

# Student Handbook

**2012-2013**

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

# Preface

## Preface

Congratulations on being accepted into the Counselor Education Department Master's program. 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 department and 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 Department 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, Emily Clark graduate assistant for the Counselor Education Department, for her competent and creative work on this handbook.

Sincerely,

Rick Johnson, Ph.D  
Associate Professor & Department Chair  
Counselor Education Department

# Table of Contents

Preface .....	3
Table of Contents.....	4
<b>Philosophy .....</b>	<b>7</b>
Counselor Education Mission Statement .....	8
History of PSU's Counselor Education Department .....	10
CACREP COMMON CORE CURRICULAR AREAS .....	14
<b>Who We Are.....</b>	<b>26</b>
Counselor Education Department Faculty & Staff .....	27
Part-Time Adjunct Faculty for the Department .....	30
<b>Nuts &amp; Bolts: Counselor Education Department.....</b>	<b>31</b>
Required Programs of Study .....	32
Group A and B Practicum Groups.....	32
Sequence of Program Offerings .....	32
Prerequisite Requirements.....	32
Academic Requirements by Specialization.....	33
The Graduate Certificates .....	39
Transfer Credit and Degree Time Limits .....	41
Limits on Hours.....	41
Waivers.....	41
Independent Study .....	42
Tk20 Database .....	42
Enrollment .....	43
Course Numbering .....	43
Continuous Enrollment.....	43
Attendance .....	43
Disability Accommodations .....	43
Readmission .....	43
Grading.....	44
"C" Grades .....	44
Incompletes .....	44
Grading Policy.....	44
Potpourri .....	45
Criminal Background Check.....	45
Academic Honesty and Integrity .....	45
Monitoring of Student Progress.....	46
Personal Counseling Requirement .....	46
Master's Exam or Thesis Requirement.....	46
Licensure: State of Oregon.....	47

Certification: CRCC .....	48
<b>Nuts &amp; Bolts: Portland State University.....</b>	<b>49</b>
Due Process And University Services.....	50
University Policies .....	50
Enrollment Policies and Credit Regulations.....	50
Graduate policy on academic honesty and integrity.....	56
Dual Degree.....	58
<b>Working With Clients .....</b>	<b>59</b>
Group Work Requirements .....	60
Practicum Prerequisites .....	60
Counseling Requirement .....	60
Concurrent Enrollment in Clinical Experiences .....	61
Practicum and Internship Requirements.....	61
Internship Enrollment.....	61
Grading of Practicum and Internship .....	61
Verification of Clinical Hours.....	62
<b>Students' FAQ.....</b>	<b>63</b>
Advising.....	65
Meeting with your Advisor .....	65
Request to Change Program and Advisor .....	65
Request to Change Advisor within Your Same Program.....	66
Student / Advisor Relationship .....	66
Monitoring Student Progress.....	67
First Year .....	67
During Clinical Training .....	67
Assignment of No Pass (NP) Grade.....	67
<b>Student Rights, Freedoms, Responsibilities, &amp; Conduct.....</b>	<b>69</b>
Student Support.....	72
Staying Informed.....	73
PSU Bulletin Board.....	73
Student News Letter.....	73
E-mail Requirement.....	73
Testing.....	74
Comprehensive Exams.....	74
The National Counselor Exam .....	74
Finishing Up.....	75
Nearing Completion .....	75
Steps To Complete - Four Forms Required For Graduation In Counselor Education.....	75
Endorsement Policy.....	75
Postgraduate Concerns .....	77
Supervision and Licensure .....	77
<b>Appendices .....</b>	<b>78</b>
<b>List of Necessary Forms.....</b>	<b>79</b>
<b>Comprehensive Exam Preparation.....</b>	<b>82</b>
<b>Thesis Guidelines .....</b>	<b>85</b>
<b>Master's Degree Checklist.....</b>	<b>88</b>
<b>Useful Addresses And Websites.....</b>	<b>90</b>
<b>Experiential Training Clinic.....</b>	<b>93</b>
<b>Tk20 Database .....</b>	<b>95</b>

<b>GSE Performance Evaluation</b> .....	97
<b>Sequences of Courses</b> .....	103

# Philosophy

Mission Statement

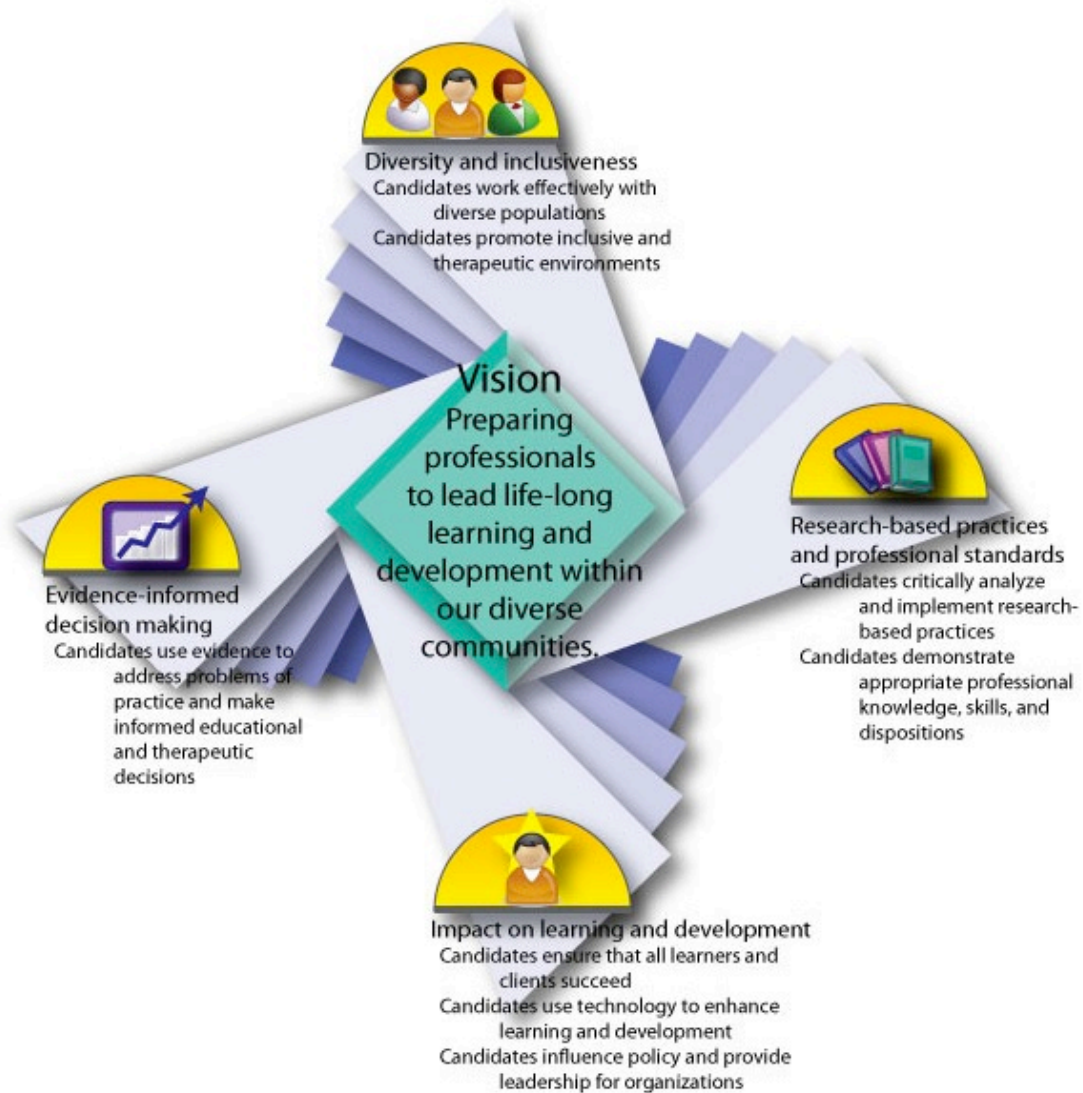
Department History

Program Objectives

## Counselor Education Mission Statement

The mission of the Counselor Education Department 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 train academically-grounded and clinically-skilled generalist counselors who are competent to work with diverse clients and in a variety of settings, with special emphasis on issues that emerge in a diverse metropolitan environment. Along with a common core curriculum that supports generalist counselor preparation, the Counselor Education Department honors and supports learning associated with four specialty areas: (a) Clinical Mental Health Counseling, (b) Marital, Couple and Family Counseling, (c) Rehabilitation Counseling, and (d) School Counseling. We 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 reflects the following Guiding Principles of the Graduate School of Education.

