Feeney (PSU Extended Studies) and one or two community representatives, planned a curriculum for a couples, marriage, and family course sequence. Dr. David Capuzzi and Dr. Cheryl Livneh presented the proposal to the Oregon Board of Licensed Professional Counselors and Therapists and received conditional approval to offer the program in a way that would insure

the licensure of PSU graduates. Subsequently, the Counselor Education faculty received university approval for a course sequence in couples, marriage, and family counseling so that students could add the course work on to their 72-credit hour programs to achieve licensure in that area. The program began solely through the support of Extended Studies and the efforts of adjunct professors, hired by Extended Studies, to offer the majority of the specialty courses. During the 1999-2000 academic year, couples, marriage, and family counseling was approved as the fourth specialty.

In 1999, the Department of Special and Counselor Education received final authorization for a much-needed doctoral specialization in Special and Counselor Education. This new doctoral program is in the early stages of development.

2000s

In recent years faculty changes have continued. In 2003 Dr. Patrick "Rick" Johnson (pg. 15) joined the faculty. In 2006 Rick became the Program Director. During his time as Program Director Dr. Johnson and the faculty have addressed student needs and restructured the program to a more appropriate three year format. In 2005 Dr. Lisa Aasheim joined the faculty as the Clinic Coordinator. She began teaching courses in the Addictions and Marriage and Family programs in 2006. In the summer of 2006 Dr. Aasheim became the interim School Specialization Coordinator; in the fall of 2007 she became a tenure track Assistant Professor and began her second year as the School Specialization Coordinator.

CURRENT STATUS

General

During the 1998/1999 academic year, the program conducted a self-study for CACREP and hosted a CACREP team on campus during the spring of 2000 to reapply for accreditation for another 7-year cycle. Considerable faculty time was devoted to preparing for the site visit; this expenditure of effort was successful and resulted in CACREP accreditation through 2007. Again in 2007 the program hosted a CACREP team and was awarded the maximum accreditation of 8 years. The Counselor Education Program is CACREP accredited until 2016.

Program Changes

Starting in the fall of 2008 the program is returning to a 3-year-minimum format. The changes involved eliminating the two year option and increasing the credit requirements from 72 to 74 credits for School Counseling and Community Counseling specializations and from 72 to 77 credits for the Rehabilitation and Couples, Marriage and Family Counseling Specializations. In terms of eliminating the two year option, the program is primarily an evening/weekend program during the fall, winter, and spring terms, with many courses required during the day in the summer. It was very difficult for students to complete all of the required courses in two years and during the day in the summer. In addition, students attempting to complete the program in two years were finding it increasingly difficult to secure internship placements beginning in winter term, which was necessary to complete the program in two years. The proposed changes provide students with a realistic pacing of the course work, reduced requirements in the summer, and internships that begin fall term rather than winter term. These changes are based on the faculty's beliefs about the academic integrity of the program as well as student feedback.

Our programs are approved by the Oregon Board of Licensed Professional Counselors and Therapists and TSPC for licensure purposes, and our graduates have no difficulty in obtaining their credentials once their post-degree requirements for supervised practice are completed.

The School Counseling Specialization

CACREP recommendations and the 1998 Teacher Standards and Practices Commission (TSPC) revisions in school counseling licensure have prompted revision of the school counseling specialization and a school counseling specialization core has been defined. Additionally, a Licensure Only option has been introduced in order to enable highly qualified students with MA/MS/MSW graduate degrees from clinical programs to be recommended for licensure as school counselors; prior to the introduction of this option, competent professionals outside of the school counseling specialization were unable to become licensed as school counselors in Oregon.

The completion of the School Counseling Specialization results not only in TSPC licensure as a school counselor, but also eligibility as a Licensed Professional Counselor (LPC) through the state licensure board.

Rehabilitation Counseling Specialization

Because this specialization is fully accredited by CORE, the completion of the Rehabilitation Specialization results in eligibility for the Certified Rehabilitation Counselor (CRC) credential and Oregon state licensure as an LPC. Over 90% of the Rehab Specialization graduates are employed in rehabilitation and related fields. Also, more graduates from this specialization than any other have continued on to obtain doctorate degrees.

The Community Counseling Specialization

The "block" of specialization courses in this area has been vastly improved in recent years. The Community Counseling Specialization meets the requirements for the Licensed Professional Counselor (LPC) in the State of Oregon. The Community Counseling Specialization prepares individuals to work as counselors in private and public community agencies, community colleges, universities, employee assistance programs or private practice settings.

The Couples, Marriage, and Family Specialization

Beginning in the fall of 2008, as part of the changes to the Counselor Education Program, all of the courses for the Couples Marriage and Family specialization moved from Continuing Education to Counselor Education. This specialization has been formalized as a 77-credit hour program. It meets both the licensing requirements for LMFT (Licensed Couples, Marriage, and Family therapist) and LPC in the State of Oregon. The specialization courses (with the exception of COUN 575) have been offered during the academic year starting with the 2001-2002 academic year. These courses are sequential and so must be taken in order.

CACREP & CORE PROGRAM OBJECTIVES

The program objectives for Counselor Education are to:

Demonstrate continual internal and external evaluation of quality and effectiveness of programs through student feedback, advisory board, recommendations, CACREP, and CORE reviews.

Fulfill the mission of our diverse urban university by active engagement in the community (e.g., professional board membership; community clinics; outreach activities)

Maintain conversation and dialogue among students, faculty, community members, professional organizations and agencies in order to be reflective and responsive to the community being served.

Develop a well-balanced course of study which emphasizes the theoretical aspects and educational/clinical applications inherent in the counseling field.

Recruit students representing the diverse populations of our urban community.

Support faculty in their pursuit of a scholarly agenda and show commitment to professional activities that contribute to Counselor Education in the community at large.

Prepare and mentor students to be professionally grounded and ready to take leadership positions in their specializations.

Curricular Objectives across the eight common core areas are to educate and supervise a professional counselor who:

Human Growth and Development

Understands theories of human development across the life span and the implications for both individual and systemic work with clients presenting with developmental issues and concerns.

Applies theory and research related to learning and personality development to the process of both individual and group counseling.

Recognizes the differential needs of clients affected by trauma, disability, addiction or psychopathology and develops a diagnosis and treatment plan based upon these needs.

Uses developmentally appropriate strategies and interventions in the process of assisting clients.

Social and Cultural Foundations

Is cognizant of the characteristics and concerns of diverse populations and uses culturally-appropriate approaches when working with such populations.

Provides the same high standard of care regardless of the client's age, race, ethnicity, culture and family pattern, religious preference, disability, gender, sexual orientation, socioeconomic status, or intellectual ability.

Understands the ongoing professional (national) dialogue regarding ethno-cultural sensitivity and its application to diverse populations.

Is cognizant of his/her own cultural characteristics and world view as a basis for understanding others.

Helping Relationships

Is competent in the application of both individual and systemic approaches, as well as relevant research findings, in the process of counseling and consultation.

Has mastered basic counseling assessment and counseling intervention skills.

Is familiar with the literature and research related to the personal characteristics of effective counselors and consultants.

Is respectful of the myriad of client or consultee characteristics that impact the helping process.

Group Work

Understands typologies for group work including the paradigm suggested by ASGW.

Understands the principles of group dynamics (including the difference between process and content components, developmental stage theory and member roles) and applies these principles during the process of facilitating.

Is aware of the impact of leadership style on group productivity and satisfaction of group members and has evaluated his/her personal facilitation style.

Applies the research on the efficacy of group work when designing and implementing group work in school and community settings.

Follows the recommended guidelines for pre-group screening, boundary setting to create a therapeutic and "safe" group environment, ethical behavior, and evaluation of group effectiveness and outcomes.

Career and Lifestyle Development

Understands the range of career development theories and their applicability in the career counseling process.

Approaches career intervention from a developmental perspective across the life span.

Knows the basic intervention strategies for: youth in public schools, college students, and adults in the community.

Applies the basic principles of assessment and testing including the most commonly used career assessment instruments.

Understands career education, individual career assessment/counseling, and group intervention for career counseling and development.

Appraisal (Assessment)

Understands the basic principles of measurement in testing, including statistical norms, reliability and validity of instruments.

Evaluates tests critically before use by reviewing published test manuals and academic reviews/critiques of tests.

Is familiar with the basic types of tests used for achievement, aptitude, personality, and vocational assessment.

Can administer and interpret tests that are appropriate for the counselor to use in the counseling process.

Understands the ethical requirements of test use in counseling.

Research and Program Evaluation

Understands both qualitative and quantitative research methods and designs.

Is cognizant of both parametric and nonparametric statistics.

Can design and implement needs assessments as well as program evaluations.

Can use computers for data analysis and management.

Is familiar with both process and outcome variables.

Professional Orientation

Understands the history of the helping professions including the relationship between state and federal legislation and the development of opportunities for both counselors and their clients.

Is able to articulate the similarities and differences in education and supervision, role and function among counselors and other members of the helping professions.

Is involved, as a graduate student, in the *ACA* and related professional organizations and understands the value of networking with other professionals through affiliation with a professional society.

Is supportive of professional preparation standards including those of *CACREP* and *CORE*.

Understands the differences among certification, licensure, and accreditation as well as the effects of public policy on these areas.

Understands the process for influencing state and federal legislation and is interested in the creation of public policy that enhances the welfare of the clients served by counselors and other professional helpers.

Understands the ramifications of the *ACA* code of ethics and the legal aspects for all roles and functions of the counselor.

Understands and is able to apply specific ethical principles and standards of practice in counseling.

Who We Are

The Counselor Education Faculty/Staff

Individuals Who Teach Part-time for the Program

Counselor Education Faculty & Staff

Current Faculty:

Susan Halverson-Westerberg, Ph.D., College of William & Mary

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Susan Halverson-Westerberg, Ph.D., is an Associate Professor in the Counselor Education program. Dr. Halverson received her Ph.D. from the College of William and Mary in Williamsburg, Virginia, where she was the director of the New Horizons Family Counseling Clinic. Susan has had a variety of counseling experiences including Professional, Couples, Marriage, and Family, and School counseling. Her research interests include counselor development and collaboration between school and family systems.

Patrick "Rick" Johnson, Ph.D., New Mexico State University

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Rick Johnson, Ph.D., is an Associate Professor in the Counselor Education program. Previously, Dr. Johnson was an Assistant/Associate Professor at Montana State University. His research and scholarly agenda focuses on family systems theory and the effects of family experiences on psychosocial development in adolescence and adulthood. He is a licensed psychologist in Oregon and a clinical member of the American Association for Marriage and Family Therapy.

Hanoch Livneh, Ph.D., The University of Wisconsin—Madison

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Hanoch Livneh, Ph.D., CRC, LPC, is Professor of Counselor Education and Coordinator of the Rehabilitation Counseling Specialization. He received his M.A. and Ph.D. degrees in Rehabilitation

Counseling Psychology from the University of Wisconsin at Madison. Before joining the faculty at Portland State University, he served as the director of the rehabilitation counseling program, department of counseling and educational psychology, at Rhode Island College, Providence, Rhode Island. His research interests include psychological adaptation to disability, stress, and life crises.

Russell Miars, Ph.D., The University of Iowa

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Russell D. Miars, Ph.D., is an Associate Professor in the Counselor Education program. Previously, Dr. Miars was Director of the Counseling & Student Development Center and Adjunct Associate Professor of Clinical Psychology at Indiana University of Pennsylvania. His research and scholarly interests include counselor supervision and skills training, legal and ethical issues in counseling practice and life span human development. He is a licensed psychologist in Oregon.

Elizabeth Wosley-George, Ph.D., The Ohio State University

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Elizabeth Wosley-George, Ph.D., is an Associate Professor and former Coordinator of Counselor Education. She was formerly Director of Emergency Services of North Central Mental Health in Columbus, Ohio, and continues to consult for the Providence Health Systems Emergency Services in the Portland, Oregon area. She has teaching and research interests in the areas of diagnosis and treatment planning, psychopharmacology, multicultural perspectives in counseling, managed care, and behavioral health service delivery systems. Dr. Wosley-George has extensive community involvement and experience with individuals who have psychiatric disabilities and serves on boards of agencies that serve the mentally ill population.

Lisa Aasheim, Ph.D, NCC, ACS, Oregon State University

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Lisa Aasheim, Ph.D., NCC, ACS, is the Director of the Community Counseling Clinic at Portland State University since 2005 and the School Counseling Program Coordinator since 2006, and she is also a member of the Graduate Certificate in Addictions faculty. In the fall of 2007 she became a Tenure Track Assistant Professor. Dr. Aasheim teaches school, community, marriage and family therapy, general counseling and addictions courses. She completed her doctorate in Counselor Education and Supervision with a specific interest in clinical supervision in agency settings. Prior to her doctoral work, she specialized in working with couples and families with addictions. Currently, she maintains a private practice where she offers counseling, clinical supervision, and agency consultation. Her research and scholarly interests include clinical supervision, counselor development and skills training, countertransference in the helping processes, and reflective practice.

Tina Anctil, Ph.D., The University of Wisconsin-Madison

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Tina Anctil, Ph.D., is a full time fixed term member of the Counselor Education Program faculty. She received her Ph.D., in Rehabilitation Psychology at the University of Wisconsin-Madison. She is currently a certified rehabilitation counselor and licensed professional counselor (Wisconsin). Dr. Anctil is working toward her psychology license in Oregon. Her research interests include studying the poor economic and psychological outcomes for adolescents; she is motivated by a desire to engage in scholarship that bridges the worlds of theory and research with outcomes for vulnerable populations of adolescents who transition from high school to adulthood.

Professor Emeritus

David Capuzzi, Ph.D., Florida State University

E-mail: capuzzida@pdx.edu

David Capuzzi, Ph.D., NCC, LPC, was a Professor and Coordinator of the Counselor Education Program until he retired in 2004.

Staff

Tasa Lehman, GSE Receptionist

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Teresa Loveland, Office Specialist

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Part-Time Adjunct Faculty for the Program

Sue Bettis, Ph.D.

Catherine Nyhan, M.A., L.P.C.

Glenn Bishop, M.S. C.R.C.

Mariel Pastor, M.A., L.M.F.T.

Heidi Dirkse, M.S., C.R.C.

Debra Pierce-McCall, Ph.D.

Tammy Dowd, M.A., C.R.C.

Donna Roy, M.S.

John Fitzgerald, Ph.D.

Mary Shivell, M.A., C.R.C.

Chris Huffine, Ph.D.

Re'nice Siefer, Ph.D.

Dacia Johnson, M.S., C.R.C.

Kimberly Skach, M.S.

Shelia Kendall, M.S.

Tom Stokes, Psy.D.

Polly Livingston, M.S.

Eric Stone, M.S., N.C.C.

Don Mihalow, Ed.D., M.M.F.T., L.M.F.T.

Tom Weiford, M.A., C.R.C.

Bruce Neben, L.P.C., Psy.D.

Nuts & Bolts: Counselor Education Program

Required Programs of Study

Fall and Spring Practicum Groups
Sequence of Program Offerings
Graduate Certificates Through Continuing Education
Dual Specialization Requirements
*Academic Requirements by Specialization
*Clinical Requirements
Transfer Credit and Degree Time Limits
Limits on Hours
Waivers
Independent Study

Enrollment

Course Numbering
Continuous Enrollment
Attendance
Accommodation
Readmission

Grading

"C" Grades
Incompletes
Grading Policy

Potpourri

Academic Honesty and Integrity
Monitoring of Student Progress
Personal Counseling Requirement
Master's Examination or Thesis
Licensure: State of Oregon (LPC or LMFT)
Licensure: School Counselors
Certification: CRCC

Required Programs Of Study

The programs of study for each specialization in our program are outlined beginning on page 38. You should refer to these outlines when tentatively planning your program of study and as you complete your official plan of graduate study for either the Master's or the school licensure programs.

Changes in curriculum may occur as licensure and accreditation requirements change. Therefore, it is extremely important for you to meet with your advisor on a regular basis. Periodic newsletters will keep you informed of changes that could impact you.

The University reserves the right to change program requirements after a student is admitted. Students who complete the program in a timely fashion are not likely to be affected by these changes. If you experience difficulty due to changes, immediately consult your advisor.

Fall and Spring Practicum Groups

PSU's Counselor Education program has been designed to admit cohorts of Fall and Spring Practicum groups. A Licensure Only (school) Program is offered as well. CACREP/CORE accreditation standards require the completion of Practicum before beginning Internship. Practicum is taken after a prescribed set of courses is completed. During the Practicum sequence, you act as a counselor-in-residence, serving clients in either our on-campus or off-campus clinics. Your field placement (Internship) occurs during your last year of enrollment, providing you have met all prerequisites and successfully completed Practicum. All incompletes must be removed prior to enrollment in Practicum or Internship.

Sequence of Program Offerings

Charts showing the course sequence can be found in **Appendix B**. These charts reflect that: (1) there is a set sequence of courses taken by all specializations which must be completed prior to Practicum or taken concurrently with Practicum (Core courses) and (2) there are specialty courses which can be completed concurrently with Internship. PLEASE NOTE: Due to changes in faculty and program support, courses may be offered at times different from those listed on this chart. This is especially true for summer school courses. Some courses are not listed on these charts, so consult with your advisor.