### Conceptual Framework





## **GSE Priorities**

- By promoting diversity and social justice through inclusive programs, policies, and practices.
- By conducting and applying research and other scholarly work to improve education and counseling.
- By engaging and modeling meaningful individual and program assessment that leads to continuous program improvement.
- By developing partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals.
- By maximizing the effective use of technology for instruction, recruitment, assessment and scholarship.

## **History of PSU's Counselor Education Department**

### **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. Hanoeh 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 Marital, Couple, 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 Marital, Couple, 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 Marital, Couple, 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 Marital, Couple, 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, Marital, Couple, and Family Counseling was approved as the fourth specialty.

## **2000s**

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 for Community Counseling and School Counseling through 2007. Again in 2007 the program hosted a CACREP team as well as a CORE team and was awarded the maximum accreditation of 8 years for the Community Counseling, School Counseling and Rehabilitation Counseling programs.

In the spring of 2009, a self-study was submitted to CACREP for the Marital, Couple and Family Counseling Program, which led to successful accreditation. Currently, the School Counseling, Community Counseling, and Marital, Couple, and Family Counseling programs are fully accredited by CACREP, and the Rehabilitation Counseling program is fully accredited by CORE until 2016.

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.

In 2008 Dr. Tina Anctil joined the faculty in a one-year fixed term position. Starting fall 2009 she was hired as an assistant professor in the department.

Starting in the fall of 2008 the program returned to a 3-year-minimum format. The changes involved eliminating the two year option and increasing credit requirements. In terms of eliminating the two year option, the program is primarily an evening/weekend program during the fall, winter, and spring terms, with some 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.

Following the national trends for Marital, Couple, and Family programs, in the 2008-2009 academic year, the Counselor Education Department introduced a 90 credit program of study option for all students enrolled at that time. Starting in the fall of 2009 the Marital, Couple, and Family Program will be 90 credits, which is a CACREP requirement for this specialization.

In the fall of 2008 the Counselor Education Program separated from the Special Education Program and became its own department with Dr. Rick Johnson as the Department Chair.

The 2009 CACREP standards eliminated Community Counseling as an option and replaced it with Clinical Mental Health Counseling. To match this change, starting in fall 2010 the Community Counseling Program will be titled Clinical Mental Health Counseling, which also increases the program requirements to 90 credits.

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 Program**

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 Program**

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 Clinical Mental Health Counseling Program**

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

### **The Marital, Couple, and Family Program**

Beginning in the fall of 2008, as part of the changes to the Counselor Education Department, all of the courses for the Marital, Couple, and Family Program moved from Continuing Education to Counselor Education. This specialization has been formalized as a 90-credit hour program. It meets both the licensing requirements for LMFT (Licensed Marital, Couple, and Family therapist) and LPC in the State of Oregon. All Marital, Couple and Family Program courses are now offered during the academic year. These courses are sequential and so must be taken in order.

## CACREP COMMON CORE CURRICULAR AREAS

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
  - a. history and philosophy of the counseling profession;
  - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
  - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
  - d. self-care strategies appropriate to the counselor role;
  - e. counseling supervision models, practices, and processes;
  - f. professional organizations, including membership benefits, activities, services to members, and current issues;
  - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
  - h. the role and process of the professional counselor advocating on behalf of the profession;
  - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
  - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
  - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
  - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
  - c. theories of multicultural counseling, identity development, and social justice;

- d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and In multicultural contexts, including all of the following:

- a. theories of individual and family development and transitions across the life span;
- b. theories of learning and personality development, including current understandings about neurobiological behavior;
- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, avocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation,

administration, and evaluation;

d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;

e. career and educational planning, placement, follow-up, and evaluation;

f. assessment instruments and techniques relevant to career planning and decision making; and

g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

a. an orientation to wellness and prevention as desired counseling goals;

b. counselor characteristics and behaviors that influence helping processes;

c. essential interviewing and counseling skills;

d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;

f. a general framework for understanding and practicing consultation; and

g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;



- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
  - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
  - e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;
  - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
  - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
  - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
  - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
  - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
  - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession;
  - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

- c. statistical methods used in conducting research and program evaluation;
- d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- h. the use of research to inform evidence-based practice; and
- e. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

## **C.1 PROFESSIONAL IDENTITY AND ETHICAL BEHAVIOR**

### **Knowledge domains:**

#### **C.1.1 Rehabilitation counseling scope of practice**

C.1.1.a. explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.

C.1.1.b. articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.

#### **C.1.2 History, systems, and philosophy of rehabilitation**

C.1.2.a. integrate into one's practice, the history and philosophy of rehabilitation, as well as the laws affecting individuals with disabilities.

C.1.2.b. describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.

C.1.2.c. explain the role and values of independent living philosophy for individuals with a disability.

#### **C.1.3 Legislation related to people with disabilities**

C.1.3.a. apply the principles of disability-related legislation, including the rights of people with disabilities, to the practice of rehabilitation counseling.

#### **C.1.4 Ethics**

C.1.4 a. practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.

#### **C.1.5 Professional credentialing, certification, licensure and accreditation**

C.1.5.a. explain differences between certification, licensure, and accreditation.

#### **C.1.6 Informed consumer choice and consumer empowerment**

C.1.6.a. integrate into practice an awareness of societal issues, trends, public policies, and developments, as they relate to rehabilitation.

C.1.6.b. articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.

#### **C.1.7 Public policies, attitudinal barriers, and accessibility**

C.1.7.a. assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers.

#### **C.1.8 Advocacy**

C.1.8.a. educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.

## **C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY AND CULTURAL DIVERSITY**

### **Knowledge domains:**

#### **C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation**

C.2.1.a. identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation.

C.2.1.b. identify strategies to reduce attitudinal barriers affecting people with disabilities.

### **C.2.2 Psychological dynamics related to self-identity, growth, and adjustment**

C.2.2.a. identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.

C.2.2.b. identify and demonstrate an understanding of stereotypical views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.

C.2.2.c. explain adjustment stages and developmental issues that influence adjustment to disability.

### **C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues**

C.2.3.a. provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.

C.2.3.b. identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.

C.2.3.c. articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.

## **C.3 HUMAN GROWTH AND DEVELOPMENT**

### **Knowledge domains:**

#### **C.3.1 Human growth and development across the life span**

C.3.1.a. articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.

C.3.1.b. describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

#### **C.3.2 Individual and family response to disability**

C.3.2.a. assist the development of transition strategies to successfully complete the rehabilitation process.

C.3.2.b. recognize the influence of family as individuals with disabilities grow and learn.

C.3.2.c. demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

#### **C.3.3 Theories of personality development**

C.3.3.a. describe and explain established theories of personality development.

C.3.3.b. identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

#### **C.3.4 Human sexuality and disability**

C.3.4.a. identify impact that different disabilities can have on human sexuality.

C.3.4.b. discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

#### **C.3.5 Learning styles and strategies**

C.3.5.a. develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

## **C.4 EMPLOYMENT AND CAREER DEVELOPMENT**

### **Knowledge domains:**

#### **C.4.1 Disability benefits systems including workers' compensation, long-term disability, and social security.**

C.4.1.a. demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.

C.4.1.b. explain the requirements of benefits available to people with disabilities through systems such as workers' compensation, long-term disability insurance, and social security.

#### **C.4.2 Job analysis, transferable skills analysis, work site modification and restructuring**

C.4.2.a. utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications, or job restructuring.

C.4.2.b. apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.

C.4.2.c. apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.

#### **C.4.3 Career counseling, career exploration, and vocational planning**

C.4.3.a. provide career counseling utilizing appropriate approaches and techniques.

C.4.3.b. utilize career/occupational materials to assist the individual with a disability in vocational planning.

C.4.3.c. facilitate involvement in vocational planning and career exploration.

#### **C.4.4 Job readiness development**

C.4.4.a. assess an individual's (who lives with disability) readiness for gainful employment and assist individuals with a disability in increasing this readiness.

#### **C.4.5 Employer consultation and disability prevention**

C.4.5.a. provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.

C.4.5.b. consult with employers regarding accessibility and issues related to ADA compliance.

#### **C.4.6 Workplace culture and environment**

C.4.6.a. describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.

#### **C.4.7 Work conditioning/work hardening**

C.4.7.a. identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.

#### **C.4.8 Vocational consultation and job placement strategies**

C.4.8.a. conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.

C.4.8.b. identify transferable skills by analyzing the consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.

C.4.8.c. utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

#### **C.4.9 Career development theories**

C.4.9.a. apply career development theories as they relate to an individual with a disability.

#### **C4.10 Supported employment, job coaching, and natural supports**

C.4.10.a. effectively use employment supports to enhance successful employment.

C.4.10.b. assist individuals with a disability with developing skills and strategies on the job.

#### **C.4.11 Assistive technology**

C.4.11.a. identify and describe assistive technology resources available to individuals with a disability for independent living and employment.

### **C.5 COUNSELING APPROACHES AND PRINCIPLES**

#### **Knowledge domains:**

#### **C.5.1 Individual counseling and personality theory**

C.5.1.a. communicate a basic understanding of established counseling theories and their relationship to personality theory.

C.5.1.b. articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.

#### **C.5.2 Mental health counseling**

C.5.2.a. recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals.

C.5.2.b. analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.

C.5.2.c. explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.

#### **C.5.3 Counseling skills and techniques development**

C.5.3.a. develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.

C.5.3.b. establish, in collaboration with the consumer, individual counseling goals and objectives.

C.5.3.c. apply basic counseling and interviewing skills.

C.5.3.d. employ consultation skills with and on behalf of the consumer.

#### **C.5.4 Gender issues in counseling**

C.5.4.a. counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.

C.5.4.b. identify gender differences that can affect the rehabilitation counseling and planning processes.

#### **C.5.5 Conflict resolution and negotiation strategies**

C.5.5.a. assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.

#### **C.5.6 Individual, group, and family crisis response**

C.5.6.a. recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and/or emotional crisis.

#### **C.5.7 Termination of counseling relationships**

C.5.7.a. facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.

C.5.7.b. develop a plan of action in collaboration with the consumer for strategies and actions anticipating the

termination of the counseling process.

#### **C.5.8 Individual empowerment and rights**

C.5.8.a. promote ethical decision-making and personal responsibility that is consistent with an individual's culture, values and beliefs.

#### **C.5.9 Boundaries of confidentiality**

C.5.9.a. explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling.

C.5.9.b. identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations.

#### **C.5.10 Ethics in the counseling relationship**

C.5.10.a. explain the practical implications of the CRCC Code of Ethics as part of the rehabilitation counseling process.

C.5.10.b. confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.

#### **C.5.11 Counselor Supervision**

C.5.11.a. explain the purpose, roles, and need for counselor supervision in order to enhance the professional development, clinical accountability, and gate-keeping function for the welfare of individuals with a disability.

### **C.6 GROUP WORK AND FAMILY DYNAMICS**

#### **Knowledge domains:**

#### **C.6.1 Group Dynamics and Counseling Theory**

C.6.1.a. apply theories and principles of group counseling when working with persons with disabilities.

#### **C.6.2 Group leadership styles and techniques**

C.6.2.a. demonstrate effective group leadership skills.

#### **C.6.3 Family dynamics and counseling theory**

C.6.3.a. apply an understanding of family systems and the impact of the family on the rehabilitation process.

#### **C.6.4 Family support interventions**

C.6.4.a. use counseling techniques to support the individual's family/significant others, including advocates.

C.6.4.b. facilitate the group process with individual's family/significant others, including advocates to support the rehabilitation goals.

#### **C.6.5 Ethical and legal issues impacting individuals and families**

C.6.5.a. apply ethical and legal issues to the group counseling process and work with families.

C.6.5.b. know the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities.

### **C.7 ASSESSMENT**

Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

#### **Knowledge domains:**

**C.7.1 Role of assessment** C.7.1.a. explain purpose of assessment in rehabilitation process.

C.7.1.b. use assessment information to determine eligibility and to develop plans for services.

#### **C.7.2 Assessment resources and methods**

- C.7.2.a. identify assessment resources and methods appropriate to meet the needs of individuals with a disability.
- C.7.2.b. describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.
- C.7.2.c. describe computer-based assessments for rehabilitation and employment planning.

**C.7.3 Individual involvement in assessment planning**

- C.7.3.a. facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
- C.7.3.b. utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.
- C.7.3.c. evaluate the individual’s capabilities to engage in informed choice and to make decisions.

**C.7.4 Measurement and statistical concepts**

- C.7.4.a. describe basic measurement concepts and associated statistical terms.
- C.7.4.b. comprehend the validity, reliability, and appropriateness of assessment instruments.

**C.7.5 Selecting and administering the appropriate assessment methods**

- C.7.5.a. explain differences in assessment methods and testing instruments (i.e., aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).
- C.7.5.b. apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.

**C.7.6 Ethical, legal, and cultural implications in assessment**

- C.7.6.a. know the legal, ethical, and cultural implications of assessment for rehabilitation services.
- C.7.6.b. consider cultural influences when planning assessment.
- C.7.6.c. analyze implications of testing norms related to the culture of an individual.

**C.8 RESEARCH AND PROGRAM EVALUATION**

**Knowledge domains:**

**C.8.1 Basic statistics and psychometric concepts**

- C.8.1.a. understand research methodology and relevant statistics.

**C.8.2 Basic research methods**

- C.8.2.a. interpret quantitative and qualitative research articles in rehabilitation and related fields.
- C.8.2.b. apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments).

**C.8.3 Effectiveness of rehabilitation counseling services.**

- C.8.3.a. develop and implement meaningful program evaluation.
- C.8.3.b. provide a rationale for the importance of research activities and the improvement of rehabilitation services.

**C.8.4 Ethical, legal, and cultural issues related to research and program evaluation.**

- C.8.4.a. apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.

**C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY**

**Knowledge domains:**

**C.9.1 The human body system**

C.9.1.a. explain basic medical aspects related to human body system and disabilities.

### **C.9.2 Medical terminology and diagnosis**

C.9.2.a. demonstrate an understanding of fundamental medical terminology. C.9.2.b. demonstrate an understanding of the diagnostic process used by medical and other health professions.

### **C.9.3 Physical, psychiatric, cognitive, sensory and developmental disabilities**

C.9.3.a. utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability.

C.9.3.b. articulate the functional limitations of disabilities.

C.9.3.c. apply working knowledge of the impact of disability on the individual, the family, and the environment.

C.9.3.d. explain the implications of co-occurring disabilities.

### **C.9.4 Assistive technology**

C.9.4.a. determine the need for assistive technology and the appropriate intervention resources.

C.9.4.b. support the evaluation of assistive technology needs as they relate to rehabilitation services.

### **C.9.5 Environmental implications for disability**

C.9.5.a. evaluate the influences and implications of the environment on disability.