Academic Requirements by Specialization

The Community Counseling Specialization

COURSE REQUIREMENTS

The program of study leading to an MA or MS in Education with a Community Counseling Specialization must include the following courses to total 72 credits:

Core Courses

	<u>Credits</u>		
	Coun 504	Internship	9
^	Coun 509	Practicum: Group Counseling	1
**	Coun 509	Practicum: Counseling	6
	Coun 509	Practicum: Peer Supervision	2
	Coun 531	Foundations of Substance Abuse Counseling	3
**	Coun 543	Interpersonal Relations II (Counseling Skills)	3
	Coun 551	Theories and Interventions I	3
	Coun 552	Theories and Interventions II	3
*	Coun 566	Appraisal Instruments	1
*	Coun 567	Using Tests in Counseling	3
	Coun 568	Career and Life Style Planning	3
	Coun 569	Developmental Foundations of Counseling	3
	Coun 570	Legal and Ethical Issues	3
^	Coun 571	Group Counseling	3
***	Coun 580	Supervision	1
	Coun 581	Multicultural Perspectives in Counseling	3
	Coun 582	Research and Program Evaluation in Counseling	3
	Coun 585	Diagnosis and Treatment Planning I	<u>3</u>
			56

Specialty Courses

	Coun 553	Advanced Therapeutic Strategies	3
	Coun 575	Foundations of Couples, Marriage & Family Counseling	3
	Coun 586	Psychopharmacology and Mental Illness	3
	Coun 587	Foundations of Mental Health Services	3
	Coun 588	Diagnosis and Treatment Planning II	3
	Various	Electives	<u>3</u>
			18
		TOTAL CREDITS	74

*Concurrent enrollment required.

^ Concurrent enrollment required.

**Concurrent enrollment required.

***Required prior to enrollment in internship.

NOTE: COUN 580 Supervision---This one credit course in supervision is required of all students prior to their enrollment in Internship. Formal program approval is pending.

The Couples, Marriage, and Family Specialization

COURSE REQUIREMENTS

The program of study leading to an MA or MS in Education with a Couples, Marriage, and Family Specialization must include the following courses to total 72 credits:

<u>Core Courses</u>		<u>Credits</u>
^^	Coun 504 Internship	9
^	Coun 509 Practicum: Group Counseling	1
**	Coun 509 Practicum: Counseling	6
	Coun 509 Practicum: Peer Supervision	2
	Coun 531 Foundations of Substance Abuse Counseling	3
**	Coun 543 Interpersonal Relations II (Counseling Skills)	3
	Coun 551 Theories and Interventions I	3
	Coun 552 Theories and Interventions II	3
*	Coun 566 Appraisal Instruments	1
*	Coun 567 Using Tests in Counseling	3
	Coun 568 Career and Life Style Planning	3
	Coun 569 Developmental Foundations in Counseling	3
	Coun 570 Legal and Ethical Issues	3
^	Coun 571 Group Counseling	3
***	Coun 580 Supervision	1
	Coun 581 Multicultural Perspectives in Counseling	3
	Coun 582 Research and Program Evaluation in Counseling	3
	Coun 585 Diagnosis and Treatment Planning I	<u>3</u>
		56
<u>Specialty Courses</u>		
	Coun 572 Systemic Perspectives on Human Sexuality	3
	Coun 573 Contemporary Couples, Marriage and Family Systems	3
	Coun 574 Family Life Cycle and Transitions	3
	Coun 575 Foundations of Couples, Marriage and Family Counseling	3
	Coun 577 Family Therapy	3
	Coun 578 Couples Therapy	3
	Coun 579 Advanced Systemic Interventions: Couples and Families	<u>3</u>
		21

TOTAL CREDITS 77

*Concurrent enrollment required. ^ Concurrent enrollment required.

**Concurrent enrollment required

^^ Graduates wishing to attain both the LPC and the MFT license must intern at a site that will provide couples' and family counseling opportunities.

***Required prior to enrollment in internship.

Sequential courses 573, 575, 574, 572, 578, 577, 579

The Rehabilitation Counseling Specialization

COURSE REQUIREMENTS

Students seeking national licensure as rehabilitation counselors or state licensure by the Oregon Worker's Compensation Department should complete the following 72-credit program:

<u>Core Courses</u>		<u>Credits</u>
	Coun 504 Internship	9
^	Coun 509 Practicum: Group Counseling	1
**	Coun 509 Practicum: Counseling	6
	Coun 509 Practicum: Peer Supervision	2
	Coun 531 Foundations of Substance Abuse Counseling	3
**	Coun 543 Interpersonal Relations II (Counseling Skills)	3
	Coun 551 Theories and Interventions I	3
	Coun 552 Theories and Interventions II	3
*	Coun 566 Appraisal Instruments	1
*	Coun 567 Using Tests in Counseling	3
	Coun 569 Developmental Foundations of Counseling	3
	Coun 570 Legal and Ethical Issues	3
^	Coun 571 Group Counseling	3
***	Coun 580 Supervision	1
	Coun 581 Multicultural Perspectives in Counseling	3
	Coun 582 Research and Program Evaluation in Counseling	3
	Coun 586 Career and Life Style Planning	3
	Coun 585 Diagnosis and Treatment Planning I	<u>3</u>
		56
 <u>Specialty Courses</u>		
	Coun 583 Job Placement and Training	3
	Coun 590 Foundations of Rehabilitation Counseling	3
	Coun 591 Medical Aspects of Disability	3
	Coun 592 Psychosocial Aspects of Disability	3
	Coun 593 Case Management	3
	Coun 594 Occupational Analysis/Vocational Evaluation	3
	Coun 595 Contemporary Issues and Applications in Rehabilitation Counseling	<u>3</u>
		21
Total Credits		77

* Concurrent enrollment required.

^ Concurrent enrollment required

**Concurrent enrollment required.

***Required prior to enrollment in internship.

The School Counseling Specialization

COURSE REQUIREMENTS

The program consists of 72 credits of study leading to an MA or MS in Education: School Counseling Specialization. Track I is for individuals with two years teaching experience. Track II is designed for individuals who cannot document two years teaching experience. The program is for individuals with two years teaching experience. It may be completed in two phases: Initial License 36 credits; Continuing License 36 credits and experience.

<u>Core Courses</u>		<u>Credits</u>
	Coun 504 Internship	9
^	Coun 509 Practicum: Group Counseling	1
**	Coun 509 Practicum: Counseling	6
	Coun 509 Practicum: Peer Supervision	2
	Coun 531 Foundations of Substance Abuse Counseling	3
**	Coun 543 Interpersonal Relations II (Counseling Skills)	3
	Coun 551 Theories and Interventions I	3
	Coun 552 Theories and Interventions II	3
*	Coun 566 Appraisal Instruments	1
*	Coun 567 Using Tests in Counseling	3
	Coun 568 Career and Life Style Planning	3
	Coun 569 Developmental Foundations in Counseling	3
	Coun 570 Legal and Ethical Issues	3
^	Coun 571 Group Counseling	3
***	Coun 580 Supervision	1
	Coun 581 Multicultural Perspectives in Counseling	3
	Coun 582 Research and Program Evaluation in Counseling	3
	Coun 585 Diagnosis and Treatment Planning I	<u>3</u>
		56
<u>Specialty Courses</u>		
	Coun 527 Counseling Individuals with Diverse Needs	3
	Coun 545 Youth at Risk	3
	Coun 555 Counseling Children and Youth	3
	Coun 576 Parents, Families, and Communities in Schools	3
	Coun 589 Action Research in Counseling	3
	Coun 596 Foundations of School Counseling	<u>3</u>
		18
TOTAL CREDITS		74

* Concurrent enrollment required.

^ Concurrent enrollment required.

** Concurrent enrollment required.

***Required prior to enrollment in internship.

School Counseling Specialization License Requirements

Track I and Track II License Requirements

Track I is for individuals who can document two years experience as successful licensed school teachers. Students are required to provide a letter from a school administrator and a copy of their teaching license. Students are eligible for an Initial School Counseling license after they complete the approved 74-credit program. For more information, consult the program of study on page 103. The Initial License is issued for a period of three years and may be renewed once before completing the requirements for the Continuing License.

Track II is designed for individuals who cannot document two years teaching experience. Track II students complete 80 credits that include a 6-credit, 200 clock-hour teaching requirement as part of their licensure program. The Initial License is issued for a period of three years and may be renewed once before completing the additional TSPC work sample requirements for the Continuing License.

COUN 526 Effective Teaching (200 hour teaching Practicum)

Track II students must take two credits of Effective Teaching each term during the first year in the program: fall, winter, and spring.

Dual Specialization Requirements

Students in any of the four specializations can add another specialization to their plan of study, but need to realize that doing so extends the time needed to complete degree requirements.

School Counseling Specialization: Licensure Only Option

COURSE REQUIREMENTS

Students enrolled in the **Licensure Only** option must be graduates from an accredited Master's program in counseling, psychology, or social work that required a clinical Practicum focused on individual and group counseling skills. Licensure Only does **not** include graduate degrees in teaching or education. The program is designed to meet the requirements for the school counselor license approved by TSPC.

All students in the Licensure Only Option must take the School Counseling Specialization courses. Teachers Standards and Practices Commission requires school counselors to have two years experience as a licensed teacher in a public school setting. . Students are required to provide a letter from a school administrator and a copy of their teaching license. Individuals in need of the teaching requirement must take the six-credit, 200 clock hour Teaching Experience sequence.

School Counseling Specialty Core Classes	Credits
COUN 596 Foundations of School Counseling	3
COUN 545 Youth At Risk	3
COUN 555 Counseling Children and Youth	3
COUN 525 Guidance for Classroom Teacher	3
COUN 526 Effective Teaching (200 hour teaching Practicum)	6
COUN 504 Internship: School Counseling	4
COUN 589 Action Research	2
COUN 527 Counseling Individuals with Diverse Needs	3
COUN 576 Parents, Families, and Communities in Schools	3
TOTAL CREDITS	30

The Graduate Certificate in Couples, Marriage, and Family Counseling

This Graduate Certificate is offered through the Counselor Education Program and is open to students in any track in the program.

COURSE REQUIREMENTS

The program of study leading to a Graduate Certificate in Couples, Marriage, and Family Therapy must include the following courses to total 21 credits:

<u>Core Courses</u>	<u>Credits</u>
Coun 572 Systemic Perspectives on Human Sexuality	3
Coun 573 Contemporary Couples, Marriage and Family Systems	3
Coun 574 Family Life Cycle and Transitions	3
Coun 575 Foundations of Couples, Marriage and Family Counseling	3
Coun 577 Family Therapy	3
Coun 578 Couples Therapy	3
Coun 579 Advanced Systemic Interventions: Couples and Families	<u>3</u>
TOTAL CREDITS	21

The required sequence for taking these courses is Coun 573, Coun 575, Coun 574, Coun 572, Coun 578, Coun 577, and Coun 579.

Graduate Certificates through Continuing Education

The Graduate School of Education Continuing Education Program offers courses and certificates that fit well with Counselor Education. The Graduate Certificate in Addictions Counseling is the most popular certificate (pg. 46). Newer certificates and programs include: Interpersonal Neurobiology, Infant/Toddler Mental Health, and Therapy with Adoptive and Foster Families. Any courses taken through Continuing Education are self-support courses and do not count as credits towards full-time status for Student Health and insurance purposes.

For additional information on these programs contact:
503-725-8279 or 1-800-547-8887 ext. 8279

Addictions Certificate:

Kathy Lovrein
lovreink@pdx.edu

Infant/Toddler Mental Health:

Julie Puris
purisj@pdx.edu

Interpersonal Neurobiology:

Marion Sharp
sharpml@pdx.edu

Therapy with Adoptive and Foster Families:

Kellie Herold
kellieh@pdx.edu

The Graduate Certificate in Addictions Counseling

This is a series of courses (offered through Continuing Education/Graduate School of Education) designed to prepare participants to work with substance abusing clients. It is becoming increasingly important for health care professionals to be able to work with clients who present both mental health and substance abuse issues, and having this background enhances a candidate's opportunity for employment in agencies serving clients with multiple issues.

These courses will help meet the graduate course work requirements for obtaining the Master Addictions Counselor credential through the National Board for Certified Counselors.

Certain courses are designed to be taken sequentially. The series includes seven three-credit courses, six of which are required to be completed to earn a certificate of completion. Five of the seven courses are required and the sixth one may be chosen from the two electives.

The preferred sequence is as follows. If you must take them out of sequence, you will need the instructor's approval to do so.

1. COUN 431/531 Foundations of Substance Abuse Counseling
2. COUN 432/532 Assessment and Diagnosis of Substance Abuse
3. COUN 533 Treatment of Substance Abuse I
4. COUN 534 Treatment of Substance Abuse II

After completing the above courses, the following may be taken:

5. COUN 535 Dual Diagnosis: An Overview of Co-Occurring Disorders*
6. COUN 536 Capstone Seminar

The following course can be taken concurrently with any of the above courses:

7. COUN 537 Current Issues in Addictions Counseling*
This course is a credit overlay for the seminar series on substance abuse topics offered by continuing Education. The seminars are all day long and are usually held on Thursdays and Fridays.

*Dual Diagnosis and Current Issues are the two elective courses in the series.

*Clinical (Practicum and Internship) Requirements for Dual Specialization

Note: This Certificate is offered through Continuing Education. Any courses taken through Continuing Education are self-support courses and did not count as credits towards full-time status for Student Health and insurance purposes.

To add another specialization to their original one,

Students must address the following:

Practicum

No changes or additions are required in Practicum when adding any of the specializations.

Internship

To add another specialization, students must consider the following:

- Number of total Internship (field site) hours may range from 600 hours (of which 240 must be in direct client services) when Internship fully meets requirements for both specializations (e.g., Community and Rehabilitation), to 1200 hours (of which 480 hours must be in direct client services) when two separate Internship sites are required (e.g., Community and School). Same requirements also apply to adding the Couples, Marriage, and Family specialization.
- Often, a middle of the road alternative exists that includes two Internship sites with a partial overlap in required clinical tasks/activities, and, therefore, a total number of hours of less than 1200 hours (e.g., Rehabilitation and Couples, Marriage, and Family). To explore this option, students must coordinate efforts with their advisor, faculty member assigned to Internship supervision, and the intended clinical site supervisor.

Transfer Credit and Degree Time Limits

There is a seven-year deadline for all course work counted toward the degree. All transferred course work must also meet this deadline. The seven years begins the term in which the earliest course work counted toward the degree was completed, regardless of when you were admitted to PSU. When course work exceeds the seven-year limit, students have the option of petitioning for an extension using the Graduate Council Graduate Petition form (**see Appendix A**). Courses with C grades or Pass (P) grades are not eligible to be transferred into a program of studies. A maximum of 24 credits can be transferred and "transfer" credit includes courses taken at PSU prior to admission.

Limits on Hours

Students are limited to a maximum of 12 credits of COUN 501 (Research) and 505 (Reading and Conference), combined.

The Graduate School of Education allows up to 15% of one's academic program to be at the 800 level course work. You must receive prior approval before including these courses. Courses numbered 808 need approval of your advisor, the department head, and appropriate dean. Be sure to tell your advisor that the course has an 800 number.

Waivers

You are expected to enroll in courses regularly offered by the program. If you have had an equivalent course, discuss this immediately with your advisor. Courses with C grades or Pass (P) grades from another institution are not eligible for waiver considerations. Waiving courses does not waive the number of credits required for the degree or license; it merely allows you to matriculate in advanced or complementary courses. Anyone wishing to waive a course must demonstrate knowledge to the instructor of that course. The instructor may require that the student pass the final exam of the course with a grade of "B" or better.

There is a waiver form, which needs to be completed by you, signed by your advisor, evaluated by the course instructor, and then confirmed by the department head. When you complete the form, you should attach evidence that you have an understanding of 1) theoretical/ conceptual/ factual information; 2) research, and 3) application to the profession.

The waiver is a multiple page NCR form available from the department in GSE 204. One copy of this form is returned to you upon completion of the evaluation process with the recommendation and statement of the action taken.

Independent Study

If you desire to take independent study (also known as "by-arrangement"), you must do it in conjunction with a PSU tenure track or fixed term faculty member. Enrollment for a COUN 501 (Research) or COUN 505 (Reading and Conference) course is done on a "by-arrangement" form, which requires a faculty member's signature and social security number. You should have a clear proposal in mind before meeting with the faculty member with whom you desire to do the independent study.

Tk20 Database

Before the fall quarter of your first year you should purchase a Tk20 account. Tk20 is a data management system that is used to store vital information, and assist with advising, as you progress through the program. (For information on Tk20 go to Appendix J)

Enrollment

You should plan to enroll utilizing the BANNER phone system or online at www.banweb.pdx.edu. You will need to have your PSU ID and pin number ready to access registration. Most Counselor Education courses are restricted to majors only. If you attempt to enroll in a restricted class and it is not accepted, it probably means you are not identified in the university system as being a Counselor Education major. This designation should have occurred when you were formally admitted to the Counselor Education program. The first time this occurs, talk with your faculty advisor.

Course Numbering

In most instances, courses are offered first on an experimental basis using a COUN 510 number. Within three (3) years, these courses must go through a formal approval process (program, department, entire GSE faculty, Graduate Studies, University Senate, and Chancellor's Office). When this approval occurs, the course is given a discrete number. Any formal document you complete must list the course number recorded on your transcript, even if it now has a discrete number. Consult with your advisor if you have any questions.

Continuous Enrollment

By policy of the program, continuous enrollment is expected, except for summers. If enrollment does not occur for two consecutive terms, you will be automatically dropped from the program. If students want a leave of absence they must write a letter to their advisor.

Attendance

You are expected to be in class every session, to be on time, and to be in attendance the entire session. Exceptions should be prearranged with your instructor.

Disability Accommodations

In compliance with the law, students may request appropriate academic accommodations. Such requests should be communicated to your advisor, to faculty teaching classes (by second week) and at other times, such as comprehensive exams, to the appropriate person(s).

Documentation of your eligibility for accommodation is important to us as it establishes the parameters of your disability. We recommend that you work with the Disability Resource

Center (425 SMC) to establish your eligibility for accommodations so that appropriate support services can be provided.