### **C.9.6 Classification and evaluation of function**

C.9.6.a. demonstrate familiarity with the use of functional classification such as the International Classification of Function.

C.9.6.b. consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability

## **C.10 REHABILITATION SERVICES, CASE MANAGEMENT, AND RELATED SERVICES**

### **Knowledge domains:**

#### **C.10.1 Vocational rehabilitation**

C.10.1.a. describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs.

C.10.1.b. identify and plan for the provision of vocational rehabilitation services with individuals --with a disability.

C.10.1.c. provide information to prospective employers about the benefits of hiring people with disabilities.

#### **C.10.2 Case and caseload management**

C.10.2.a. evaluate the need for and utilize case and caseload management services.

C.10.2.b. apply principles of caseload management, including case recording and documentation.

C.10.2.c. identify rehabilitation case management strategies that are evidence-based.

C.10.2.d. establish follow-up and/or follow-along procedures to maximize an individual's independent functioning through the provision of post-employment services

#### **C.10.3 Independent living**

C.10.3.a. identify and plan for the provision of independent living service alternatives with individuals with a disability.



#### **C.10.4 School to work transition services**

C.10.4.a. develop knowledge of transition services that facilitate an individual's movement from school to work.

#### **C.10.5 Disability management**

C.10.5.a. describe employer-based disability management concepts, programs, and practices.

#### **C.10.6 Forensic rehabilitation and vocational expert practices**

C.10.6.a. describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.

#### **C.10.7 Substance abuse treatment and rehabilitation**

C.10.7.a. describe different recovery models that apply to substance abuse treatment and rehabilitation.

C.10.7.b. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

#### **C.10.8 Psychiatric rehabilitation**

C.10.8.a. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

#### **C.10.9 Wellness and illness prevention concepts**

C.10.9.a. promote constructive lifestyle choices that support positive health and prevents illness or disability.

#### **C.10.10 Community Resources**

C.10.10.a. work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.

C.10.10.b. identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.

#### **C.10.11 Community-based rehabilitation and service coordination**

C.10.11.a. assist individuals with a disability to access and utilize services available in the community.

C.10.11.b. collaborate with advocates and other service providers involved with the individual and/or the family.

#### **C.10.12 Life care planning**

C.10.12.a. describe the purposes of life-care planning and utilize life-care planning services as appropriate.

#### **C.10.13 Insurance programs and social security**

C.10.13.a. demonstrate knowledge of disability insurance options and social security programs.

C.10.13.b. explain the functions of workers' compensation, disability benefits systems, and disability management systems.

#### **C.10.14 Programs for specialty populations**

C.10.14.a. describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury intellectual disabilities sensory disability, correctional and veterans.

#### **C.10.15 Current technology and rehabilitation counseling**

C.10.15.a. explain and plan for the appropriate use of assistive technology including computer-related resources.

C.10.15.b. utilize internet and other technology to assist in the effective delivery of services.

C.10.15.c. assist individuals with a disability in developing strategies to request appropriate accommodation.

C.10.15.d. assess individual needs for rehabilitation engineering services.

# Who We Are

The Counselor Education Faculty/Staff

Individuals Who Teach Part-time for the Department

## **Counselor Education Department Faculty & Staff**

### Current Faculty:

#### **Lisa Aasheim, Ph.D, LPC, LMHC, NCC, ACS, Oregon State University**

Office: GSE 506Q  
Phone: (503) 725-4523  
E-mail: aasheim@pdx.edu  
Appointments: 725-4523

Lisa Aasheim, Ph.D., NCC, ACS, has been the Director of the Community Counseling Clinic at Portland State University since 2005 and the School Counseling Program Coordinator since 2006. 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**

Office: GSE 304  
Phone: (503) 725-9886  
E-mail: anctil@pdx.edu  
Appointments: 725-4619

Tina Anctil, Ph.D., is a tenured associate professor in the Counselor Education Department. She received her Ph.D., in Rehabilitation Psychology at the University of Wisconsin-Madison in 2003. She is a certified rehabilitation counselor and licensed professional counselor in Oregon. Dr. Anctil has a private practice where she works with people with disabilities providing mental health and career counseling. Her research interests include career counseling across the lifespan for vulnerable populations.

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

Office: GSE 504A  
Phone: (503) 725-8106  
E-mail: halversons@pdx.edu  
Appointments: (503) 725-4619

Susan Halverson-Westerberg, Ph.D., is an Associate Professor in the Department and the Coordinator of the Marital, Couple, and Family Program. Dr. Halverson-Westerberg 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**

Office: GSE 506J  
Phone: (503) 725-9764  
E-mail: johnsonp@pdx.edu  
Appointments: (503) 725-9764

Rick Johnson, Ph.D., is the Department Chair and an Associate Professor. 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**

Office: GSE 506K  
Phone: (503) 725-4719  
E-mail: livnehh@pdx.edu  
Appointments: (503) 725-4619

Hanoch Livneh, Ph.D., CRC, LPC, is an Associate Professor in the Department and Coordinator of the Rehabilitation Counseling Program. 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**

Office: GSE 506 L  
Phone: (503) 725-4611  
E-mail: miarsr@pdx.edu  
Appointments: (503) 725-4619

Russell D. Miars, Ph.D., is an Associate Professor in the Department. 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.

**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**

, GSE Receptionist

Office: GSE 204  
Phone: (503) 725-4619  
E-mail:

**Kris Smith**, Admissions and Degree Completion

Office: GSE 204  
Phone: (503) 725-4654  
E-mail: kmsmith@pdx.edu

**Teresa Loveland**, Office Specialist

Office: GSE 206F  
Phone: (503) 725-4649  
E-mail: lovelat@pdx.edu

## **Part-Time Adjunct Faculty for the Department**

Kerri Anderson-Linde, M.S.

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

Katie Blanchard, M.A. C.A.D.C. I

Crystal Ellis, MA, LSC

Stacy England, M.S.

Renee Gardner, M.S.

Chris Huffine, Ph.D.

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

Stephen Keeley, M.S.

Carmen Knudson-Martin, Ph.D.

Polly Livingston, M.S.

Donna Lockett, M.S., C.R.C.

Gail Maron, M.S.

Will Meek, Ph.D.

Ryan Melton, Ph.D

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

Matt Morscheck, M.S.

Marci Nelson, M.S.

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

Tyece Okamura, M.S.

Jollee Patterson, J.D.

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

Ben Sandler, M.S.

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

Susan Sisko, M.D.N., M.A., L.P.C.

Izetta Smith, M.A., F.T.

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

Kelly Washam, M.A.

# **Nuts & Bolts: Counselor Education Department**

## **Required Programs of Study**

Pre-requisite Requirements  
Group A and B 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  
TK20

## **Enrollment**

Course Numbering  
Continuous Enrollment  
Attendance  
Accommodation  
Readmission

## **Grading**

“C” Grades  
Incompletes  
Grading Policy

## **Potpourri**

Background Checks  
Academic Honesty and Integrity  
Monitoring of Student Progress  
Performance Evaluation  
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 department are outlined beginning on page 24. 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.

### **Group A and B Practicum Groups**

PSU's Counselor Education programs have been designed to admit cohorts of Groups A (fall/ winter) and B (spring/ summer) 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 I**. These charts reflect that: (1) there is a set sequence of courses taken by all programs of study 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.

### **Prerequisite Requirements**

Prerequisite courses include:

- One upper division undergraduate or graduate level psychopathology course, such as COUN 430/530: Introduction to Psychiatric Diagnoses, or PSY 434: Introduction to Psychopathology
- A graduate level introduction to counseling course, such as COUN 541: Introduction to Counseling

Students are **required** to complete COUN 541: Introduction to Counseling by fall quarter of their first year. COUN 430/530: Introduction to Psychiatric Diagnoses must be completed by winter quarter of their first year.