Readmission

Readmission to the program will be considered on a case-by-case basis **up to five years after dropping out**. In any case, if your earliest course work is beyond the seven-year limit, you must reapply for admission to the program

Grading

Your grades will be recorded online in your electronic records (on the web). The grades will be available approximately 10 days after finals. You can access this information by going to www.banweb.pdx.edu. You must have your PSU ID and pin number ready.

"C" Grades

By Graduate School of Education policy, no more than 6 resident credits of C or C+ grades earned at PSU, after admission, may count toward a degree program, providing GPA requirements are met. If you receive more than 6 credits of "C," you will be placed on probation and must comply with program and university requirements for readmission.

By university policy, "the student must have a B average (3.00 GPA) on the courses fulfilling the degree requirements (courses listed on the GO-12 form for Master's students), and the departments may establish a more rigorous standard."

Incompletes

Giving a grade of incomplete ("I") will be considered by program faculty **only** for medical or health reasons. If you are granted an incomplete, you must complete the course work within one year and/or before you are allowed to enroll in Practicum or Internship. If you accumulate 9 credits of incomplete, you will be asked to complete them before you can enroll in additional coursework.

During the time you are enrolled in Practicum you must complete ALL required courses in which you are concurrently enrolled.

Practicum is considered an advanced counseling course. During the term you enroll in Practicum, you will enroll in COUN 543 Interpersonal Relations II concurrently with COUN 509 Practicum: Counseling. An incomplete (I) in either course will result in suspension from the program.

Grading Policy

Only superior or exceptional work is awarded a grade of A. If the course utilizes a point system, the following guidelines will apply:

A	90 or above
B	80-89
C	70-79
F	69 or below

Course work may not be redone to raise grades. In some courses you will be expected to demonstrate mastery of specific knowledge or skills. In these courses you will be expected to demonstrate competency of these skills before a grade is awarded. If competency cannot be demonstrated, a grade of F or NP will be awarded. Such a grade will result in program dismissal.

Potpourri

Academic Honesty and Integrity

As published in the PSU Bulletin:

Graduate students have a primary, unique relationship and responsibility to the faculty of the academic departments, the faculty upon whose recommendations graduate degrees are awarded. A major feature of the graduate student's responsibilities to the faculty is the adherence to academic honesty. The Graduate Policy on Academic Honesty and Integrity assumes that the student's own work, and that all documents supporting the student's admission and graduation, are accurate and complete. At Portland State University academic honesty is a requirement for all graduate activities. Any violation of academic honesty and integrity is grounds for academic action. In addition, a student found in violation of this policy is subject to disciplinary sanction as provided in the University Student Conduct Code.

Violations of the policy include but are not limited to:

1. Cheating in Examinations and Course Assignments. The willful use or provision to others of unauthorized materials in written or oral examinations or in course assignments.
2. Plagiarism. The appropriation of language, ideas, and products of another author or artist and representation of them as one's own original work; failure to provide proper identification of source data; use of purchased or borrowed papers in graduate courses without complete identification of the source.

3. Selling or Offering to Sell Course Assignment Materials. Selling or offering to sell material to another person, knowing, or under circumstances having reason to know that the whole or a substantial part of the materials is intended to be submitted in fulfillment of a course requirement.
4. Academic Fraud. Furnishing false or incomplete information to the University with the intent to deceive; forging, altering, or misusing University documents or academic forms which serve as the basis for admission, course study, or graduation; misrepresenting a person's identity to an instructor or other University official.

Monitoring of Student Progress

When you were interviewed for admission, you signed a document advising you that we monitor student progress in the program. Counseling is a profession that relies heavily upon your beliefs about people, your communication and interpersonal skills as well as your knowledge and academic and clinical skills. Each term the faculty monitors your progress in the program (knowledge, attitudes, and skills). Any areas of concern will be noted and communicated to you by your advisor, the program coordinator, or the department chairperson. All students will receive a formal evaluation at the end of their first year of enrollment in the program providing they have completed at least 12 hours of coursework. This information will be communicated to students through their faculty advisor.

Personal Counseling Requirement (see new Experiential Training Clinic/Group Practicum requirement, p 121)

Also during your interview, you signed a document outlining a personal counseling requirement. You should reread this document carefully to become aware of your rights and responsibilities as a Counselor Education student. This requirement is to be met prior to enrollment in Practicum. **A letter(s) from your counselor/ therapist verifying completion of the 20 hours of personal counseling (either individual and/or group) should be submitted at the first meeting of your Practicum section, along with proof of liability insurance, for inclusion in your Practicum file.** No regularly employed faculty member can provide this individual or group counseling for you. This includes any adjunct faculty hired to teach individual classes at Portland State University.

Master's Exam or Thesis Requirement

As you complete your program of study, consideration should be given to which option you will pursue for exiting the program: (a) written comprehensive exam or (b) thesis (c) professional portfolio.

1. Written Comprehensive Exams (no credit). This option requires you to integrate information from all your Master's courses. Discuss with your advisor the term you will be taking exams. Most students take comprehensive exams during their last term of enrollment, however, you must (1) have a minimum of 48 credits and (2) have completed Practicum or be enrolled in the last quarter of Practicum. Students must have no grades of incomplete (I or IP) at the time of taking the exam.

Comprehensive exams are offered only twice per year: fall and spring. Preferably one term prior to the designated term, but no later than the beginning of the fall or spring terms, provide your name and your advisor's name to the Counselor Education secretary on the 2nd floor, GSE. Remember that University policy requires enrollment the term you take the exam. Exams are scheduled on a Saturday morning near the middle of the term. Exact dates are defined each quarter the exam is scheduled. You should notify Disability Resource Center (425 SMC), speak with your advisor, and then contact the Counselor Education secretary for any needed accommodations.

The exam includes multiple-choice questions and at least one essay question based on your designated specialization. The multiple-choice exam utilizes the same categories as the National Counselor Certification Exam. Option One is the best preparation for students planning to become Nationally Certified Counselors.

Students may take the exam twice. A student who does not pass it the second time s/he takes it, is not eligible to receive a Master's degree.

Appendix C contains guidelines to assist you in studying for the exam.

2. Master's Thesis: see Appendix D for details on this option.

3. Professional Portfolio: this option is for school counseling students only. School Counseling students must complete a Professional Practice Portfolio to demonstrate that they meet the TSPC competency requirements for licensure endorsement. The portfolio must demonstrate competency in each of the 11 TSPC domains to be endorsed for licensure, and a minimum score must be achieved for graduation from the school counseling program. Students

will receive a handbook detailing these requirements upon the start of their final year in the program.

Licensure: State of Oregon

Community, Rehabilitation, Couples, Marriage, and Family, and School Counselors, completing specified courses in their Master's program, are eligible to apply for licensure as a professional counselor (LPC) in the State of Oregon. Those completing the Couples, Marriage, and Family Specialization are eligible for both the LPC and LMFT licenses. It is important that you read the requirements for licensure as either a Licensed Professional Counselor (LPC) or a Licensed Marriage and Family Therapist (LMFT) in the state of Oregon. The licensure statutes can be found online at www.oblpct.state.or.us. These statutes outline requirements for: a) education, b) exam, and c) post-Master's experience under supervision. Please read, print, and keep a copy for your records. Currently, the licensure board does not allow applicants to take a state exam until the applicant meets the three-year post Master's experience requirements. The state licensing board does recognize a satisfactory score from the National Board for Certified Counselors (NBCC) and the Commission on Rehabilitation Counselor Certification (CRCC). Because PSU is CACREP accredited, the NBCC allows students to apply for and take the national exam prior to graduation. Therefore, many of you may want to take the exam at the time you are completing your program of studies. Please note that NBCC requires a minimum of five-quarter hours in eight of ten categories

When PSU's Counselor Education program was approved by the state licensing board, the following provision was made:

Graduates completing the 72 credit Master's program will be allowed to utilize the direct clinical service hours documented in their Master's program toward the 2,400 clock hours required for licensure, not to exceed 800 clock hours. NBCC has now increased required clock hours of experience to 2400 prior to the awarding of the NCC credential.

Licensure: School Counselor

School Counselor Licensure: Oregon

For a License as a School Counselor, the Teachers Standards and Practices Commission (TSPC) requires:

1. A recommendation of program completion (c-2) from approved licensure program. (See student checklist),
2. Verification of teaching and counseling experience,

3. Copies of transcripts verifying required course work,
4. Submission of an acceptable Praxis specialty exam,
5. Verification that you have been fingerprinted,
6. Verification you have a satisfactory CBEST/PPST score. Individuals who have taught for 5+ years in the State of Oregon under an appropriate license need not provide this documentation.

School Counselor Certification: Washington

Washington and other US states may also want verification of program completion (see attached pages 56 & 58)

Certification: CRCC

Rehabilitation counselors are eligible for national certification from the Commission on Rehabilitation Counselor Certification (CRCC). Awarding of this certificate is dependent upon completion of a specified curriculum from a CORE accredited program and submission of a passing score on the CRCC exam. CRCC allows for this exam to be taken while enrolled in the last 25% of your program of studies. Normally, this would be the last term of enrollment.

Student File Checklist

Initial School Counselor License - Track I & II and Licensure Only

(Track I = T1_____, Track II = T2_____, Licensure Only = LO_____)

Program and TSPC requirements:

- Licensure Program of Study
(T1, T2, LO)
- Completion of Masters Degree posted on an official transcript
(T1, T2, LO)
- PSU Official Transcript – submitted to Educational Licensing (credits must be posted, with grades)
(T1, T2, LO)
- Praxis Scores: ALL Specialty Area Test (School Counseling and Guidance #20420)
(T1, T2, LO)
- Basic Skills test passed: CBEST _____ **OR** PRAXIS PPST _____
(T1, T2, LO –If you were previously licensed in Oregon as a Basic or Initial Teacher you do not need to send PSU or TSPC your scores.)
- Fingerprinting by TSPC? PSU does not need proof, but all educators must be fingerprinted through TSPC.
(T1, T2, LO)
- Anti Discrimination Workshop Certificate
(T1, T2, LO –If you were previously licensed in Oregon as a Basic or Initial Teacher you do not need to send PSU or TSPC proof of having taken this workshop.)

Teaching Experience:

- Proof of two years licensed teaching experience
(T1)
- Track II Teaching Experience Summary Report
(T2, LO)
- Student Teaching Evaluation Report: Quarter 1 _____ Quarter 2 _____ Quarter 3 _____
(T2, LO)
- Effective Teaching Work Sample
(T2, LO)

Internship:

- Authorization Level Documentation
EC/EL _____, ML/HS _____, or EC/EL/ML/HS _____
(T1, T2, LO)
- Initial Counselor Summary Report
(T1, T2, LO)
- Initial Counselor Practicum Report: Term 1 _____ Term 2 _____ Term 3 _____
(T1, T2, LO)
- Initial Counselor Portfolio Assessment
(T1, T2, LO)

PLEASE NOTE: All forms need to be properly signed and dated!

INSTRUCTIONS FOR APPLYING FOR THE
INITIAL SCHOOL COUNSELOR LICENSE

Step #1 Order PSU Official Transcripts (at least 2 copies)

Send **one** to PSU "Office of Educational Licensing" and send at least **one** to yourself (for TSPC, step #5).
Your PSU transcript should show ALL **licensure** courses, with all grades posted.

PSU will initiate the recommendation process to TSPC once the transcript is received by Educational Licensing. During the months of April, & mid June-September, it may take up to 3-4 weeks to be recommended to TSPC.

Step #2 C-2 Form

Complete the top portion of the Program Completion Form C-2, if not previously completed during a class at PSU. If the completed C-2 was previously submitted, please let us know if your email address (or any contact info) has changed.

To print a **new C-2 form** go to TSPC website: <http://www.tspc.state.or.us>, click on "FORMS" from the menu. Please add your current **email address** in the margin of the form, and send the completed C-2 to "Educational Licensing", concurrently with the PSU transcript.

PSU will submit the C-2 **electronically** to TSPC after your file has been completely reviewed.

Step #3 GSE File Review

Your file will be completely reviewed by the PSU Office of Educational Licensing, once the transcript is received. All items for licensure need to be in your GSE file along with a photocopy of your Basic Skills and Praxis scores, your Anti-Discrimination workshop certificate, official transcripts from all institutions with licensure (as well as pre-requisites) courses, teaching and internship experience evaluations, etc.

Please ask your faculty advisor (program/department contact) for a **complete checklist**, in advance of applying... You may want to review your file to ensure all items have been submitted.

Step #4 Email from TSPC

Once you have been recommended by PSU to TSPC for your Initial License, you will receive the following email:

From: Oregon Teacher Standards and Practices Commission

Ref: E-Mail Acknowledgement (#####)

"We have received the following document pertaining to your account:

Program Completion Report (Form C-2)"

Please note: Your correct email address must be on your Form C-2 (step #2) to receive this email.

Step #5 Send Documents to TSPC

Mail to: *TSPC, 465 Commercial Street NE, Salem, Oregon 97301*

All documents needed for your application must be submitted to the Teacher Standards & Practices Commission (TSPC) in a single envelope. An incomplete application will be returned.

- One set of **official (sealed) transcript(s)** from ALL colleges/universities attended
- A completed **C-1 form**
- YOUR original **score reports:**
CBEST or PPST or Computerized PPST
PRAXIS II: Specialty Area Tests (ex. MSAT)
- A **check** made out to TSPC for \$75

Contact Information for TSPC - Phone: #503-378-3586 & Web: www.tspc.state.or.us

If this is your first ever Oregon license, you will need to obtain a **first-aid card within 90 days** of submitting your application materials to TSPC. It is the employing school district's responsibility to ensure that you have met this requirement; you do not need to send a copy of your card to TSPC.

OAR #584-052-0010 (2) Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Office of Educational Licensing, PSU Graduate School of Education
PO Box 751, Portland, OR 97207
Phone: 503.725.4758 Fax: 503.725.8475
Web: www.ed.pdx.edu/licensure Email: millerda@pdx.edu

General Instructions for Out-Of-State Licensure

(For students that have completed one of the GSE licensure programs.)

Every state has their own unique licensure process, and PSU licensure programs are only approved through the state of Oregon. The Office of Educational Licensing will assist with the recommendation of GSE “Program Completers” to other US states if all Oregon program requirements of the approved program have been met.

Please carefully read the following instructions:

Step #1 US State Licensure Offices

Identify the state and visit their website.

For a list of licensure websites go to <http://www.ed.pdx.edu/licensure/states.shtml>

You will most likely need to obtain a “licensure packet” from that state. You will need to identify what that state requires for licensure, and submit a complete packet to them directly.

If you have been previously recommended by PSU to TSPC (Oregon) for licensure you may **skip Step #2**.

If this is your first-ever recommendation for licensure (to any state, including Oregon), please proceed to Step #2 and please **carefully read the note at the bottom**: “First PSU recommendation”.

Step #2 Order PSU Official Transcripts (at least 2 copies)

Send **one** to PSU “Office of Educational Licensing” and send at least **one** to yourself (for the out-of-state licensure packet). Your PSU transcript should show ALL **licensure** courses, with all grades posted.

Step #3 “Recommendation” Form

This form* (may be referred to as a Program Verification/Completion Form) typically requires the Director of Licensure or the Dean of Education to complete and verify the licensure program and the programs’ state and national accreditation.

Please **mail the form** with a **self addressed stamped envelop** to:
Office of Educational Licensing, PSU Graduate School of Education
P.O. Box 751, Portland, Oregon 97207

*If you are unable to locate a form, but the state requires some form of documentation regarding licensure preparation and completion, please send a letter with the **specific documentation required by that US State**, and follow the same instructions above (submitting the letter instead of the form).

PSU will review your file, complete the form, and return the form using the self-addressed stamped envelop provided.
Please note: During the months of April, & mid June-September, it may take up to 3-4 weeks to process this form/letter.

Step #4 Licensing

Complete the licensing process as defined by that US State. Good Luck!

First PSU recommendation:

If this is your first-ever recommendation for licensure, after having completed one of the Graduate School of Education’s (GSE) Licensure Programs, your file will need to be completely reviewed by the Office of Educational Licensing.

All items required for licensure (in Oregon, since this is an Oregon approved program) need to be in your GSE file*, including a photocopy of your CBEST and Praxis scores, your Anti-Discrimination workshop certificate, official transcripts from all institutions with licensure (as well as pre-requisites) courses, student teaching and work sample evaluations, etc. A student wanting to hold licensure in any other state must meet the program completion requirements, as defined by Oregon, to be recommended to that state by the GSE’s Office of Educational Licensing.

*Please ask your faculty advisor (program/department contact) for a **complete checklist**, in advance of applying. You may want to review your file to ensure all items have been submitted.

OAR #584-052-0010 (2) Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Office of Educational Licensing, PSU Graduate School of Education
PO Box 751, Portland, OR 97207
Phone: 503.725.4758 Fax: 503.725.8475
Web: www.ed.pdx.edu/licensure Email: millerda@pdx.edu

Nuts & Bolts: Portland State University

Due Process and University Services

University Policies

Enrollment Policies and Credit Requests

Academic Standing

Academic Honesty

Dual Degree

Due Process And University Services

The PSU Bulletin outlines the procedures for due process, grievances, and committees that deal with issues related to parking, deadline appeals, or other problems. Therefore, the information that follows has been taken directly from the PSU Bulletin.

University Policies

Enrollment Policies and Credit Regulations

Enrollment

Graduate grading system. The following grading scale is employed at the graduate level:

A = 4.00 B- = 2.67 D+ = 1.33
A- = 3.67 C+ = 2.33 D = 1.00
B+ = 3.33 C = 2.00 D- = 0.67
B = 3.00 C- = 1.67 F = 0.00

The grading system at the graduate level is defined as follows:

A—Excellent
B—Satisfactory
C—Below graduate standard
D—Failure
F—Failure

The following marks are also used:

P—Satisfactory completion (B- or better)
NP—No credit, unsatisfactory
I—Incomplete
IP—In progress
W—Withdrawn
X—No grade received/No basis for grade
M—Missing grade

Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a graduate degree with the specific approval of the department if taken at PSU after the term of formal admission to the graduate program. The student must have a B average (3.00 GPA) on the courses fulfilling the degree requirements (courses listed on the GO-12 form for master's students), and departments may establish a more rigorous standard. Grades of D or F indicate clearly unacceptable work and carry no graduate credit.