## Academic Requirements by Specialization

### The Clinical Mental Health Counseling Program

#### COURSE REQUIREMENTS

The program of study leading to an MA or MS in Education with a Clinical Mental Health Counseling Specialization must include the following courses to total 90 credits:

<u>Core Courses</u>		<u>Credits</u>
	Coun 504 Internship	12
	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 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>
		<b>56</b>
<u>Specialty Courses</u>		
	Coun 544 Consultation: Theory and Practice	2
	Coun 546 Grief and Loss	2
	Coun 552 Theories and Interventions II	3
	Coun 553 Advanced Therapeutic Strategies	3
	Coun 572 Systemic Perspectives on Human Sexuality	3
	Coun 575 Foundations of Couples, Marriage & Family Counseling	3
	Coun 577 Family Therapy <b>or</b> Coun 578 Couples Therapy	3
	Coun 586 Psychopharmacology and Mental Illness	3
	Coun 587 Foundations of Mental Health Services	3
	Coun 588 Diagnosis and Treatment Planning II	3
	Coun 593 Case Management <b>or</b> 3 credits of electives	3
	Various Electives	<u>3</u>
		<b>34</b>
<b>TOTAL CREDITS</b>		<b>90</b>

\*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 Marital, Couple, and Family Program

### COURSE REQUIREMENTS

The program of study leading to an MA or MS in Education with a Marital, Couple, and Family program must include the following courses to total 90 credits:

<u>Core Courses</u>		<u>Credits</u>
	Coun 504 Internship	12
	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 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>
		<b>56</b>
<u>Specialty Courses</u>		
	Coun 544 Consultation	2
	Coun 546 Grief and Loss	2
	Coun 552 Theories and Interventions II	3
	Coun 555 Counseling Children and Youth	3
	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	3
	Coun 588 Diagnosis and Treatment Planning II	<u>3</u>
		<b>34</b>
<b>TOTAL CREDITS</b>		<b>90</b>

\*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 Program

### COURSE REQUIREMENTS

Students seeking national licensure as rehabilitation counselors or state licensure by the Oregon Worker's Compensation Department should complete the following 80 credit program:

For students who wish to obtain their LPC in Oregon, 90 credits are required. The suggested courses for the additional 10 credits are COUN 575 Foundations of Couples, Marriage, and Family Counseling (3 crs), COUN 588 Diagnosis & Treatment Planning II (3 crs), and 4 crs of electives.

<u>Core Courses</u>		<u>Credits</u>
	Coun 504 Internship	12
	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 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>
		<b>56</b>
 <u>Specialty Courses</u>		
	Coun 552 Theories and Interventions II	3
	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>
		<b>24</b>
<b>Total Credits</b>		<b>80</b>

\* Concurrent enrollment required.

\*\*Concurrent enrollment required.

\*\*\*Required prior to enrollment in internship.

## The School Counseling Program

### COURSE REQUIREMENTS

The program consists of 75-81 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	12
	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 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>
		<b>56</b>
 <u>Specialty Courses</u>		
	Coun 527 Counseling Individuals with Diverse Needs	3
	Coun 545 Youth at Risk	3
	Coun 547 Legal and Ethical Issues in School Counseling	1
	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>
		<b>19</b>
<b>TOTAL CREDITS</b>		<b>75</b>

\* Concurrent enrollment required.

\*\* Concurrent enrollment required.

\*\*\*Required prior to enrollment in internship.

## School Counseling Program Teaching Experience Requirements

### **Track I and Track II Teaching Experience Requirements**

**Track I** is for individuals who can document two years or 360 hours of successful licensed teaching in a public school setting. Students are required to provide a letter from a school administrator and a copy of their teaching license.

**Track II** is designed for individuals who cannot document the required two years teaching experience. Track II students complete a 6-credit, 200 clock-hour teaching requirement as part of their licensure program.

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. The teaching sequence is completed for the entirety of an academic year and cannot be completed over the course of two years.

### **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 Program: 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 or 360 hours of teaching 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.

<u>School Counseling Specialty Core Classes</u>		<u>Credits</u>
COUN 596	Foundations of School Counseling	3
COUN 545	Youth at Risk	3
COUN 555	Counseling Children and Youth	3
COUN 526	Effective Teaching (200 hour teaching Practicum)	6
COUN 504	Internship: School Counseling	9
COUN 589	Action Research	3
COUN 527	Counseling Individuals with Diverse Needs	3
COUN 576	Parents, Families, and Communities in Schools	3
<b>TOTAL CREDITS</b>		<b>33</b>

## **The Graduate Certificate in Marital, Couple, and Family Counseling**

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

### **COURSE REQUIREMENTS**

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

<b><u>Core Courses</u></b>	<b><u>Credits</u></b>
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>
<b>TOTAL CREDITS</b>	<b>21</b>

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](mailto:lovreink@pdx.edu)

#### Infant/Toddler Mental Health:

Julie Puris  
[purisj@pdx.edu](mailto:purisj@pdx.edu)

#### Interpersonal Neurobiology:

Marion Sharp  
[sharpml@pdx.edu](mailto:sharpml@pdx.edu)

#### Therapy with Adoptive and Foster Families:

Kellie Herold  
[kellieh@pdx.edu](mailto: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., Clinical Mental Health and Rehabilitation), to 1200 hours (of which 480 hours must be in direct client services) when two separate Internship sites are required (e.g., Clinical Mental Health and School). Same requirements also apply to adding the Marital, Couple, 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 Marital, Couples 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 one-third of the total credits for a degree 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 department. 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 G)

## **Enrollment**

You should plan to enroll utilizing the BANNER system online at [www.banweb.pdx.edu](http://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 Department. 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 department, continuous enrollment is expected, except for summers. If enrollment does not occur for two consecutive terms, you will be automatically dropped from the department. 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 department 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 department.

## 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](http://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 department 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 department 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 department.

### 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 dismissal from the department.

## Potpourri

### **Criminal Background Check**

Please be advised that criminal background checks, which are student-funded, are a requirement for all Counselor Education students. Many internship sites require criminal background checks, as do the various licensing Boards in Oregon. All students must have a background check that does not reveal any disqualifying criminal convictions (completed during their first or second year in the program) in order to enroll in COUN 509 Counseling Practicum. Information about obtaining the appropriate background check will be provided to students at the new student orientation in the fall. If you have any criminal convictions you are required to meet with the department chair and to write a letter explaining the circumstance of the conviction. The core department faculty will review the letter and make a determination about your ability to remain in the department.

An unsuccessful background check would likely result in your inability to complete the requirements of the counseling program. Additionally, a criminal background would likely preclude licensure and may preclude employment in the counseling field. PSU is not liable if a finding from a criminal background check makes it impossible for you to complete your degree, receive a license, or obtain employment. If you have any criminal convictions, you should also check with the relevant licensing Board before beginning a degree program.

### **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 department. 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 department (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 department providing they have completed at least 12 hours of coursework. This information will be communicated to students through their faculty advisor.

### **Performance Evaluation (Behavior and Performance Guidelines)**

Please see Appendix H for information on the Graduate School of Education's Performance Evaluation policy. You can also access the policy online at:

[http://www.pdx.edu/sites/www.pdx.edu.education/files/gse\\_handbook\\_student\\_conduct.pdf](http://www.pdx.edu/sites/www.pdx.edu.education/files/gse_handbook_student_conduct.pdf)

### **Personal Counseling Requirement** (see new Experiential Training Clinic/Group Practicum requirement, Appendix F)

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 department: (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. 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 multiple-choice exam utilizes the same categories as the National Counselor Certification Exam.

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 B** contains guidelines to assist you in studying for the exam.

**2. Master's Thesis:** see Appendix C 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**

**Clinical Mental Health, Rehabilitation, Marital, Couple, 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 Marital, Couple, and Family program 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](http://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. 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). The NBCC allows students from CACREP accredited programs 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 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. NBCC has now increased required clock hours of experience to 2,400 prior to the awarding of the NCC credential.

Note: Graduation from the department does not automatically equate with positive endorsement for licensure from the department faculty.

## **Licensure: School Counselor**

### **School Counselor Licensure: Oregon**

In the final year of student study, school counseling students will attend a meeting with the Graduate School of Education licensing office to learn about the licensure recommendation process.

### **School Counselor Certification: Washington**

Washington and other US states may also want verification of program completion.

### **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.



# **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 fulfilling 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 Department, 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 Department, 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: Internship** (4 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 Introduction to Psychiatric Diagnoses (formally Abnormal Personalities), COUN 541 Introduction to Counseling, COUN 551 Theories and Interventions I, 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 F), **plus** an additional 10 hours of your own personal individual or group counseling. This requirement **must** be met prior to enrollment in Practicum. Bring the documentation to the mandatory practicum orientation.

### **Criminal Background Check**

A successful criminal background check must be obtained prior to practicum.

## **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.

## **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 department faculty and is based on balancing gender and program specialty (Clinical Mental Health; Rehabilitation; Martial, Couple, 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 10:00 p.m. for evening Practicum.

Internship is a three-term course sequence (fall, winter and spring). Students are required to successfully complete practicum before beginning their internship.

If students do not begin practicum as expected with their cohort, there is no guarantee that students will be able to being practicum at the next available term; they may have to wait a year to being 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. Grades will not be given until clinical hours are documented in Tk20.

### **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. Students will not be given a grade until clinical hours are documented in Tk20.

Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours. Students will receive more information on specific requirements during the student Practicum Orientation in the second year of the program.

Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students will receive more information on specific requirements during the student Internship Orientation in the second year of the program.

### **Clinic Library Information**

The Counselor Education Department 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  
Assignment of No Pass (NP) Grade

## **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 Representative

## **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-21 Preadmission & Transfer Credit Form

\*Course Substitution 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 Program and Advisor

You have been assigned an advisor, based upon your program. Should you wish to change your program, you must:

1. Check with the Department Chair to make sure that your admission score allows you to switch programs.
2. Speak with your current advisor.
3. Speak with your desired advisor.
4. complete the Advisor Change Request form (see **Appendix A**)

## **Request to Change Advisor within Your Same Program**

Should you wish to change advisor within the same program you must:

1. Speak with your current advisor
2. Speak with your desired advisor
3. Complete the Advisor Change Request form (**see Appendix A**)
4. Send an email to the Department Chair informing him/her of 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 department.

### **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](http://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 department 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 department until such time as they are better able to function in the context of their role as a graduate student in the counselor education department. 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 department 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 Department 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 Hanoeh Livneh or Tina Anciaz 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 Department 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 department. 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 department. 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 you note or an error in your email address.

The Counselor Education Department 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 department 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. (See appendix B for more information.)

### **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 D**).

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](http://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.pdx.edu/ogs/forms>
2. Complete form and make a copy.
3. Take completed form to the Office of Graduate Studies at XSB 184.

Please note: Instead of processing degree audits manually (GO-12 form), students will now use the degree audit reporting system (DARS). More information can be found at: [www.pdx.edu/ogs/dars](http://www.pdx.edu/ogs/dars).

4. Make a copy before turning in the signed GO 12 and GO 21, if needed, to the front desk of ED 204.

### Endorsement Policy

Employment:

Students and department graduates applying for employment, internship, or field placements are reminded that the Counselor Education Department faculty can only endorse or recommend students and department 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 department graduate has acquired additional training and expertise outside of the Counselor Education Department, 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, Clinical Mental Health, or Marital, Couples and Family Counseling programs, since the NBCC endorses applicants from CACREP programs. Students in the Rehabilitation Counseling may apply to sit for the NBCC examination 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 Department.

#### Scholarships/Fellowships and Further Education:

The Counselor Education Department faculty is interested in and committed to assisting students and department 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 department encourages interested students to pursue further education, and is happy to support qualified students in this pursuit.

## **Postgraduate Concerns**

### **Supervision and Licensure**

For further information, contact the Oregon Board of Licensed Professional Counselors and Therapists for up-to-date information on licensure requirements and hours:

Phone: (503) 378-5499 e-mail: [lpc.lmft@state.or.us](mailto:lpc.lmft@state.or.us) website: [www.oblpct.state.or.us](http://www.oblpct.state.or.us)

### **Continuing Education**

For further information regarding Continuing Education requirements, contact the Oregon Board of Licensed Professional Counselors and Therapists:

(503) 378-5499 e-mail: [lpc.lmft@state.or.us](mailto:lpc.lmft@state.or.us) website: [www.oblpct.state.or.us](http://www.oblpct.state.or.us)

### **Professional Organizations**

All students are encouraged to join appropriate organizations in the counseling field. See Appendix E for addresses and websites.

# **Appendices**

- A. List of Forms
- B. Comprehensive Exam Preparation
- C. Thesis Guidelines
- D. Master's Degree Checklist
- E. Useful Address and Websites
- F. Experiential Training Clinic (ETC)
- G. Tk20 Database
- H. GSE Performance Evaluation
- I. Sequence of Courses

# **APPENDIX A**

## **List of Necessary Forms**

## List of Forms

Available online at <<http://www.pdx.edu/ogs/forms>>

- GO-15      **Validation of Out-of-Date Graduate Credit**  
Applies to previous PSU coursework only.
- 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-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 Department to the Office of Graduate Studies and Research.
- GO-21      **Proposed Transfer Credit**  
Must be completed and approved prior to graduation. Many limitations apply.
- **Graduate Petition Form**  
Use to request action on a specific University policy/regulation in relation to a certain course.

### Available in Office of Graduate Studies and Research, XSB 184

#### **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 in 204, Graduate School of Education

#### **Course Substitution Form**

Waives a specific requirement but does not waive credits.

#### **Fingerprinting Forms**

Licensing forms for School Counselors

#### **Advisor Change Request Form**

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

#### **Registration for Comprehensive Exam**

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



**Available Online**

**TSPC Documents**

Licensing forms for School Counselors.

**Link for Forms and Related Resources**

<http://www.pdx.edu/education/licensure>

**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 via TK20 and online at <http://www.pdx.edu/coun/>**

**Practicum Application Packet**

**Internship Handbook**

**Internship Site Application and Clinic Supervising Form**

## **Appendix B**

# **Comprehensive Exam Preparation**

## **Comprehensive Exam Preparation**

In order to graduate from the Counselor Education Department 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 portfolio (school counseling students only). School counseling students ONLY complete a professional portfolio in lieu of comprehensive exam.

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 department 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 cross-specialization multiple choice questions that samples content covered in required-only Counselor Education Department courses (2 hours).

The multiple-choice section typically presents the student with 120 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 receive a "no pass" on the exam only once.

If a student fails the exam, his or her Comprehensive Exam is considered a no-pass. In this case the exam must be retaken. If the exam is failed a second time, the student will be required to take an oral exam that covers the core areas reflected in the multiple-choice exam. If following the oral exam, the student's knowledge of the core areas still does not merit a passing grade, his or her exam will be considered a no-pass a second time and the student will not be permitted to graduate.

# **Appendix C**

## **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 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 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 D**

# **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 1/3 of a programs 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 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.
- \_\_\_ 5. Complete the Application for the Degree form at Degree Requirements online at <http://www.pdx.edu/ogs/forms> 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.
- \_\_\_ 6. Run your DARS report. See the following link for more information <http://www.pdx.edu/ogs/dars>
- \_\_\_ 7. Register and take the written comprehensive exam if you have selected this as your culminating activity. 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.
- \_\_\_ 8. See your advisor for assistance in completing a licensure program form if you will be applying for a TSPC license.

# **Appendix E**

## **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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.amhca.org)

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

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

# **Appendix F**

## **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 Clinical Mental Health 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 G**

## **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 one-hundred 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 H**

## **GSE Performance Evaluation**

PORTLAND STATE UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
BEHAVIOR AND PERFORMANCE GUIDELINES  
Effective September 15, 2006  
Revised May 2011

This document outlines expectations for students in the Graduate School of Education in three areas: academics, behavior, and performance in field placements. It also outlines procedures the PSU Graduate School or the Graduate School of Education will take to respond to serious problems in any of those areas.