The grades of P/NP are used by only a limited number of departments which have received special authorization and may be counted as credit toward a graduate degree in resident credit only.

A mark of IP may be used for 501/601 Research and for 506/606 Project when a student is progressing in an acceptable manner toward completion of the work; final grades for 501/601 and 506/606 are assigned by the instructor on a Supplemental Grade Report. A mark of IP must be used for 503 Thesis/603 Dissertation when a student is progressing in an acceptable manner; final grades for 503/603 are assigned by the instructor on the Recommendation for the Degree form (GO-17) and posted after acceptance of the thesis/dissertation by the Office of Graduate Studies.

Incompletes. A student may be assigned an I grade by an instructor when all of the following four criteria apply:

1. Quality of work in the course up to that point is C level or above.
2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
3. Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an I. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. *In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.*
4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the I grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.

An Incomplete grade becomes part of the permanent transcript record after the deadline expires, unless a retroactive withdrawal is approved by petition to the Graduate Council. To remove an I an instructor must file a supplementary grade report within one year (i.e., by the end of fall 2005 for a course registered for fall 2004).

Withdrawals. Withdrawal from a course must be initiated by the student. It is the student's responsibility to withdraw properly by the deadline dates published in the *Schedule of Classes*. A student may withdraw with no record on the transcript up to the end of the fourth week of the term. As a courtesy, students are advised to notify the instructor concerned of the intended or completed withdrawal.

A student may withdraw for any reason before the end of the fourth week, but withdrawal between then and the end of the eighth week requires instructor approval. A student withdrawing after the end of the fourth week shall have a W recorded on the transcript.

A student wishing to withdraw after the eighth week must petition the Deadline Appeals Board. A W is recorded if the petition is allowed. Reasons for withdrawal beyond the eighth week must be beyond the student's control, and medical reasons must be documented. Instructor's comments are required on the petition.

Refunds are automatic and are calculated from the date of official course load reduction. The refund is 100 percent only if withdrawal occurs within the first week of the term. If a student, to the best of the instructor's knowledge, has never attended class, the name on the grading register may be assigned an X grade. An auditor may also be assigned an X for insufficient attendance.

A student who has participated in a course but has failed to complete essential work or attend examinations, and who has not communicated with the instructor, will be assigned an F, a D, or whatever grade the work has earned.

Repeat of graduate courses. If a graduate course is repeated, the grades awarded both times are included in the GPA; however, credit toward the number of credits required for the degree is counted only once. Repeating courses to raise the GPA is not acceptable.

Audit. Graduate students may take any course for which they have the prerequisites and which is open to them on the basis of their admission category on an audit (no credit) basis. The tuition and fees for auditing courses are the same as for taking the courses for credit, but a student's load (total credit hours) does not include audit enrollments.

Courses taken more than once on an audit basis cannot be repeated for graduate credit. During the add-drop period a student registered for a course for audit may change to credit status or vice versa through the official methods; thereafter the change cannot be made.

Television course credit. Graduate credit earned through enrollment in television courses (closed-circuit TV excepted) will not be acceptable toward an advanced degree, except when approved in advance by the graduate adviser, the department, and the vice provost for Graduate Studies.

Correspondence credit. Under no circumstance will graduate credit earned through correspondence study be acceptable toward an advanced degree.

Academic load. The normal term load for a student devoting full time to graduate study is 12 credits including coursework and thesis. Graduate students must seek approval of registration

in excess of 16 credits. A student registering for 17 to 19 credits must obtain the approval of the department chair or faculty adviser. A student registering for 20 credits or more must obtain the approval of the department chair or faculty adviser, the student's academic dean, and the vice provost for Graduate Studies. A graduate assistant registering for more than 16 credits must obtain approval from the department chair and the vice provost for Graduate Studies. Overload approval forms may be obtained from the departments or the Office of Graduate Studies.

Minimum enrollment. The University requires that graduate students who are involved in activities requiring faculty time or the use of University facilities register each term, including those working on any aspects of a thesis or dissertation.

A minimum of one credit is required when taking any comprehensive or final examination. A minimum of one credit of registration is required when engaged in any phase of research, such as developing or collecting data, or any aspects of a thesis or dissertation until its final acceptance is approved by the Office of Graduate Studies. The student's department can require additional registration in any given term in relation to the amount of time required of faculty or the use of University facilities during the term.

Residence credit. In all cases, a master's student must earn a minimum of two-thirds of the courses applied to the degree *after* formal admission to the graduate degree program at PSU; courses taken at any institution, including PSU, before the term of formal admission to a PSU graduate degree program are *pre-admission* credits. Additionally, a minimum of two-thirds of the courses applied to the degree must be taken *at* PSU; courses taken at other institutions at any time are *transfer* credits. A minimum of 12 credits in a 45-credit program (or 25 percent of the required credits in a degree program greater than 45 credits) must be taken in residence in 500, 500/600, or 600 course level categories. The remainder of the required credits may be 400/500 courses taken for the 500-level number.

In a doctoral program, a minimum of three consecutive terms must be spent in full-time residence (minimum 9 graduate credits each term) after admission to the doctoral program.

A maximum of 12 graduate credits acquired by an undergraduate student at Portland State University through the graduate credit reservation procedure will be counted as reserved credits if approved for inclusion in the student's graduate program. Reserved credits are subject to pre-admission limits and requirements.

Residence requirements are intended to ensure that the candidates work in close association with other graduate scholars in the intellectual environment of Portland State University.

Credit distribution and limitations for master's degrees. Limitations are placed on the use of credits in 501, 502, 503, 504, 505, 508, and 509 courses. In a 45-credit program, the limits are as follows: a maximum of 12 credits in 501, 502, and 505 combined; a maximum of 9 credits in 504, 508, and 509 combined; a range of 6 to 9 credits in 503. Courses numbered 60x are included in these limitations.

Courses applied to the degree must be 500 or 600 level. The 700- and 800-level courses are not acceptable in graduate degree programs, with the exception of the master's degree programs in the School of Education as well as some M.A.T./M.S.T. programs; these programs may allow a maximum of 6 credits at the 800 level.

Joint Campus program. Graduate students at Portland State University may, with adviser, department, and registrar approval, take graduate courses at any of the other institutions in the Oregon State System of Higher Education. A student registers for these courses with the PSU registrar, who records each grade on the academic record under Joint-Campus Course (JC 510/610). The student must be a matriculated graduate student in a PSU advanced-degree program and be registered for PSU credit the same term the JC 510/610 course is taken. Forms are available in the Office of Registration and Records in the lobby of Neuberger Hall. Self-support courses and courses offered by Extended Studies and Summer Session are ineligible for this program.

Pre-admission and transfer credit.

Courses taken at any institution, including PSU, before the term of formal admission to a PSU graduate degree program are *Preadmission* credits. Courses taken at any other institution at any time are *Transfer* credits. In all cases, a master's student must earn a minimum of two-thirds of the courses applied to the degree *after* formal admission to the graduate degree program at PSU *and* must earn a minimum of two-thirds of the credits applied to the degree *at* PSU. Departments may have stricter limitations. The application of eligible pre-admission and/or transfer credits to an advanced degree at PSU must be approved by the student's department and the Office of Graduate Studies. Both pre-admission and transfer credits must be submitted to the Office of Graduate Studies for approval on the GO-21 form (Proposed Pre-admission and Transfer Credit for the Master's Degree). It is strongly suggested that this form be submitted early in the student's program, but it must be submitted and approved before the Office of Graduate Studies can review the Graduate Degree Program form, which is due in the first week of the term of graduation. All pre-admission and transfer credits must be letter-graded B- or higher; pass or similar grading methods are not acceptable. All Joint Campus (JC) credits are considered transfer credits.

Credit from foreign institutions is subject to the same requirements and limitations; requests for foreign transfer must include additional documentation to facilitate verification of eligibility. Transfer credits must meet all the following requirements: (1) must be graduate

credit taken at an accredited institution and acceptable into graduate academic degrees without qualification at the originating institution; (2) must be letter-graded B- or higher; pass or similar grading methods are not acceptable; (3) must not be used for any other degree at any institution; (4) must not be correspondence credit; (5) must be no older than seven years old at the time the master's degree is awarded; (6) must total no more than one-third of the required credits for the degree program. Television courses and short-term courses are generally not eligible; requests for transfer of these courses require additional documentation and specific approval, as noted on page 64.

Courses from other institutions approved for graduate transfer credit are not entered on PSU's graduate transcripts and are not considered in the computation of PSU cumulative graduate grade point averages for the purposes of determining continued admissibility and graduation (except they are included in the program GPA, which is calculated on only those courses applied to the degree). The M.S.W. program has specific transfer credit allowances resulting from accreditation requirements and interinstitutional agreements, but a minimum of 45 credits applied to the M.S.W. must be taken at PSU.

Reservation of work for graduate credit. Only credits earned at PSU can be reserved for graduate credit. A Reservation of Graduate Credit form must be filed in the Office of Graduate Studies as early as possible. It must be approved by the department or degree program, the Office of Degree Requirements, and the Office of Graduate Studies. It is strongly suggested that this be submitted before award of the baccalaureate degree, but it must be submitted and approved before the Office of Graduate Studies can review the Graduate Degree Program form, which is due in the first week in the term of graduation with the master's degree.

Reserved graduate credit is limited to 12 completed and graded graduate credits letter-graded B- or higher earned within the last 45 credits prior to award of the baccalaureate degree and not used to fulfill the requirements for the baccalaureate degree. Such courses are pre-admission credits and subject to all pre-admission requirements and limitations. The department may have stricter limitations.

Leave of absence. A student admitted to a graduate program and in good standing may petition for leave of absence for one calendar year. Leave of absence status assures the student a continuation of the student's admission in the program during the period of the leave of absence. Application for leave of absence, endorsed by the department chair or program director, must be filed in the Office of Graduate Studies not later than the last day to register for classes in the term for which the application is made. A leave of absence is

granted only to graduate students in good standing and does not constitute a waiver of the time limit for completion of the graduate degree at PSU.

A student may petition for a second leave of absence from a graduate program, but approval is required from the department chair or program director and graduate committee of the college or school. Students who have not enrolled for three terms (excluding summer) must submit a reenrollment request.

Cancellation of admission to graduate program. If a student does not validate admission by registering and paying for at least one credit in the term of admission, that admission will be cancelled unless the student contacts the Admissions Office and requests that the admission be updated to another term within the calendar year. If the student does not validate admission within one calendar year, the admission will be cancelled and the student must submit a new application and a new application fee.

A student with validated admission to a graduate program who during a one-year period (1) does not have an approved leave of absence and (2) does not successfully complete a graduate course in the approved program of study for the degree may have admission to the degree program canceled. For further information, students are urged to contact individual departments for departmental restrictions.

Degree application. Candidates must file a Degree Application card with Graduate Studies by the first Friday of the anticipated term of graduation. The degree will not be conferred unless the student has attained a cumulative GPA of at least 3.00 for all graduate credits earned at Portland State, as well as a GPA of at least 3.00 on the courses ful-filling the degree requirements (courses listed on the GO-12 form for master's students); departments may establish a more rigorous standard.

Limitations for faculty members. PSU faculty members are encouraged to pursue additional advanced degrees at other institutions. Specifically, faculty members above the rank of instructor are not eligible to receive an advanced degree in their own department or school at the University; however, in special circumstances, they may earn a degree in a department or school in which they do not hold an appointment.

Academic standing. All students admitted to graduate studies (regular or conditional; master's, doctoral, graduate certificate) at Portland State University must maintain a GPA of at least 3.00 for all graduate credit earned at Portland State University. All graduate students, especially those in a conditional admission status, are expected to keep in close communication with their departments and to avail themselves of departmental advising.

Academic probation. An admitted student is placed on probation if:

1. The student's cumulative graduate GPA at Portland State University, based on the

completion of 9 graded graduate credits after admission to the graduate/postbaccalaureate level at PSU, is below 3.00 at the end of any term, or

2. The student's term graduate GPA, based on a minimum of 6 graded graduate credits, is below 2.67 for a given term.

While on academic probation the student will not be permitted to graduate, to be advanced to doctoral candidacy, to receive approval of the master's degree program (GO-12 form), to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credits in any term. Removal of academic probation occurs if the cumulative graduate GPA is brought to 3.00 within the next 9 graduate credits in graded courses in the case of probation due to a low cumulative GPA, or both cumulative and term GPA of 3.00 or above in the case of probation due to a low term GPA.

Disqualification. A student who is disqualified may not register for any graduate courses at PSU for at least one calendar year. Disqualification occurs if:

1. The student on academic probation for low GPA fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 graduate credits in graded courses; or
2. The student on probation for a term GPA below 2.67 does not receive at least a 3.00 term GPA and does not achieve a 3.00 cumulative GPA within the next 9 credits of graded graduate coursework; or
3. The student becomes subject to academic probation for a second time.

Readmission after disqualification. A disqualified student may petition for readmission as a degree-seeking student in a graduate program after one calendar year. Readmission after the mandatory one-year period is initiated by the student's filing of a petition for readmission to the Graduate Council through the Office of Graduate Studies. Readmission is not automatic. To be readmitted the student must meet all current admission requirements, with the exception of the graduate GPA.

If the student's graduate program has recommended readmission, the Graduate Council may grant readmission, with or without additional academic requirements, or may recommend continued disqualification. If the Graduate Council approves readmission, the student must submit a *reenrollment request* to the Office of Admissions. The readmitted graduate student is subject to all University and program requirements in effect at the time of readmission. The student must raise the PSU cumulative graduate GPA to 3.00 or better with 12 credits of graded graduate coursework after readmission, or she/he will be disqualified. Graduate courses completed at any institution while a student is under disqualification at PSU will not be applied toward a graduate program at PSU.

Graduate policy on academic honesty and integrity

Graduate students have a primary, unique relationship and responsibility to the faculty of the academic departments, the faculty upon whose recommendations graduate degrees are awarded. A major feature of the graduate student's responsibilities to the faculty is the adherence to academic honesty. The Graduate Policy on Academic Honesty and Integrity assumes that the student is honest, that all coursework and examinations represent the student's own work, and that all documents supporting the student's admission and graduation are accurate and complete. Academic honesty is a requirement for all graduate activities. Any violation of academic honesty and integrity is grounds for academic action. In addition, a student found in violation of this policy may be subject to disciplinary sanction as provided in the University Student Conduct Code. Violations of the policy include but are not limited to:

- 1. Cheating in examinations and course assignments.** The willful use or provision to others of unauthorized materials in written or oral examinations or in course assignments.
- 2. Plagiarism.** The appropriation of language, ideas, and products of another author or artist and representation of them as one's own original work; failure to provide proper identification of source data; use of purchased or borrowed papers in graduate courses without complete identification of the source.
- 3. Selling or offering to sell course assignment materials.** Selling or offering to sell material to another person; knowing, or under circumstances having reason to know, that the whole or a substantial part of the material is intended to be submitted in fulfillment of a course requirement.
- 4. Academic fraud.** Furnishing false or incomplete information to the University with the intent to deceive; forging, altering, or misusing University documents or academic forms which serve as the basis for admission, course study, or graduation; misrepresenting a person's identity to an instructor or other University official.

Graduate Council. This council recommends policies and standards for graduate courses and programs and coordinates all graduate activities of instructional units and programs. It develops and recommends University policies, establishes procedures and regulations for graduate studies, and adjudicates petitions regarding graduate regulations.

Procedures for allegations of violation of graduate policy on academic honesty and integrity. Allegations of violation of the graduate policy on academic honesty and integrity not resolved within the department (or appropriate academic unit) shall be submitted to the vice provost for Graduate Studies. At this point in the process, the dean is empowered to attempt to resolve the case and not forward the case to the Graduate Council. If the dean, with appropriate consultation, and the student concur in the case's disposition, such disposition will be imposed. If the dean is unable to resolve the case, the dean shall provide formal written notification to the student of the charges; the student's right to request a formal hearing to contest the charges; the student's right to waive the formal hearing by utilizing the student petition process (see paragraph below); and the requirement that the student's request for a

formal hearing or to file a petition be submitted in writing to the dean within 10 business days of the date of this written notification. If the student does not respond within this time period, the dean shall refer the matter to the Graduate Council for decision by default, based upon the information and records in the file, without further participation by the student. Upon referral to the Graduate Council, the council chair shall review the file and submit a written determination for final consideration by the council.

If the petition option is selected by the student, the student will complete a written petition to the vice provost for Graduate Studies that includes the student's own written statement, with attached supporting documentation, and the specific action requested of the Graduate Council. The Office of Graduate Studies shall request a written statement from the faculty member(s) and/or administrative personnel who have advanced the case of alleged violation of academic honesty and integrity. Consistent with existing Office of Graduate Studies procedures for the review of student petitions, at least two members of the Graduate Council will review the petition independently and each will submit their decision to approve or deny the student's requested action. Then, the Graduate Council chair will review both the student's petition and the decisions made by the Graduate Council members. The Graduate Council chair will approve or deny the student's request, or invoke an alternative disposition, indicating the findings of fact and evidence used to arrive at the decision. The Graduate Council chair's decision is final. It is reported to the vice provost for Graduate Studies, who provides written notification to the student of the chair's decision.

If the student requests a formal hearing instead of exercising the petition option (see paragraph above), the dean shall refer the matter to the Graduate Council chair, who will convene a hearing panel under the following procedures. The Graduate Council chair shall appoint a hearing panel from among its members and designate one of the appointed members to serve as the panel's chair. The hearing panel will be comprised of at least three but no more than five members. If there are graduate student members serving on the Graduate Council, the council chair shall invite one graduate student member to serve on the hearing panel. The council chair, in consultation with the panel chair, shall notify all involved parties of the date, time, and place for the hearing and provide a list of hearing panel members, in advance of the hearing, to permit objections to be heard regarding the appointment of any particular panel member(s). Prior to the hearing, all involved parties are encouraged to submit written arguments and corroborating documents to the hearing panel chair.

The dean, with assistance from the original complainant, and with advice and assistance from the Oregon Department of Justice, shall advance the case before the hearing panel. The student shall have the right to be represented (at the student's own expense) by counsel. The dean may elect to have the Department of Justice present the matter. At the panel hearing, all involved parties shall be given the opportunity to present further oral and written

arguments and to have witnesses called. Opportunity shall be provided for witness cross-examination. Testimony shall be presented upon oath or affirmation and a verbatim record of the hearing kept.

The hearing panel shall deliberate in private and produce a written decision, including the findings of fact and evidence relied upon to reach its decision. The administration has the burden of proving the allegations. Findings shall be based upon a preponderance of the evidence. If the hearing panel concludes that a violation of graduate policy on academic honesty and integrity occurred, the following constitute academic actions which the hearing panel may take:

- denial or rescinding of credit for the course in which the violation occurred;
- academic probation for a period of one calendar year;
- academic disqualification for a period of one to three calendar years;
- denial or rescinding of the award of the graduate degree.

In the event that the hearing panel is unable to reach a consensus decision, the hearing panel will submit its majority and minority report at the next scheduled Council meeting for deliberation and vote by the entire Graduate Council. A consensus decision, reached by the hearing panel and ratified at a subsequent council meeting, is final.

Upon receipt of the Graduate Council's decision, or the council chair's decision in the case of a petition, the vice provost for Graduate Studies will impose whatever academic sanction is included in the decision. If an academic sanction is imposed, the dean will also forward all materials gathered in the case to the Office of Student Affairs, which may choose to act under the auspices of the Student Conduct Code.

Dual Degree

By University policy, no credits applied toward a Master's degree, once that degree is completed, may be applied to the earning of another Master's degree, except for the special arrangement provided for in the dual Master's degree program. The guidelines as outlined in the Graduate Advisors Handbook state that:

In the case of the dual Master's degree program, a graduate student may work concurrently toward the completion of the requirements of two Master's degrees in complementary disciplines where an overlap of course work or research (not thesis) occurs. The dual degree program is planned in consultation with the approval of advisors from each program. To ensure time for adequate planning, applications for admission to the dual degree program are made early in the graduate studies. Application for admission to the second program in the dual degree program must be made no later than the term prior to the term in which final course work is completed for the first degree. A memo of agreement signed by both advisors and listing the specific courses, which will

be used for both degrees, must be on file in the Office of Graduate Studies before graduation with the first degree. These forms are available in the Office of Graduate Studies and Research, 117 Cramer Hall.

The following conditions for dual Master's degree must be met:

- a. The courses to be accepted dually for the two degrees shall be determined by the department(s) involved but may not exceed one-third of the required quarter credits for a degree. A listing of these courses must be on file in the Office of Graduate Studies prior to graduation with the first degree.
- b. If the two Master's programs have different totals for course credits, the one-third limit specified in (a) is determined by the smaller course total.

Working With Clients

Group Work Requirements

Practicum Prerequisites

Counseling Requirement

Insurance Requirement

Concurrent Enrollment in Clinical Experiences

Practicum and Internship Requirements

Internship Enrollment

Grading of Practicum and Internship

Verification of Clinical Hours

Clinic Library Information

Group Work Requirements

The following information provides clarification of both course and experiential requirements for the group work component of the MA/MS Education: Counseling degree program. The same requirements apply to those who may also be working towards licensure as a school counselor.

1. Enroll, during fall or spring quarter of your **second year** in the Counselor Education program, in **COUN 571 Group Counseling** (3 credits). This is the lecture/discussion/demonstration component of our group work requirement.
2. Enroll, during one quarter of your **first year** in the Counselor Education program, in **COUN 509 Practicum: Group** (1 credit). This is the experiential component of our group work requirement. You will participate in a small group of approximately eight members facilitated by someone who holds a Master's or a Doctoral degree. With verification of completion of COUN 509 Practicum: Group, students will also be able to log 5 contact hours on their practicum logs during enrollment in COUN 509 Practicum: Counseling.
3. After completing the counseling practicum, enroll in **COUN 504 Practicum: Internship** (3 credits each term). During the course of this enrollment, you will work at an off-campus site in conjunction with serving as a PSU Clinic intern. You must arrange for a site placement that will allow you to **facilitate or co-facilitate at least 10 sessions (or 10 clock hours) of a group**.

NOTE: (1) You may not enroll in the counseling Practicum until requirements #1 and #2 above have been completed.
(2) Even if you facilitate or co-facilitate a group in conjunction with counseling Practicum and log 5 hours contact hours of "group" from that experience, 5 contact hours of "group" from group counseling Practicum and 30 hours of one-to-one counseling, you must still (co)-facilitate a group in conjunction with Internship and the experience must be a minimum of 10 contact hours in duration.

Practicum Prerequisites

The course prerequisites for Practicum are specified below:

All **incompletes** must be removed prior to enrollment in Practicum and for continuation in Practicum. Pre-requisite courses for all specializations are: COUN 530 Abnormal Personalities, COUN 541 Introduction to Counseling, COUN 551 Theories and Interventions I, COUN 552 Theories and Interventions II, COUN 567 Using Tests in Counseling, COUN 566 Appraisal

Instruments, COUN 509 Practicum: Group, COUN 569 Developmental Foundations of Counseling, COUN 585 Diagnosis and Treatment Planning.

Counseling Requirement

Participate in the required 10 hour Experiential Training Clinic (ETC) (see description, Appendix J), **plus** an additional 10 hours of your own personal individual or group counseling. This requirement **must** be met prior to enrollment in Practicum. Documentation showing fulfillment of the 20 clock hours must be present in your Practicum file prior to Practicum. Bring the documentation to your clinic faculty member to place in your file.

Insurance Requirements

Documentation that you have malpractice insurance is required prior to enrolling in both Practicum and Internship. At some Internship sites, you may be asked to document health insurance in case of on-the-job injuries. Individuals who do not have documentation of malpractice insurance cannot provide counseling to clients. Teachers with OEA/NEA liability insurance may not be covered for activities, which take place at PSU in the context of the Counseling Clinic.

Concurrent Enrollment in Clinical Experiences

CACREP/CORE accreditation standards require completion of Practicum prior to Internship. **Therefore, concurrent enrollment in Practicum and Internship is not an option.**

Practicum and Internship Requirements

Practicum is a two-term course sequence. Application for Practicum occurs during the prior spring term. During Practicum, you will work once a week in either our on-campus clinic or the satellite clinic at the Helen Gordon Child Development Center. The clinic operates days and evenings. Assignment to a Practicum section is made by the program faculty and is based on balancing gender and program specialty (Community; Rehabilitation; Couples, Marriage, and Family; or School). Day Practicum meets from 9:00 a.m. to 2:30 p.m. You can expect to be at the clinic site from 4:00 p.m. to 9:20 p.m. for evening Practicum.

Practicum Requirements: Rehabilitation Counseling

Rehabilitation students who enroll in the two-term practicum experience are required to work with clients who have disabilities. Disabilities may span a wide variety of condition including physical, sensory, cognitive, psychiatric, behavioral and social conditions.

Internship Enrollment

Internship enrollment is dependent upon removal of all incompletes and satisfactory completion of Practicum as well as other required courses. If students begin volunteering or working at a potential internship site before completing practicum and other required courses they will not receive internship hours for their time at the site. They must complete the Volunteer Form (students can get the form on the Counselor Education website).

Documentation of malpractice insurance and possibly health insurance are also required. School Counseling specialization interns must enroll concurrently in Action Research (COUN 589).

Grading of Practicum and Internship

All Practicum and Internship hours are graded on a pass/no pass basis. Unsatisfactory progress or performance will result in either a formal plan of assistance or dismissal from the program. See pages 24-25 for more details.

Verification of Clinical Hours

All students are given a document to complete which summarizes their hours of clinical experience (for both Practicum and Internship). This document should be kept with our logs in your Practicum and Internship files so those hours can be verified. You should also keep a copy for your own records. Students will also log their clinical hours in the tk20 database.

Clinic Library Information

The Counselor Education Program Counseling Clinic maintains a collection of books, psychological tests, videos and audiotapes, pamphlets, and other written information, which may be used by Practicum students and their clients. The library is located in the Metropolitan Instructional Support Laboratory (MISL) on the 3rd floor, Graduate School of Education (GSE).

All materials **must** be returned by the end of the term in which they were borrowed. Deadline for return is Friday of the last regular week of classes (week prior to finals).

We welcome the donation of any books or other materials. If you have suggestions about items you would like to see added to the collection, please contact the Graduate Assistant at 725-4611, 506L GSE.

Students' FAQ

Advising

Meeting with Your Advisor
Request to Change Advisor
Student/Advisor Relationship

Monitoring Student Progress

First Year
During Clinical Training

Student Rights, Freedoms, Responsibilities, and Conduct

Academic Freedom
Academic Honesty
Grievances
Class Attendance, Completion of Course Assignments, and Academic Appeals
Annual Review and Plan of Assistance
Student Request for Variation of Program Requirements
Some Final Notations

Student Support

Support for Professional Development Activities
Student Honorary Society
Graduate Assistantships
Rehabilitation Traineeships
Computer Services

Staying Informed

PSU Bulletin

Student Newsletter

Mailboxes and E-mail

Posting or Distributing Information

Counseling Central

Student Representatives

Testing

Comprehensive Exams

The National Counselor Exam

Finishing Up

Nearing Completion

School Licensure: Oregon

School Licensure: Washington

Endorsement Policy

Postgraduate Concerns

Supervision and Licensure

Continuing Education

Advising

Meeting with your Advisor

Your advisor will be a key person as you pursue your academic program at PSU. Each term you should meet with and inform your advisor of your progress. You can schedule a time to meet with your advisor during scheduled office hours by calling the receptionist at (503) 725-4619. If you need to speak to your advisor prior to or after an advising session, call your advisor directly or use e-mail.

As you prepare for your first meeting:

Prepare to clearly articulate your professional goals and any special skills that you may want to develop.

Tentatively outline your program of study for the Master's and/or licensure programs. Consult the PSU Bulletin for a description of courses offered by all departments and programs in the University. The Fall Schedule of Classes usually has a listing of the term in which each class will be offered during that academic year.

Identify courses you want to transfer from another institution into your program of studies at PSU. These must 1) be discussed and approved by your faculty advisor, 2) be formally approved by the University by completing a GO-11 form, and 3) fall within the seven year limit set by the University for beginning and completion of a degree program.

Depending upon the program to which you have been admitted, there are a number of forms you must complete. Complete whatever forms apply to your program and situation during your first term of enrollment (**see Appendix A**):

*GO-11 Transfer Credits

*Waiver form. If approved, this form waives a specific requirement, but DOES NOT waive credits. Any required courses for which a waiver is granted must be documented with a waiver form

*TSPC: Track I: Initial license program of study

*TSPC: Track II: Initial license program of studies (Master's Degree).

Request to Change Advisor

You have been assigned an advisor, based upon your specialization. Should you wish to change your advisor, you must complete an Advisor Change Request form (**see Appendix A**). All changes are made with consideration given to both student need and faculty load. Both the new and old advisors and the program coordinator must approve the change.

Student / Advisor Relationship

Counselor Education students are required to meet with their advisors at least once per year. Students have the responsibility to make appointments to meet with their advisor.

Counselor Educators strive to develop positive and professional relationships with students; diversity is respected. Counselor Education students should recognize that their relationship with their advisor is not confidential. This relationship is different from that formed between counselor and client. Because Counselor Educators evaluate student academic and clinical progress and the student's professional development, they cannot be in a counseling relationship with their advisees. Such a relationship would constitute a dual relationship.

Since Counselor Educators have a responsibility to the counseling profession, as well as their academic institution, they have an obligation to confer with colleagues to make decisions concerning students' academic and clinical performance/progress. Personal information shared by students is not regarded as confidential and may be shared with colleagues if pertinent to the student's or the program's professional standing. However, when students share historical personal events and other past personal issues (mostly during class discussions and exercises), these are regarded as reflective of personal insight and growth. Such disclosures are, therefore, treated differently than the sharing of current unresolved and problematic issues and maladaptive behaviors.

Monitoring Student Progress

First Year

At the end of the first year, students may be required to meet individually with their advisors to discuss the First Year Student Feedback form. The First Year Student Feedback form is completed cooperatively by the Counselor Education faculty. The instrument is designed to provide students with feedback on how they are perceived by the Counselor Education faculty and to give them direction (if there are any academic concerns or issues) regarding their professional behavior or adherence to the ACA Code of Ethics.

Students' progress is also closely monitored and rated during both Practicum and Internship clinical training experiences.

During Clinical Training

Rating of Practicum Progress:

Student progress during Practicum is monitored by: (a) Practicum instructor, and (b) supervising intern(s). This progress is evaluated and rated both in writing and verbally. The evaluation feedback is shared with the student continuously and at the completion of each academic term. These evaluations are used to yield one of three grading options: P (Pass: adequate clinical competence demonstrated to date/for academic term), I (Incomplete: adequate clinical competence, but more time needed to demonstrate skill/professional development for this term), or NP (No Pass: inadequate progress not related to time in training experience). A NP is equivalent to a Failing grade. Students are allowed only one NP grade during their Practicum experience. In the event that the student receives a NP grade, the failed Practicum term is to be repeated. A second NP, anytime during the Practicum experience, results in an automatic dismissal of the student from the program.

Rating of Internship Progress:

Student progress during the community-based Internship experience is monitored by: (a) the site (field) supervisor, and (b) the academic/faculty instructor. This progress is evaluated and rated both in writing and verbally. The feedback from that evaluation is shared with the student at the end of each term. Evaluations of student performance yield one of the three grading options: P (Pass: adequate clinical competence demonstrated to date/for academic term), I (Incomplete: adequate clinical competence, but more time needed to demonstrate skill/professional development for this term), or NP (No Pass: inadequate progress not related to time in training experience). Students are allowed only one grade of NP during their Internship experience. When a student receives a NP grade, the failed Internship term must

be repeated. A second NP, anytime during the Internship experience, results in an automatic dismissal of the student from the program.

Assignment of No Pass (NP) Grade

NP reflects unsatisfactory performance on the part of the student. When indications of unsatisfactory performance are first evident, the Practicum supervisor (clinic experience) or the Internship site supervisor (field experience) shares the observations with the student. If needed, a plan of assistance is then developed by the Practicum supervisor or Internship site supervisor, and the student, to rectify those areas in need of improvement. If no improvement becomes evident in the student's performance within a reasonable period of time (typically one month or less), a grade of NP is assigned to the student's performance (to reflect failure to attain satisfactory performance during that term). A grade of NP is assumed to indicate the following: (a) the student's performance failed to attain satisfactory progress in the areas of knowledge, professional skills, or clinical skills; (b) the student has been advised that his or her performance is unsatisfactory; (c) the student was given adequate time to work on the area(s) in need of improvement; (d) the student was provided with assistance by both faculty, and, when appropriate, site supervisor to improve his or her performance; and (e) despite all these efforts, the student's performance has not demonstrated any appreciable improvement.

Student Rights, Freedoms, Responsibilities, & Conduct

The policies governing the rights, freedoms, responsibilities and conduct of students are set forth in the *Statement of Student Rights, Freedoms, and Responsibilities*, as supplemented and amended by the Portland State University Student Conduct Code, which has been issued by the President of Portland State University. The code governing academic honesty is part of that document; both of these statements can be obtained through the Office of Student Affairs in 433 Smith Memorial Center. Policies governing the rights, freedoms, responsibilities and conduct of students are also delineated by the *Code of Ethics of the American Counseling Association* (1995); students should refer to Section F: *Teaching, Training, and Supervision* for the statement of ethical principles guiding the counselor education experience. Students are also expected to follow the *GSE Code of Conduct* which can be viewed at: www.pdx.edu/media/g/s/gse_handbook_student_conduct.pdf

Academic Freedom

Academic freedom is the intellectual and creative foundation of teaching and learning in a university environment. This "foundation" includes accepting responsibility for maintaining an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to

exercise appropriate restraint and show respect for the opinions of others.

Academic Honesty

Academic honesty is the cornerstone of any meaningful education and prohibits all forms of academic cheating, fraud and dishonesty. These acts include, but are not limited to, plagiarism, buying and selling of course assignments and research papers, performing academic assignments for others, and other practices commonly understood to be academically dishonest. Students should carefully read the Student Conduct Code for a more complete description of this topic and the discussion of academic honesty in the Graduate Studies section of the PSU Bulletin.

Allegations of academic dishonesty must first be addressed by the instructor of the course in which alleged violations have occurred whether these allegations are made by one student against another or by a faculty member against a student. If the matter can be resolved in this manner, no additional steps need be taken. In the event the issues cannot be resolved, the involved parties should meet with the student's academic advisor and with the coordinator of the counselor education program for the purpose of achieving closure that is acceptable to all concerned. (Note: At the student's discretion, a neutral support person may participate in all discussions). If resolution at this level fails, the problem can be referred to the department head. If resolution is not achieved via a meeting with the department head, an appointment should be made with the Dean of the Graduate School of Education. (In no instance should the involved students or faculty draw the issues to the attention of another party until all avenues leading to possible resolution of the matters at hand have been explored at the lowest level of administrative responsibility). In the event that no resolution can be achieved at the Dean's level, the next level to which allegations are to be referred is the Dean of Graduate Studies (see the Graduate Studies section of the PSU Bulletin).