Many students in the Graduate School of Education (GSE) are preparing to work as professionals who work with children, clients, and/or adult learners. They must develop and demonstrate competence consistent with the expectations of their professions. Students who do practica, internships, and/or student teaching in PreK-12 schools, social service agencies, and/or institutions of higher education must exemplify the attitudes and actions of teachers, administrators, librarians, counselors, or adult educators rather than those of students. All students, throughout their programs, must demonstrate behavior that is consistent with the ethical codes of the professions they are pursuing (e.g., Oregon Administrative Rules for teachers and administrators, Council for Exceptional Children's Code of Ethics, National Education Association's Code of Ethics of the Education Profession, American Association of School Administrators' Statement of Ethics, American Library Association's Code of Ethics, American Counseling Association and the American Psychological Association's Codes of Ethics, American Rehabilitation Counseling Association and Commission on Rehabilitation Counselor Certification's Code of Ethics, and American Association of Adult and Continuing Educators' standards).

Students are responsible for knowing and complying with all regulations and procedures required by the University, the GSE, and their profession's codes of ethics. University and GSE regulations and procedures are to be found in the Portland State University Bulletin and in the student handbooks developed specifically for each program. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or due to the assertion that the student was not informed by a faculty advisor or other authority. Students must follow these policies, regulations and procedures in order to complete and/or be recommended for licensure programs.

### **I. Definitions**

**A.** "School Day" shall be a day when PSU is in session (excluding weekends) and includes final exam week and summer session.

**B.** "Review Panel" or "Panel" shall mean that Department Committee or Review Panel appointed by the Department Chair and charged with reviewing a student's behavioral or performance concerns or a student's unprofessional behavior as discussed in this Code.

### **II. Advancement Requirements**

All GSE students must make adequate progress in academic performance, satisfying University and GSE grade point requirements and showing adequate knowledge of the competencies associated with their programs. When students are involved in the field experiences, they are expected to demonstrate adequate competence and reasonable growth in their work in those placements. They are expected to act in a professional manner, relating effectively with faculty, student peers, public school or agency personnel, and the students and/or clients with whom they work. In addition, students are expected to comply with all PSU codes of conduct, the professional standards of the school or agency in which they are placed, and the code of ethics in their particular professions, and to demonstrate a high level of ethical behavior generally.

Students seeking an incomplete in any course will need to comply with the requirements of all graduate studies students as stated in the current PSU Bulletin (under Graduate Studies: Enrollment.) A program may restrict placement in a field experience if a student has an incomplete in any course in the student's program.

As a rule, students are automatically advanced from one stage of the program to the next, and should consider themselves advanced unless they are informed otherwise. The following procedures are designed to ensure that students complete their programs fully prepared for professional practice and that problems are handled predictably and fairly, respecting student rights and program responsibilities.

### **III. Academic Concerns**

**A.** The academic requirements to remain a student in good standing for a student who has been admitted to graduate studies at Portland State University are stated in the PSU Bulletin (under Graduate Studies: Enrollment: Academic Standing.) These requirements may be affected by the terms of the student's admission, which are also stated in the PSU Bulletin (under Graduate Studies: Admissions Requirements.)

**B.** Requirements of the Graduate School of Education

1. In addition to meeting the requirements of the Graduate School, students admitted to GSE programs must meet the following expectations:
  - a. Make satisfactory progress toward meeting the required competencies for licensure/degree programs;
  - b. Satisfy any conditions placed on admission to the program within the timeline outlined at the time of admission; and
  - c. Present work that meets the standards for quality of the profession and/or the program.

### **IV. Performance Review (initiated by a faculty member or supervisor)**

A performance review is requested when a faculty member or supervisor has a serious concern about the student. Serious concerns include but are not limited to behavior or performance that violates ethical or legal standards, interferes with others' opportunity to learn, reflects a lack of judgment, or does not meet expectations outlined in student handbooks or program descriptions.

**A.** The faculty member or supervisor who has identified a serious concern about a student will provide a statement of the concerns and a Request for a Performance Review in writing to the student, the cohort leader/advisor, and the Department Chair.

1. The Chair reviews the request and determines whether the concern warrants a formal review. If the review is not to be handled formally, the Chair works with the referring faculty member to address the concern.
2. The Department Chair notifies the Dean's office of the request and convenes a Review Panel or refers the request to the appropriate Review Panel\*.
3. The Review Panel notifies student in writing of the date and time of the Review Hearing. The student may request that a faculty member or other representative of his/her choice attend the hearing. However the student must speak for him/herself at the hearing. The Review Hearing should take place within 15 school days of the request.
4. Decision of the panel should be rendered within 15 school days of the Review Hearing, with a written copy sent to the student, Department Chair and Deans Office. The student may appeal the decision to the Dean (or his/her designee) in writing, within 5 school days of the decision.

\*Review Panel makeup can vary by department. Some Departments may have standing review panels; others may convene them on an ad hoc basis. In either case, panels should all include: at least 3 faculty members, one from a list provided by the student. The Department Chair can be a member of the Panel or not, as the Department policy describes. Possible outcomes of these hearings are as described in the GSE Behavior and Performance Guidelines (p.3).

5. The outcome of the Review Hearing will be one of the following:
  - i. Dismissal, in the event the Panel determines that the basis for the Request for Review was unwarranted.
  - ii. A Plan of Assistance (Plan) for continuation in the program (See Section IV, B below);
  - iii. Approval of a leave of absence from the program while concerns are resolved; or
  - iv. Suspension from the program while a Plan of Assistance is implemented. The outcome of the hearing should be conveyed to the student and to the Dean's office in writing within fifteen (15) school days of the hearing. The student may appeal the decision to the Dean (or his/her designee), in writing, within five (5) school days of the decision.
6. If the concern about a student involves reservations about the appropriateness of the student continuing to work in a field placement, the department chair may, at any point in the Review Process and in consultation with the cohort leader/advisor, decide that the student should not take part in any field placement pending the outcome of the hearing. This decision will be communicated to the student in writing. The student may request in writing, within five (5) school days of the decision, that the Dean (or his/her designee) review the decision.

The Panel will monitor the Plan of Assistance and determine when its requirements have been met. If the problems are not resolved, the process moves to suspension/termination from the program (see section VI).

## **B. Plan of Assistance for Behavioral or Performance Deficiencies**

1. The Panel may oversee the development of a written Plan of Assistance. The Plan of Assistance will include the following components:
  - a. A description of the behavioral, dispositional, or performance deficiencies;
  - b. The goals the Plan will help the student address;
  - c. A clear statement of the criteria for evaluating successful remediation of problems;
  - d. A description of specific actions the student will take and assistance the program will provide, if any;
  - e. A designated faculty member who will monitor the student's progress and report to and confer with the appropriate Department Chair; and
  - f. A timeline which includes a date for evaluating the student's performance and making a decision about next steps. All decisions about next steps should be made in consultation with the appropriate Department Chair.
2. At the time(s) established in the Plan of Assistance, the designated faculty member(s) will meet with the student to evaluate progress. Four possible scenarios may occur:
  - a. The student has remediated the deficiencies and has demonstrated adequate progress toward meeting the required competencies. The student continues in the program.
  - b. The student has made progress, but has not demonstrated the level of competence required. The designated faculty may extend the deadlines, revise the Plan of Assistance, provide additional resources for remediation and set a new date for evaluation.
  - c. The student has made progress toward demonstrating the required competencies, but needs an extension of time beyond the current quarter to fully meet the requirements. The student may be given a grade of Incomplete for the course or field experience in question and an extension of time, in alignment with the requirements outlined in the PSU Bulletin. If the extension involves additional field experiences, the student will be required to register and pay tuition for those additional field experiences. Satisfactory completion of the extension will be required for removal of any incompletes. If the student does not show competence by the end of the extension, the (I) will be changed to an (F) and the consequences of academic disqualification provided for Graduate Studies as outlined in the PSU Bulletin will ensue.
  - d. The student has not made sufficient progress toward meeting the required competencies. The Panel will convene, at the designated faculty member's request, to consider suspension or termination, following the procedures outlined below. The student has the right to appear before the Panel and to be accompanied by a faculty member of his or her choice.