Grievances

In the spirit of University collegiality, and in keeping with principles outlined in the ACA Code of Ethics, every effort should be made to resolve grievances between students or between faculty and students informally by discussion between complainants. It is not appropriate for a student to ask a faculty member to resolve a grievance with another student without first attempting informal resolution. Likewise, it is not appropriate for a student to talk with another faculty member with respect to an issue he or she has with a faculty member without first talking directly to the faculty member with whom the issue has arisen. In the event direct and informal discussion is unsatisfactory, the involved parties should follow the procedures as outlined in the previous section. In the event the issues involved relate to sexual harassment or discrimination, a complaint can be filed through the Office of Affirmative Action, 122 Cramer Hall, which is obligated to investigate all such allegations.

Class Attendance, Completion of Course Assignments, and Academic Appeals

Students are expected to attend all class meetings; however, one absence is not considered excessive. Arrangements should be made with the course instructor to make up missed attendance-related assignments and experiences when it is possible to do so. If, because of the nature of the course and experiential learning activities, it is not possible to make up excessive absences, students may need to withdraw from the course and re-enroll during a subsequent quarter. It is up to the student and faculty member to negotiate a satisfactory solution with respect to absences.

Course assignments must be completed and turned into the course instructor by agreed upon due dates in order to complete requirements for the assignment of a course grade.

Incomplete grades cannot be assigned because students did not take the time to complete assignments. All Incomplete (I) grades must be negotiated with the instructor and should include a completion deadline. Appeals of assigned course grades must follow guidelines set out by the Academic Appeals Committee of the University (see PSU Bulletin). (Note: Students needing an accommodation should notify the course instructor at the beginning of the course.

Students will be referred to Resource Center (725-4005) to document their disability and to obtain support services if appropriate).

Classroom Behavior and Professional Conduct

Students are expected to demonstrate professional behavior and collegiality at all times, inside and outside the classroom. Respect for faculty instructors and towards fellow students is an ethical requirement of the counseling profession. Being late for class, eating in class without instructor consent, talking with fellow students while instructors are conducting class, using cell phones or having them ring during class, are all examples of disruptive behaviors that degrade the integrity of the classroom experience. The Counselor Education faculty may have additional classroom conduct requirements specified in course syllabi. Maintaining professionalism outside the classroom is also expected, and violations of such standards as set out in the 2005 ACA Code of Ethics may be considered in evaluating student progress in the program at any time

Annual Review and Plans of Assistance

Each year, the counselor education faculty reviews the progress of all students. Reviews of first year students always address the readiness of the student to enroll in the second year practicum experience. In instances in which student progress is not deemed satisfactory, the student will be contacted by his or her faculty advisor and given appropriate feedback. At times, it may become necessary for a student to work with faculty to develop a plan of assistance for the purpose of overcoming a barrier to successful completion of a degree or licensure program. This plan may include a recommendation to acquire additional personal counseling. In the event that such assistance does not result in alleviation of the identified

barriers, a student may be required to take a leave of absence from the program until such time as they are better able to function in the context of their role as a graduate student in the counselor education program. In some instances, as supported by section F.3 in the ACA Code of Ethics, a student may be dismissed from the degree or licensure program.

Student Requests for Variation of Program Requirements

In the event that a student wishes to request a variation of program requirements, he or she should initiate the process via a meeting with his or her faculty advisor. In some instances, through the course waiver process, a variation can be approved by the faculty advisor. In other instances, a student may be asked to state the request in writing and meet with the counselor education faculty for the purpose of resolving any issues or problems that might be inherent in the request. In all cases a student must complete program requirements within the seven-year time limit established through the Office of Graduate Studies.

Some Final Notations

The importance of following established university policies and the current Code of Ethics of the American Counseling Association cannot be over emphasized. In all cases, parties should attempt to obtain clarifying information or to resolve interpersonal or academic difficulties through direct and informal means prior to involving an outside party.

Your signature below indicates that you have read and agree to the above statement of rights, freedoms, responsibilities and conduct. Your signature also indicates that you have read the attached university policies and the Code of Ethics of the American Counseling Association and have committed to conducting yourself in a manner congruent with these documents.

Signature

Date

Keep a copy of this statement and the attached items. Return a signed copy of only the Student Rights, Freedoms, Responsibilities and Conduct statement to the receptionist in the main office of the Department of Special and Counselor Education (204 Education Building). The material will be filed in your advising folder. You may not register for core courses or continue in the counselor education program until the signed document is on file.

Adopted: March 1, 2000

Revised: April 1, 2005

Student Support

Support for Professional Development Activities

The Counselor Education program encourages your participation in workshops and professional meetings. Notices about workshops, professional meetings, employment opportunities, and doctoral programs can be found on bulletin boards in room 510 GSE, near the mailboxes outside 510 GSE, and near the fifth floor faculty offices.

Student Honorary Society

Chi Sigma Iota is a rapidly growing International Counseling Academic and Professional Honor Society for counselors-in-training, counselor educators, and professional counselors. It has invited over 11,000 individuals and 140 chapters to membership since its formation in January of 1985. The objective of CSI, as stated in the Society's By-laws, is "...to promote scholarship, research, professionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling". Membership benefits include the CSI Newsletter 3-4 times a year, annual conventions, annual awards recognizing excellence in the field, certificate of membership and membership pin, and access to an international network of others in the counseling profession.

Pi Sigma Upsilon is PSU's chapter of this international counseling students' honor society. It is a student-run organization with a faculty advisor. The group schedules professional speakers each year and provides the opportunity to become professionally involved in the organization. Eligibility requires a cumulative GPA of 3.5 or higher. Membership is \$45.00 for first year, \$35.00 for renewal. Information regarding membership may be obtained from the Reception area for the Graduate School of Education (204 GSE).

Graduate Assistantships

Graduate assistantships may become available in the department or school. Available positions are announced in counseling courses and advertised on bulletin boards. Assistantships pay a monthly stipend and most of the cost of tuition. They require the student to be enrolled in at least 9 credits per term.

Rehabilitation Traineeships

Several traineeship awards may be available for qualified students. Applications from disabled and minority candidates are especially encouraged. The stipends are awarded on a competitive basis and are based upon availability of funds. See Hanoch Livneh for more information.

Computer Services

As an enrolled student at PSU, you have access to computers, computer software and printing services. As an education student, you may use the MISL computers and printers on the third floor of the Education Building. There are also computers, a variety of software options, and printing available at any of the three general access micro-computer centers: 322 Cramer Hall, S18 Smith Memorial Center and 139 Science II.

Staying Informed

PSU Bulletin

You should read the PSU Bulletin. This document describes university services such as financial aid, counseling, legal aid, and placement services that are available to students. It also contains course descriptions for all discrete numbered courses in the University. Secure a copy of this document and keep it for future reference.

Student Newsletter

This is an informative publication written by and for the students in the PSU Counselor Education Program and Chi Sigma Iota. The newsletter is electronic and is located on the Counselor Education Website. Paper copies are available upon request. It is published at least twice annually. Current events, dates of importance, applicable websites, and articles of interest are included.

E-mail Requirement

The faculty wants to keep in touch with you and help you keep in touch with other students in the program. Please note that e-mail is the major "vehicle" for the transmission of information about course changes, required meetings, applications for Practicum and Internship, comprehensive exams, etc. All students are required to maintain their PSU email addresses. Class professors may correspond with the entire class through email announcements. Students must establish their email address at the start of the first term of their first year in the program. Students may begin to receive notifications and

correspondence during September for which **the student is responsible**. Students must notify the Counselor Education Graduate Assistant and/or the Counselor Ed admission staff (located on the second floor of GSE) of their exact PSU email address when they are given one through OIT. When in doubt contact your advisor and leave a change of address form identifying your email address with Tasa Lehman at the second floor reception desk for delivery in the Graduate Assistant mail box for Counselor Education. The note should have your full name, your PSU email address and phone number, in case there is difficulty in reading your note or an error in your email address.

The Counselor Education Program no longer requires students to use their PSU email address for the cohort list serve, but using a PSU email address is recommended. If you are using a non PSU email address and you change your email address, **then you are responsible for updating your address in the list serve. The majority of your correspondence from the program will be delivered through the list serve.** If you need assistance with changing an email address in the list serve you can contact the Counselor Education Graduate Assistant.

Testing

Comprehensive Exams

Comprehensive exams are given during fall and spring quarter only. Watch for dates and directions for signing up via e-mail. Students should refer to page 103 for additional information about the exam requirements for graduation from the program.

The National Counselor Exam

The National Counselor Exam (NCE) is given by the National Board for Certified Counselors (NBCC). There is a PSU-based administration once a year. Watch for dates and directions for signing up via e-mail. The Certified Rehabilitation Counselor (CRC) Exam is administered by the Commission on Rehabilitation Counselor Certification (CRCC). For dates and directions for signing up, contact the Rehabilitation Counseling Specialization Coordinator.

Finishing Up

Nearing Completion

At least one term before you plan to graduate or seek recommendation for a basic or standard license as a school counselor, you must meet with your advisor and complete the necessary paperwork (GO-12 or school licensure forms). At this meeting, the procedures for completing any remaining requirements such as thesis defense or comprehensive exams will be clarified. A Master's Degree Checklist outlining existing procedures has been developed. Please refer to this list when "finishing up" (**Appendix F**).

When completing these forms, remember that it is best to list only the 72 credits that you want to apply toward the degree. Credits listed on this form cannot be applied toward other Master's degrees.

The necessary forms and information are available online at www.gsr.pdx.edu/ogs_forms.html

Steps To Complete - Four Forms Required For Graduation In Counselor Education

Application for Awarding of Master's or Doctoral Degree form

1. The Application for Awarding of Master's or Doctorate Degree is located at <http://www.gsr.pdx.edu/application.php>
2. Complete form.
3. Take completed form to the Office of Graduate Studies at 600 Unitus Building.

The GO 12 form

1. Complete the GO 12 located at http://www.gsr.pdx.edu/ogs_forms.php
 - a. List all core courses and elective requirements taken at PSU after you were admitted into the program. Please use your official transcript as a guide. Refer to your Student Handbook to see the required courses for your specialization.

- b. Do not list any prerequisites for admission into the program. Do not list 400 level courses.
 - c. List courses individually. Do not bundle courses, such as Internship. Internship is taken three times for one credit each term.
 - d. Note on the lines provided any courses that were taken to replace specific required courses.
 - e. List the current courses in progress. Leave the grade blank. The Office of Graduate Studies will check your grade as part of their audit process.
3. Have advisor sign form. Note: Students applying for graduation are required to meet with advisor to sign *GO 12* and the *GO 21* if necessary.
 4. Turn in the signed *GO 12* and *GO 21*, if needed, to the front desk of ED 204.

The *GO 21* form

1. Candidates who have taken PSU courses prior to admission or who are transferring courses from another institution must complete a *GO 21* for those courses.
 - a. List all required Counselor Education courses taken prior to admission or required courses being transferred in from a different institution.
 - b. Do not list any prerequisites for admission into the program.

NOTE: Candidates who complete the forms incorrectly delay the posting of their degree.

Endorsement Policy

Employment:

Students and program graduates applying for employment, internship, or field placements are reminded that the Counselor Education program faculty can only endorse or recommend students and program graduates for positions and placements in specialties or areas in which students are qualified and have been prepared. In situations in which a student or program graduate has acquired additional training and expertise outside of the Counselor Education Program, the candidate is advised to obtain recommendation directly from the entities that provided the additional training/education.

Licensure and Certification Examinations:

Students planning to sit for the NBCC's National Counselor Exam examinations must be enrolled in the School or Community Counseling tracks since the NBCC endorses applicants in both tracks. Students in the Rehabilitation Counseling and Couples, Marriage, and Family tracks may apply to sit for the NBCC examinations but must utilize a different application form. Students must apply for the NCE exam based on the specialization in which they were admitted to the Counselor Education program.

Scholarships/Fellowships and Further Education:

The Counselor Education program faculty is interested in and committed to assisting students and program graduates that are seeking recommendations for scholarships, fellowships, and grants while completing their education at Portland State University. At the time of application for assistance, students must be in good academic standing, and must demonstrate excellence and commitment to the field of counseling. The program encourages interested students to pursue further education, and is happy to support qualified students in this pursuit.

Postgraduate Concerns

Supervision and Licensure

To qualify for licensure as a professional counselor under ORS 675.715 (3), an applicant shall have completed three years of full-time supervised counseling experience. The applicant must

have completed no less than 2,400 **direct client contact hours** (up to 800 of those hours may be completed during the clinical portion of the degree program) and 120 supervision hours with a qualified supervisor.

Other specific requirements apply. For further information, contact the Oregon Board of Licensed Professional Counselors and Therapists:

(503) 378-5499 e-mail: lpc.lmft@state.or.us website: www.oblpct.state.or.us

Continuing Education

Every two years between April 1 and March 31 of even numbered years you must complete (40) clock hours of continuing education in order for your license to be renewed.

You may obtain the 40 clock hours in a variety of ways:

- all 40 hours may be education/training hours such as workshops, seminars, college classes;
- up to 20 hours may be gained through clinical supervision/consultation by a state licensed mental health professional;
- up to 10 hours may be obtained through "distance learning" including correspondence programs or television courses; or up to 10 hours may be attained for professional publication (5 per publication)
- at least 10 hours **MUST** be attended education/training

Other specific requirements apply. For further information, contact the Oregon Board of Licensed Professional Counselors and Therapists:

(503) 378-5499 e-mail: lpc.lmft@state.or.us website: www.oblpct.state.or.us

Appendices

A. List of Forms

B. Program Information Packet

C. Comprehensive Exam Preparation

D. Thesis Guidelines

E. Master's Degree Checklist

F. NBCC Registration as an Intern

G. Useful Address and Websites100

H. Program of Study: Tracks I and II, School Specialization

I. Experiential Training Clinic (ETC)

J. Tk20 Database

K. Sequence of Courses

APPENDIX A

List of Necessary Forms

List of Forms

Available online at <http://www.gsr.pdx.edu/ogs_forms.html>

- GO-7 Request for Change of Status**
Changes a student's admission status from Conditional to Regular.
Submit to Degree Requirements in the Office of Registration and Records.
- GO-10 Reservation of Graduate Credit**
Applies up to 12 credits earned only at PSU before admission to the Counselor Education Program. Submit to the Office of Graduate Studies and Research.
- GO-12 Approved Graduate Degree Program**
Lists all graduate credits needed for the Master's degree program sought.
Submit to the Office of Graduate Studies and Research.
- GO-13 Change in Graduate Degree Program**
Use only if altering the GO-12. Submit to the Office of Graduate Studies and Research.
- GO-15 Validation of Out-of-Date Graduate Credit**
Applies to previous PSU coursework only.
- GO-16D Appointment of Doctoral Dissertation Committee**
Use if writing a Master's thesis. Submit to the Office of Graduate Studies and Research.
- GO-16M Appointment of Final Oral Examination Committee (Master's Level)**
Use if writing a Master's thesis. Submit to the Office of Graduate Studies and Research.
- GO-17D Doctoral Recommendation for the Degree**
- GO-17M Masters Recommendation for the Degree**
Submitted by the Counselor Education Program to the Office of Graduate Studies and Research.
- GO-19D Request for Change of Major (Doctoral Level)**
- GO-19M Petition for Change of Major (Master's Level)**

Use if changing, for example, from MA to MS within the same department or to a new program. Submitted by the Counselor Education Program to the Office of Graduate Studies and Research.

GO-21 Proposed Transfer Credit
Must be completed and approved prior to submission of GO-12. Many limitations apply.

----- Graduate Petition Form
Use to request action on a specific University policy/regulation in relation to a certain course.

Available in 204, Graduate School of Education

Waiver Form

Waives a specific requirement but does not waive credits.

TSPC Documents

Licensing forms for School Counselors

Advisor Change Request Form

Changes made with consideration of both student need and faculty load.

Request for Leave of Absence

If needed, leave available for one year. Otherwise, must maintain continuous enrollment except for summer.

Registration for Comprehensive Exam

Eligible to take when 48 credits completed and in either last term of Practicum or have completed it.

Overload Approval

Use if planning to take more than 16 credits in a term.

Available in 606A, Graduate School of Education

TSPC Documents

Licensing forms for School Counselors.

Available in Office of Graduate Studies and Research, 117 Cramer Hall

Dual Degree form

Use if working on two Master's degrees simultaneously.

Overload Approval

Use if planning to take more than 16 credits in a term.

Available from your Advisor

Independent Study Form

Requires PSU tenure track or fixed-term faculty member's collaboration based on student's prepared proposal.

Available from Clinical Coordinator

Practicum Application Packet

Internship Handbook

Internship Site Application and Clinic Supervising Form

Appendix B

Program Information Packet

NOTE: The information in this appendix was previously given to you when you inquired about admission. It is included here for the purpose of providing you with a copy for your records.

Department of Special Education and Counselor Education-SPED
Graduate School of Education
Portland State University
P.O. Box 751
Portland, OR 97207-0751

Counselor Education Program

With Specializations in:

**Community Counseling
Couples, Marriage & Family Counseling
Rehabilitation Counseling
School Counseling**

(503) 725-4619

http://www.pdx.edu/sped-coun/counselor_ed.html

The Counselor Education program at Portland State University is a graduate program at the Master's level. A MA or MS in Education: Counseling is awarded upon satisfactory completion of a planned program of study to develop:

- Expertise in the theory and research base needed by successful practitioners,
- Awareness of professional ethics and responsibilities as well as current issues and trends in the counseling profession, and
- Mastery of basic and advanced counseling interventions, consulting, and appraisal skills.

Students plan programs of study around a required core curriculum in consultation with an assigned faculty advisor.

Elective courses are chosen based on the candidate's intention to work either in a school, community, rehabilitation, or couples, marriage and family setting. This is primarily an evening/weekend program. However, some day classes may be required. The program takes 3 years to complete unless students choose to proceed more slowly.

All students who are pursuing a Master's degree in Counselor Education must complete core courses, with some additional work needed based on program requirements. This program satisfies University and Graduate School of Education requirements as well as the requirements needed to take the examinations of the National Board for Certified Counselors (NBCC), the Commission on Rehabilitation Counselor Certification (CRCC), and the Oregon Board of Licensed Professional Counselors and Therapists. Students wishing to be eligible for the Oregon Personnel Services License required of school counselors will complete the Teacher Standards and Practices Commission (TSPC) requirements within their Master's program. Students may pursue one of the following specializations within the Counselor Education program:

The Community Counseling Specialization

Prepares individuals to work as counselors in private and public community agencies, community colleges, universities, employee assistance programs, private practice, and managed care settings. Prior experience in a helping relationship is recommended for individuals pursuing this specialization. Depending upon one's choice of setting, the counselor should prepare to offer assessment and intervention services to the populations seeking counseling services. Program completion can lead to state licensure as a Licensed Professional Counselor (LPC).

The Couples, Marriage & Family Counseling Specialization

Prepares individuals to do couples, marriage and family counseling, and to work in private and public agencies, private practice and managed care settings. Program completion can lead to state licensure as a Licensed Marriage & Family Therapist (LMFT) and/or Licensed Professional Counselor (LPC).

The Rehabilitation Counseling Specialization

Prepares individuals to work in a variety of settings such as the state/federal rehabilitation system, public and private rehabilitation facilities, and supported employment projects, with clients needing vocational and psychosocial rehabilitation services. Emphasis is on the development of effective interpersonal counseling, vocational development, and job placement skills in order to assist clients with chronic and severe disabilities to improve the quality of their lives via self-sufficiency and economic independence. Program completion can lead to state licensure as an LPC, and or Certified Rehabilitation Counselor.

The School Counseling Specialization

Prepares individuals to serve as counselors in private or public schools at levels K-12. The counseling emphasis in schools is on facilitating the growth and development of all students, in delivering services that facilitate learning, and in providing assistance for crisis situations. Program completion can lead to state licensure as an LPC and Teacher Standards and Practices Commission (TSPC) licensure as a Licensed School Counselor.

Program of Study

Each Counselor Education Specialization (except School Counseling Licensure Only) requires the following core courses:

Core Courses	Credits
Coun 531 Foundations of Substance Abuse Counseling	3
Coun 504 Internship	9
Coun 509 Practicum: Group Counseling	1
Coun 509 Practicum: Counseling	6
Coun 509 Practicum: Peer Supervision	2
Coun 543 Interpersonal Relations (Counseling Skills)	3
Coun 551 Theories & Interventions I	3
Coun 552 Theories & Interventions II	3
Coun 566 Appraisal Instruments	1
Coun 567 Using Tests In Counseling	3
Coun 568 Career and Life Style Planning	3
Coun 569 Developmental Foundations in Counseling	3
Coun 570 Ethical and Legal Issues	3
Coun 571 Group Counseling	3
Coun 580 Supervision ¹	1
Coun 581 Multicultural Perspectives in Counseling	3
Coun 582 Research and Program Evaluation in Counseling	3
Coun 585 Diagnosis & Treatment Planning I	3
Subtotal of Core Classes	56

The Community Counseling Specialization

In addition to the core courses the program of study leading to an MA or MS in Education with a Community Counseling Specialization must include the following courses to total 74 credits:

Community Counseling Courses	Credits
Coun 575 Foundations of Couples, Marriage & Family Counseling	3
Coun 586 Psychopharmacology and Mental Illness	3
Coun 587 Foundations of Mental Health Services	3
Coun 588 Diagnosis & Treatment Planning II	3
Coun 553 Advanced Therapeutic Strategies	3
Coun 507 Seminar: Electives	3
Total Credits for Degree	74

¹ This one credit course in supervision is required of all students prior to their enrollment in Internship.

The Couples, Marriage & Family Specialization

In addition to the core courses the program of study leading to an MA or MS in Education with a Couples, Marriage & Family Specialization must include the following courses to total 77credits:

Couples, Marriage & Family Therapy Courses	Credits
Coun 575 Foundations of Couples, Marriage and Family Counseling	3
Coun 572 Systemic Perspectives on Human Sexuality	3
Coun 573 Contemporary Couples, Marriage & Family Systems	3
Coun 574 Family Life Cycle And Transitions	3
Coun 577 Family Therapy	3
Coun 578 Couples Therapy	3
Coun 579 Advanced Systemic Interventions: Couples and Families	3
Total Credits for Degree	77

The Rehabilitation Counseling Specialization

Students seeking national licensure as rehabilitation counselors or state licensure by the Oregon Worker's Compensation Department should complete the following course in addition to the core courses to total 77 credits.

Rehabilitation Counseling Courses	Credits
Coun 590 Foundations of Rehabilitation Counseling	3
Coun 591 Medical Aspects of Disability	3
Coun 592 Psychosocial Aspects of Disability	3
Coun 593 Case Management	3
Coun 595 Contemporary Issues and Applications in Rehabilitation Counseling	3
Coun 583 Job Placement and Training	3
Coun 594 Occupational Analysis / Vocational Analysis	3
Total Credits for Degree	77

School Counseling Specialization

The program consists of 74 credits of study leading to an MA or MS in Education: School Counseling Specialization.

School Counseling Courses	Credits
Coun 596 Foundations of School Counseling	3
Coun 555 Counseling Children and Youth	3
Coun 545 Youth At Risk	3
Coun 527 Counseling Individuals with Diverse Needs	3
Coun 576 Parents, Families, and Communities in Schools	3
Coun 589 Action Research in Counseling	3
Total Credits for Degree	74

Track I is for individuals with two years teaching experience. The Initial License is issued for a period of three years and may be renewed once before completing all the additional TSPC requirements for the Continuing License.

Track II is designed for individuals who cannot document two years teaching experience. Track II student's complete 80 credits to include a 6 credit, 200 clock-hour teaching requirement as part of their program. The Initial License is issued for a period of three years and may be renewed once before completing the additional TSPC requirements for the Continuing License.

Track II students must complete the following course during fall, winter, and spring terms (2 credits per term) in the first year of their program:

COUN 526 Effective Teaching (200 hour teaching Practicum)

School Counseling Specialization: Licensure Only Option

Students enrolled in the **Licensure Only** option must be graduates from an accredited Master's program in counseling, psychology, or social work that required a clinical Practicum focused on individual and group counseling skills. Licensure Only **does not** include graduate degrees in teaching or education. The program is designed to meet the requirements for the school counselor license approved by TSPC. Students must complete the School Counseling core to be eligible for licensure.

All students in the Licensure Only Option must take the School Counseling Specialization core courses. Teachers Standards and Practices Commission requires school counselors to have two years experience as a licensed teacher in a public school setting. Individuals in need of the teaching requirement must take the six-credit, 200-clock hour Teaching Experience sequence required of Track II students.

Students in the Licensure Only program are required to document a 600 hour internship in a school setting.

School Counseling Licensure Only Courses	Credits
Coun 526 Effective Teaching	6
Coun 504 Internship	9
Coun 596 Foundations of School Counseling	3
Coun 555 Counseling Children and Youth	3
Coun 545 Youth At Risk	3
Coun 527 Counseling Individuals with Diverse Needs	3
Coun 576 Parents, Families, and Communities in Schools	3
Coun 589 Action Research	3
Total Credits	33

ITEMS STUDENTS MUST PAY ATTENTION TO

1. Practicum Prerequisites:
 You must be able to document completion of the following courses **before** Practicum enrollment is guaranteed. Remember all “I”s in Practicum prerequisites **must be removed** prior to enrollment in Practicum. Concurrent enrollment in COUN 543 Interpersonal Relations (Counseling Skills) is mandatory. An “I” in this course will result in withdrawal from COUN 509 Practicum: Counseling.

Name of course:	Term taken:
COUN 566 Appraisal Instruments	_____
COUN 509 Practicum: Group	_____
COUN 530 Abnormal Personalities	_____
COUN 541 Introduction to Counseling	_____
COUN 551 Theories and Interventions I	_____
COUN 552 Theories and Interventions II	_____
COUN 567 Using Tests in Counseling	_____
COUN 569 Developmental Foundations of Counseling	_____
COUN 571 Group Counseling	_____
COUN 585 Diagnosis and Treatment Planning I	_____

If you plan to counsel families or couples for your Couples, Marriage & Family license, you should have completed six (6) credits in Couples, Marriage & Family course work prior to Practicum.

2. Admitted students will be placed in Fall or Spring practicum groups during the 2nd year in the program. **ALL students must apply for Practicum during the spring quarter of their first year.**
3. Students must join the American Counseling Association (ACA) and are encouraged to join the Oregon Counseling Association (ORCA). Applications for membership are available through the faculty.
4. Each student must hold professional liability insurance prior to and during enrollment in Practicum and Internship. Membership in ACA is prerequisite to acquisition of ACA’s professional liability insurance, which must be in effect prior to enrollment in Practicum and in Internship. School Counselors who have OEA/NEA insurance need to seek clarification of coverage for work in the clinic at PSU.
5. Each student must participate in the program’s Experiential Training Clinic (ETC) for 10 hours and as a client in a group or individual counseling/therapy experience prior to the Practicum sequence (total 20 hours minimum). Documentation of this experience is required at the time the Practicum begins.
6. Students may complete 24 graduate quarter hour credits prior to admission to the Counselor Education program. These credits may be transferred into the student’s planned programs of graduate study with the approval of the student’s Counselor Education advisor. Prerequisite courses for admission cannot be part of a graduate program. If students have taken graduate courses at PSU, or other universities, it is up to the student to meet with a faculty advisor to determine transferability and to complete appropriate paperwork.
7. A seven-year time limit exists for all Master’s degree programs, beginning with the first course included on a planned program of study. Courses utilized in school licensure programs should meet these same recency requirements. (NOTE: Admitted students must apply for a leave of absence if they do not plan to enroll in courses during two consecutive terms in an academic year).

8. School counseling students must apply for an Initial or Continuing License within three years of program completion, otherwise nine additional credits of course work (based on current licensure requirements) must be completed within a three-year period to satisfy TSPC's recency requirements. Licensure application forms are available in the Graduate School of Education's licensure office.
10. All Master's degree candidates must complete a three-hour comprehensive exam, a Master's thesis, or a Portfolio. Exams are scheduled during fall and spring quarters. A Master's thesis takes four or more quarters to complete, is supervised by a faculty advisor and committee, and includes six to nine credits of COUN 503 Thesis. NOTE: Students doing a thesis must enroll for at least six credits of COUN 503, and must start the thesis process early for a timely completion.
11. Master's degree candidates who have available credits may include up to a maximum of 12 credits in COUN 501 Research and COUN 505 Reading and Conference, combined, on their planned program of study (GO-12).
12. At times, it may be appropriate to integrate workshop experiences endorsed by the National Board for Certified Counselors (NBCC), the American Association of Couples, Marriage & Family Therapists (AAMFT), the Commission on Rehabilitation Counselor Certification (CRCC), and other professional organizations into the process of planning COUN 505 courses. Students may not enroll in 505 courses without prior approval by their faculty advisor.
13. A selection of courses in the COUN 507 seminar series are offered each quarter. Courses are offered based on a combination of student interest and issues in the profession. Examples of 507 courses include:

Abuse; Prevention	Internal Family Systems
Adoption Experience	Jungian Counseling
Anger Management	Preventing Adolescent Suicide
Art Therapy	Psychiatric Rehabilitation
Assertiveness Training	Solution Focused Therapy
Counseling the College-bound Student	Stress and Coping
Gay/Lesbian Counseling	Substance Abuse
Grief Counseling	Suicide Prevention
14. Periodically, special three-credit courses (e.g., Coping with Crises, Play Therapy, Counseling the Elderly) are offered under COUN 530. Students may include such course work on Master's degree programs of study (GO-12) planned in consultation with a faculty advisor.
15. Continuous enrollment in the program is expected, excluding summer. Deferring enrollment is not an option; students who wish to do so must re-apply for admission for the following year. If enrollment does not occur for two consecutive terms, a student will be automatically dropped from the program. Application for a leave of absence during the program, not to exceed one year, is available and should be submitted to the advisor prior to the leave of absence.
16. A series of courses in Addictions Counseling is offered through Continuing Education. These courses will lead to a graduate certificate in Addictions Counseling and meet the academic requirements for CACDI certification through the Addictions Counselors Certification Board of Oregon (ACCBO). Contact Marion Sharp at sharpml@pdx.edu or (503) 725-4876 for additional information.
17. A series of courses in Couples, Marriage & Family Counseling is offered through the Counselor Education Program which will lead to a Graduate Certificate in Couples, Marriage & Family Counseling. Contact Susan Halverson-Westerberg at 503-725-8106 for additional information.

Appendix C

Comprehensive Exam Preparation

Comprehensive Exam Preparation

In order to graduate from the Counselor Education Program all students must (a) successfully pass the Comprehensive Exam, or (b) write and defend a scholarly project (the master's thesis), or (c) develop a professional project or portfolio, in their specialized area, and formally present their work to faculty and students. The Specialization Coordinator defines the project in consultation with the student.

This section addresses the exam, its goals, format, and content. The Comprehensive Exam is a 3-hour exam, offered biannually (May and November) that seeks to:

- (a) insure that program graduates possess the necessary knowledge to successfully practice as counselors in a variety of community settings, and
- (b) prepare students for the national certification exams (e.g., NCC, CRC, CDMS) and the state licensure exam (i.e., Oregon's LPC exam). A second component, students' possession of clinical skill, is measured by successful completion of the practicum and internship experiences.

The Comprehensive Exam is comprised of two parts. These include:

- (a) a cross-specialization multiple choice section that samples content covered in required-only Counselor Education program courses (2 hours), and
- (b) an essay section that addresses specialization-specific areas of knowledge and practice (1 hour).

The multiple-choice section typically presents the student with 90 questions based on 9 content areas that sample CACREP and CORE approved academic areas (i.e., required courses). These include:

Helping Relationships (based on such courses as Interpersonal Relationships and Practicum)

Theories and Interventions (Theories and Intervention I & II)

Social and Cultural Foundations (Multicultural Counseling)

Group Counseling (Group Counseling, Group Practicum)

Lifestyle and Career Development (Career Counseling, Occupations Analysis/Voc.
Evaluation)

Human Growth and Development (Developmental Foundations, Abnormal Personalities)

Appraisal and Diagnosis (Using Tests in Counseling, Diagnosis)

Research and Evaluation (Education Research: Counseling)

Professional Orientation (Introduction to Counseling, Ethical and Legal Issues, Practicum)

Students are advised to review material covered in these required courses prior to taking the Comprehensive Exam. Students should also contact their advisors for assistance on preparing and organizing material for the exam. The use of small study groups may also be beneficial as a means of organizing and reviewing material for the exam.

Students who are functionally limited (i.e., have physical, sensory, or mental restrictions supported by medical documentation) and who seek special arrangements and provisions when taking the exam must register with the Disability Resource Center and request approved accommodations, in writing, prior to the exam.

Students are permitted to fail the exam only once. In the event that the student fails the exam a second time, he or she will not be permitted to graduate from the Counselor Education Program.

If a student fails the multiple-choice part, but successfully passes the essay question portion, his or her Comprehensive Exam is still considered a no-pass and the entire exam must be retaken. If, however, a student passes the multiple-choice part but fails the essay question part, he or she will be asked to take an oral exam, focusing on the content covered by the essay exam. If, following the oral exam, the student's knowledge of that content area still does not merit a passing grade, he or she will be required to retake the essay portion of the exam during the next scheduled exam period.

Appendix D

Thesis Guidelines

Thesis Supervision and Development Guidelines for Faculty and Students in Counselor Education

Students who plan to complete a thesis in conjunction with their MA/MS need to initiate the thesis project at least one year (one and one half years would be better) prior to the projected date of graduation. Since the planning, execution, writing, and defense of a thesis requires at least four quarters, faculty may decline to participate on a thesis committee unless a student initiates the thesis enough in advance of the projected term of graduation to allow adequate time for the development of a well-executed and written product. All students completing a thesis must incorporate no less than 6 and no more than 9 credits of COUN 503 (Thesis) into their 72-credit planned program of graduate study.

COUN 582 (Research & Program Evaluation in Counseling) must be completed prior to the initiation of a thesis.

NOTE: Students may not access the library or obtain faculty supervision for a thesis unless they are enrolled in at least one credit.

The following guidelines should be followed by students and faculty during the thesis development process:

1. **Students obtain style manual** for dissertations and theses from Pat Scott in room 608 of the Graduate School of Education. Note: Timeline guidelines should also be obtained. The oral presentation of a thesis and final copy must be completed well in advance of the end of the quarter chosen by the student to complete all degree requirements.
2. The student selects **three faculty** from the School of Education. One of the faculty must agree to chair the Thesis Committee.
3. The student, in consultation with the thesis chair, develops a **thesis proposal** (not to exceed 10 pages):

* Chapter I	Introduction and Problem Statement
* Chapter II	Literature Review
* Chapter III	Methodology
* Chapter IV	Presentation and Analysis of Data
* Chapter V	Summary and Recommendations

NOTE: Not every thesis will be formatted into a five-chapter paradigm. Some topics may lend credence to a four chapter or a six-chapter format. **Only the first three chapters are part of the thesis proposal.**

4. Student organizes a **committee meeting**; room scheduling via the Dean's secretary (503) 725-4689. Faculty should receive the proposal two weeks prior to the meeting as to provide input and suggest changes.
5. After the student incorporates suggested revisions and receives approval from the thesis chair, the student must **submit the proposal to the University Human Subjects Committee** if human subjects are part of the data collection process. The application for approval of human subjects is available in the Office of Grants and Contracts in 105 Neuburger Hall. If revisions are requested by the Human Subjects Committee, the student must organize an additional meeting with the Thesis Committee to incorporate such changes.

NOTE: Under no circumstances may a student begin writing or data collection until the first five steps have been completed.

6. Student, with the consultation of the thesis chair, **drafts all chapters**. When the thesis is written as well as it can be prior to input from other committee members, the student provides copies to the other two faculty.
7. **Faculty provides written feedback** to student within two weeks.
8. Student and thesis chair **incorporate** faculty feedback.
9. Thesis chair, in consultation with the student, identifies two faculty, outside the School of Education to serve as **graduate representatives** (OGS appoints/selects one of these). Thesis Chair sends in form (GO-16M) to OGS.
10. **Student meets with graduate representative, as appointed by OGS**, and provides a copy of the thesis.
11. **Four weeks prior to the oral defense** of the thesis, the student contacts faculty to organize the date and time. Student schedules location of defense via the Dean's secretary (503) 725-4689.
12. After the oral defense, final **changes** suggested by faculty are **integrated**. The student then **circulates signature pages** to faculty after the chair of the Thesis Committee approves the final revisions.

Appendix E

Master's Degree Checklist

MASTER'S DEGREE CHECKLIST

- ___ 1. If you are not able to take classes during the term you are admitted, contact the Office of Admissions (503-725-3512, 104 Neuberger Hall) to avoid invalidation of your admission.

- ___ 2. Meet with your assigned advisor as soon as possible after receiving your notice of admission. Discuss your program and verify license requirements if you are combining a TSPC license with your degree. It may be advisable to draw up tentative degree and license programs at this time and to discuss your choice of culminating activity: either written comprehensive examination, thesis, or project. (The Style Manual for Thesis and Dissertation is available from the Graduate School of Education, room 608).

- ___ 3. If you have taken course work at any other university and want to count it toward your PSU degree, ask your advisor for assistance in completing a GO-21 (Transfer of Credit) form. You may request transfer of up to 24 graduate credits, providing a grade of B or better was earned, subject to approval by the Graduate School of Education and the Office of Graduate Studies. Courses taken at PSU prior to admission count as transfer credits but need not be indicated on a GO-21. **Please remember that no course work more than seven years old at the time of graduation may be counted toward a Master's degree.** Upon completion of the GO-21 form, obtain your advisor's approval and then take it to the department in 204 GSE. NOTE: **Courses graded P/NP may not be transferred.**

- ___ 4. If you have been **conditionally** admitted to the Master's program, please bring evidence of meeting those conditions to the department when completed. Evidence may consist of grade slips or copies of test scores as specified on your letter of admission. You cannot be recommended for a license or degree until you have **regular** admission status and a GO-7 (Petition for change of status) form has been completed by you.

- ___ 5. If you have been admitted to the MA in Education program and decide not to complete the written foreign language proficiency exam, please contact your advisor for assistance in changing your proposed degree to the MS. The demonstration of foreign language competency is the only difference between the MA and an MS degree.

- ___ 6. Complete the Application for the Degree form at Degree Requirements in Neuberger Hall by the end of the first week of the term you intend to graduate. If you decide to postpone your term of graduation, please notify that office.
- ___ 7. Complete a *GO-12 (Advancement to Candidacy)* form before the end of the term you plan to graduate. Type in all classes you have taken for the Master's degree exactly as they appear on your transcript and in the order they were taken. Include approved transfer credits and mark them with an asterisk (*) in the left margin. Classes not yet completed need to be listed also; just leave the grade portion blank. See your advisor for approval and signature, and then take the form to the department to be processed. Once approved by the Graduate Office, a copy will be sent to you.
- ___ 8. Contact the department for the necessary forms to register for the written comprehensive exam if you have selected this as your culminating activity **when you submit your *GO-12* form**. Exams are scheduled fall and spring quarter, usually during the eighth week. You will need to be enrolled and taking course work the term you take the written exam.
- ___ 9. Should you need to make any changes in course work actually taken from that listed on your *GO-12*, contact your advisor or the department for a *GO-13 (Change in Degree Program)* form.
- ___ 10. See your advisor for assistance in completing a licensure program form if you will be applying for a TSPC license. This is a separate form from the *GO-12*.

Appendix F

State Licensing Board Registration As An Intern

Intern Registration Application Instructions from:
http://www.oregon.gov/OBLPCT/intern_instr.shtml

Intern Registration is mandatory for:

- those applying for licensure in Oregon whose *total supervised hours were not completed before July 1, 2002*, and
- for those who cannot qualify for Oregon licensure by Reciprocity or the Direct Method.

Which Forms Are Required?

Send the materials listed below in one envelope to:
Oregon Board of Counselors and Therapists
Unit 14
PO Box 4395
Portland, OR 97208-4395

- **Check for \$125** made payable to the Oregon Board of Counselors and Therapists.
- [Form 1](#): **APPLICANT INFORMATION / REQUEST FOR LICENSURE**
- [Form 2](#): **POST DEGREE SUPERVISED WORK EXPERIENCE** documents post-graduate, pre-July 1, 2002 work experience. Page 1 has boxed instructions to both you and your supervisor. List all actual client contact and supervision hours for the time period. The review-for-approval mechanism requires a record of *actual, unedited hours*; the totals and the supervision level will be reviewed by the Board. Original signatures are required.**
- [Form 2A](#): **DEGREE PROGRAM WORK EXPERIENCE** documents your graduate school client contact hours and contains separate, boxed instructions to both you and your graduate school. This form is only for LPC applicants.**
- [Form 3](#): **EXAMINATION VERIFICATION** should be completed only if you have already taken an exam and are submitting proof as part of your application.
- [Form 5](#): **PROFESSIONAL DISCLOSURE STATEMENT GUIDELINE** is a sample and contains instructions pertaining to *all* applicants unless they are not practicing or are practicing in another state.
- [Form 6A](#): **GRADUATE DEGREE** should be used *only with degrees that do not have CACREP, COAMFTE, CORE, or Board approval*. This form is preceded by a letter to you [[Dear Applicant](#)]

and another letter to the school [[Dear Graduate School Representative](#)]. Please send the graduate school their letter along with Form 6A. *Every question must be answered and where indicated, numbered attachments must be provided* to document the degree information. This is time-consuming but all the information should be available in the school's published material, current or archived. This form keeps the door open for graduates from schools that have not submitted their programs to the Board for approval.**

- [Form 7](#): **PLAN FOR SUPERVISED WORK EXPERIENCE** is the proposed plan you and your supervisor draft together and submit.
- **OFFICIAL TRANSCRIPT**: Your graduate school must send the transcript directly to the Board office at: Oregon Board Licensed Professional Counselors and Therapists, 3218 Pringle Rd SE, #250, Salem OR 97302-6312.

** Can be submitted by applicant after initial application is filed, or directly by supervisor or graduate school.

General Information About Our Forms

Multiple-page forms show the number of pages in the upper left corner: **Form #2, Page 2 of 4**. Although it sounds elementary, submitting partial forms is a common oversight. *Every page of each form must be stapled together to be a complete submission.*

"Current" requirements and application forms. You will be required to qualify under requirements in place *at the time of application*. The requirements and the forms *may change* over time as licensure evolves. Check the date of the forms [in the lower left corner of the first page] to be sure you are completing an application not more than two years old. Once your application is submitted, you will have one year to qualify for registration, licensure or examination.

Materials received prior to your application, such as transcripts or exam scores, are kept for one year and then destroyed if a Request for Licensure and fee are not received.

No one can be registered as an intern until these items have been received:

- Form #1
- The application fee
- Form #6A (if applicable) for degree review
- A complete, correct PDS for each worksite, and Form #7

Appendix G

Useful Addresses And Websites

Addresses of Accreditation/ Licensing Groups

National Board for Certified Counselors (NBCC)
3-D Terrace Way
Greensboro, NC 27403
(919) 547-0607
www.nbcc.org

Commission on Rehabilitation Counselor Certification (CRCC)
1835 Rohlwing Road, Suite E
Rolling Meadows, IL 60008
(708) 394-2104
www.crc certification.org

Oregon Board of Licensed Professional Counselors & Therapists
3218 Pringle Road SE # 160
Salem, OR 97302-6312
(503) 378-5499
TTY/Voice 1-800-735-2900
www.oblpct.state.or.us

Teacher Standards and Practices Commission (TSPC)
Public Service Building
255 Capitol St NE, Suite 105
Salem, OR 97310
(503) 378-3586
www.tspc.state.or.us

Office of the Superintendent of Public Instruction
Old Capitol Building
600 South Washington
PO Box 47200
Olympia, WA 98504-7200
www.k12.wa.us

Other Useful Addresses and Websites

American Counseling Association (ACA)
5999 Stevenson Ave.
Alexandria, VA 22304
(703) 823-9800
www.counseling.org

International Association of Marriage and Family Counseling (IAMFC)
Dr. Robert Smith, Executive Director
Texas A & M University - Corpus Christi
College of Education
6300 Ocean Drive
Corpus Christi, TX 78412
(361) 825-2307
www.iamfc.org/contact.html

American Mental Health Counselors Association (AMHCA)
801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
1-800-326-2642 or (703) 548-6002
www.amhca.org

American Rehabilitation Counseling Association (ARCA)
5999 Stevenson Avenue
Alexandria, VA 22304-3300
1-800-545-2223
www.nchrtn.okstate.edu/arca

American School Counselor Association (ASCA)
801 N. Fairfax St., Suite 301
Alexandria, VA 22314
1-800-306-4722
www.schoolcounselor.org

Oregon Counseling Association (ORCA)
21415 Miles Drive
West Linn, OR 97068
1-800-233-2547
www.or-counseling.com/oregoncounsel.html

Appendix H

Program of Study: School Specialization, Tracks I & II

COUNSELING LICENSE: TRACK I 200_

PORTLAND STATE UNIVERSITY
Graduate School of Education

PO Box 751, Portland, OR 97207
(503) 725-4758
1-800-547-8887, ext. 4758

SSN _____ HOME PHONE _____ WORK PHONE _____

NAME _____ DATE _____

ADDRESS _____
Number and street City State Zip Code

DEPT	NO	COUNSELING CORE	CRS	GRADES	TERM/YR	INST
COUN	504	Internship	9			
COUN	509	Practicum: Group Counseling	1			
COUN	509	Practicum: Counseling	6			
COUN	509	Practicum: Peer Supervision	2			
COUN	531	Foundations of Substance Abuse	3			
COUN	543	Interpersonal Relations	3			
COUN	551	Theories and Interventions I	3			
COUN	552	Theories and Interventions II	3			
COUN	566	Appraisal Instruments*	1			
COUN	567	Using Tests in Counseling*	3			
COUN	568	Career and Lifestyle Planning	3			
COUN	569	Developmental Foundations in Counseling	3			
COUN	570	Legal and Ethical Issues	3			
COUN	571	Group Counseling^	3			
COUN	580	Supervision	1			
COUN	581	Multicultural Perspectives	3			
COUN	582	Research & Program Evaluation in Counseling	3			
COUN	585	Diagnosis and Treatment Planning	3			
SCHOOL COUNSELING CORE						
COUN	527	Counseling Individuals with Diverse Needs	3			
COUN	545	Youth At Risk	3			
COUN	555	Counseling Children & Youth	3			
COUN	576	Parents, Families, and Communities in Schools	3			
COUN	589	Action Research in Counseling (Fall, Winter, Spring) (to be taken concurrently with internship)	1 1 1			
COUN	596	Foundations of School Counseling	3			
TOTAL			74			

Licensure exam requirements: CBEST: California Basic Educational Skills Test with a score of 123+ and Praxis II: Specialty Area COUNSELOR: School Guidance and Counseling (20420) score of 630+

APPROVAL SIGNATURES:

Student _____ Date _____

Advisor _____ Date _____

Director of Educational Licensing _____ Date _____

COUNSELING LICENSE: TRACK II 200_

PORTLAND STATE UNIVERSITY
Graduate School of Education

PO Box 751, Portland, 97207
(503) 725-4758 1-800-547-8887, ext. 4758

SSN _____ HOME PHONE _____ WORK PHONE _____

NAME _____ DATE _____

ADDRESS _____
Number and street City State Zip Code

DEPT	NO	COUNSELING CORE	CRS	GRADES	TERM/YR	INST
COUN	504	Internship	9			
COUN	507	Practicum: Group Counseling	1			
COUN	509	Practicum: Counseling	6			
COUN	509	Practicum: Peer Supervision	2			
COUN	531	Foundations of Substance Abuse	3			
COUN	543	Interpersonal Relations	3			
COUN	551	Theories and Interventions I	3			
COUN	552	Theories and Interventions II	3			
COUN	566	Appraisal Instruments*	1			
COUN	567	Using Tests in Counseling*	3			
COUN	568	Career and Lifestyle Planning	3			
COUN	569	Developmental Foundations in Counseling	3			
COUN	570	Legal and Ethical Issues	3			
COUN	571	Group Counseling^	3			
COUN	580	Supervision	1			
COUN	581	Multicultural Perspectives	3			
COUN	582	Research & Program Evaluation in Counseling	3			
COUN	585	Diagnosis and Treatment Planning	3			
SCHOOL COUNSELING CORE						
		Effective Teaching, Fall	2			
		Effective Teaching, Winter	2			
		Effective Teaching, Spring	2			
COUN	526					
COUN	527	Counseling Individuals with Diverse Needs	3			
COUN	545	Youth At Risk	3			
COUN	555	Counseling Children & Youth	3			
COUN	576	Parents, Families, and Communities in Schools	3			
		Action Research in Counseling (Fall, Winter, Spring)	1			
		(to be taken concurrently with internship)	1			
COUN	589		1			
COUN	596	Foundations of School Counseling	3			
TOTAL			80			

Licensure exam requirements: CBEST: California Basic Educational Skills Test with a score of 123+ and Praxis II: Specialty Area COUNSELOR: School Guidance and Counseling (20420) score of 630+

APPROVAL SIGNATURES:

Student _____ Date _____

Advisor _____ Date _____

Director of Educational Licensing _____ Date _____

Appendix I

Experiential Training Clinic

"ETC"

A Practical Step Towards Becoming a Counselor:
The PSU Experiential Training Clinic (ETC) / Group Practicum

There is broad consensus in the counseling field about the importance of professional counselors being clinically knowledgeable, ethical, and technically competent, as well as self-aware and interpersonally skilled, regardless of specialty or theoretical orientation. The PSU Community Counseling Clinic now offers an affordable way to foster the aforementioned qualities and to fulfill part of the personal counseling requirement.

The Experiential Training Clinic (ETC) is designed to facilitate self-awareness and interpersonal skill building during the first year of graduate training. In a supportive, safe, and respectful closed group environment, the ETC provides an opportunity for peer-based experiential learning, recognition of the centrality and humanness of the counselor, and a forum for student community building. The ETC was proposed by students and unanimously approved by faculty, and is modeled on the concept of training groups as a core component of counselor growth. Starting in the Fall of 2004 the ETC program requirement was combined with the COUN 509 Practicum: Group 1-credit course requirement for a combined 20 hour group experience over the course of an academic quarter. Ten (10) hours of this experience can be used to meet the 20 hour personal counseling requirement.

The ETC/Group Practicum is offered Fall, Winter, and Spring terms, with groups of 10-12 first-year students. Along with offering an experience that is tailor-made for the training needs of counseling students, the ETC offers a lower fee than the equivalent fee-for-service in the community.

The ETC begins the first week of classes each term and continues weekly for five weeks. Immediately following the ETC, students will stay in their groups for five more weeks of COUN 509: Group Practicum. The ETC/Group Practicum will be offered at two different time slots per term, each with room for up to 12 students. The time slots are set in advance each term and are available on the ETC Application forms available outside the 5th floor ED Counseling Clinic Office, 506Q.

Qualified Group Leaders will facilitate the groups. Dr. Rick Johnson is the clinical supervisor of the ETC/Group Practicum experience with the administrative support of Lisa Aasheim, Clinic Director.

Nothing that occurs or is divulged in the context of the ETC/Group Practicum will be used in any way to affect student standing, grades, or participation in the counselor education graduate program. The ETC/Group Practicum experience is a non-judgmental, safe, supportive space in which to develop self-awareness and interpersonal skills as a counselor. Individual students who would like more in-depth personal counseling will be encouraged to seek counseling outside of ETC, either concurrently with or as a follow-up to the ETC.

Appendix J

Tk20 Database

Tk20 Information

PSU's Graduate School of Education purchased this comprehensive data system because it will do several things, including:

- Enhance student advising
- Enable students to submit important work and receive feedback online
- Keep records on field experience sites
- Facilitate collaborative evaluations between instructors, supervisors, and students
- Streamline procedures for licensure upon completion of the program

You will need access to the system in order to complete some of your course assignments and be evaluated for course and field experiences.

1. Instructions for direct payment can be found on this website: <http://www.tk20.pdx.edu>. Payment instructions can be found on the link in the lower left corner of the screen. Payment options include paying by credit card or money order.

2. If you are receiving financial aid and want your financial aid to cover the Tk20 fee, you may purchase your Tk20 access from the PSU Bookstore. The Bookstore will add an additional handling cost to the price. After purchasing your access kit, you need to register your student account by entering your access code on the Tk20 website (<http://www.tk20.pdx.edu>).

This is a one-time-only fee. That means you will have access to Tk20 for as long as you need it, whether that means one year or ten years. The system is secure and confidential; no one will have access to your files except you and your instructors and advisors. The system is user-friendly, and you will receive instruction in how to use it.

Your access will not be active until the term begins.

[Help Guides for Students, Faculty, University Supervisors, Cooperating Teachers and Mentors using Tk20](#)

APPENDIX K

Sequences of Courses