## **C. Removal from Field Placements**

1. Field placements are integral to programs to prepare professionals. Because field placements serve as the culmination of programs and often involve children and other vulnerable populations, the GSE has the responsibility to assure that students' actions are consistent with expectations for professionals in those settings.
2. A student will be removed immediately from a practicum, an internship, or student teaching field placement if such removal is requested by the onsite administrator and/or University supervisor.
3. The University supervisor may recommend that an alternative placement be arranged. If the University supervisor so recommends, the Field Placement Officer will attempt to locate an alternative placement. If an appropriate alternative site cannot be found, the student may request a Leave of Absence from the program or defer completion of the practicum, internship or student teaching. A student removed from a field placement may be allowed to continue participation in course work.
4. When a student is removed from a field placement, the Department Chair may request a Performance Review, following the procedures outlined above.

## **V. Academic Disqualification**

A student may be academically disqualified from the GSE program at Portland State University as stated in the PSU Bulletin (under Graduate Studies: Enrollment: Academic Standing.)

## **VI. Suspension and Termination for Unprofessional Behavior**

**A.** Unprofessional conduct which includes, but is not limited to serious violations of the ethics code of the profession, program expectations, or actions that threaten the safety of others may result in suspension or termination from the program. If an allegation of unprofessional conduct is made to the department chair, the following process applies:

1. The department chair will refer the matter to the appropriate Review Panel. A copy of this referral will be provided to the student. The Panel will set a time and date for a Review Hearing and will notify the student of the same. The student may request that a faculty member or other representative attend the Review Hearing. However, the representative may not speak for the student. If the Panel finds that the student does not meet the professional standards of conduct as required by PSU, the GSE, or the pertinent professional association(s), or if the student's behavior is a threat to others' safety, the Panel may make a decision to suspend or terminate the student from the program.
2. Students should be notified in writing within fifteen (15) school days of the review committee's hearing regarding their decision. The student may appeal the decision to the Dean (or his/her designee). The appeal must be made in writing and received within five (5) school days of receipt of the decision. If the student is suspended from the program, the Panel will list conditions the student must meet to return to the program in good standing. It will be up to the student to request that the suspension be lifted, and this request must be made in writing. Upon receipt of the request, the Panel will meet with the student to determine whether the conditions have been met. The committee should meet within fifteen (15) school days of the student's request and make a decision and notify the student and department chair of their decision within fifteen (15) school days of the meeting.
3. If a student is arrested or indicted for an offense that, if convicted, would result in the denial of licensure by a state entity, the Department Chair will ask the Vice Provost for Student Affairs to review the case. If the Vice-Provost makes a finding that the student's continuation in the program, while the matter is being resolved, poses a risk to children or vulnerable adults, the student will be suspended from the program until the matter is resolved. The Department Chair will make a determination to lift the suspension when the student provides evidence that he or she is able to resume full participation in the program without risk to others.
4. Students may be terminated from a program under the following conditions:
  - a. Conviction of an offense that will result in denial of licensure by a state agency;
  - b. Failure to complete the requirements of a Plan of Assistance; or
  - c. Receipt of an unsatisfactory grade in a field placement.

## **VII. Readmission after Termination**

A student who has been terminated from a GSE program may apply to the GSE for re-admission as a degree-seeking or licensure-seeking student after one (1) calendar year. A terminated student seeking readmission must be admitted into the GSE through the appropriate program's regular admission process during the regular admission cycle.

## **VIII. Leave of Absence**

In addition to the requirements for any leave of absence from graduate studies at Portland State University (as stated in the PSU Bulletin under Graduate Studies: Enrollment: Leave of Absence), a student in good standing must request a leave of absence from a GSE program under this procedure. A leave of absence will be granted for no more than one (1) year.

1. The request must be submitted in writing to the Department Chair.
2. The chair will notify the program faculty, who will determine if the leave request should be granted.
3. The Department Chair will notify the student in writing of the program faculty's decision.
4. If the program faculty recommends approval of the leave, they will also specify the conditions and requirements the student must meet to return to the program.
5. The student must sign a "Conditions and Requirements for Return" document indicating that s/he understands the conditions. Copies of these letters are sent to the department chair and also placed in the student's file.
6. A student on leave of absence must notify the Department Chair in writing three (3) months before he/she plans to return to complete the program.

## **IX. Medical Leave of Absence**

To request a Medical Leave of Absence, a student must complete a GSE medical leave request form and provide a medical recommendation to the Department Chair. The Chair will notify the program faculty, and the student of approval of the request. A student on medical leave of absence must notify the Department Chair in writing three (3) months before he/she plans to return to complete the program. Requests for any needed accommodations should be made

through the Student Disabilities Services Office at PSU.

**X. Appeal of Performance Review decision (initiated by student)**

1. The student submits an appeal (in writing) to the Dean's Office within 5 school days of panel decision.
2. Dean (or designee) rules on the appeal (within 15 school days of request) and submits decision in writing to the student and the Department Chair.
3. If the student is still not happy with the decision, she/he can appeal through an appropriate PSU appeals process, if any is applicable, such as the Academic Appeals Board, Deadline Appeals Board or Scholastic Standards.

**XI. Appeal of Academic Evaluation (initiated by a student)**

Academic reviews can be requested by students who believe they have not been treated fairly in class or in their evaluation.

1. The student submits a request for review (in writing) to the Department Chair. This request must be submitted no later than the first 15 school days of the term following the awarding of the grade or evaluation in question. The request should include evidence that supports the student's contention that her/his work was unfairly evaluated.
2. The Department Chair reviews the appeal and renders a decision (in writing) within 15 school days of receiving the review request.
3. If the student is still dissatisfied she/he submits a request for review (in writing) within 5 school days of the Chair's decision, to the Dean's Office.
4. The Dean (or designee) reviews the appeal and renders a decision, in writing, within 15 school days of receiving the request.
5. If the student wishes to continue the appeals process she/he can consider these resources: PSU Academic Appeals Board, Deadline Appeals Board, and Scholastic Standards.

# **APPENDIX I**

## **Sequences of Courses**

## Group A – Fall/ Winter Practicum

*Effective starting 2010 cohort (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b><i>CLINICAL MENTAL</i></b>	<b><i>HEALTH PROGRAM</i></b>	# optional Counseling 507 courses	are scheduled each term.
pre-requisite				541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 531 Foundations of Sub Abuse – 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 575 Foundations of Couples Marriage and Family – 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 568 Career & Lifestyle Planning - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	Electives – 3# 581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
2ND YEAR	509-Practicum – 3* 543 IPR II: Counseling Skills – 3* 587 Foundations of Mental Health Services - 3	509 Practicum – 3 582 Research & Program Evaluation in Coun – 3~ 588 Diagnosis & Treatment Planning II – 3	580 Supervision – 1^ 509 Practicum: Peer Supervision -1 571 Group Counseling-3 586 Psychopharmacology – 3	509: Practicum: Peer Supervision -1 544 Consultation – 2 581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
3RD YEAR	504 Internship – 4 578 Couples Therapy – 3 % 593 Case Management <u>or</u> electives– 3	504 Internship – 4 581 Multicultural Counseling – 3~ 572 Systemic Perspective on Human Sexuality – 3 577 Family Therapy – 3 %	504 Internship – 4 532 Grief and Loss – 2 553 Advanced Therapeutic Strategies – 3	

\* Must be taken concurrently

^Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

# Check schedule of classes for Coun 507 offerings each term; may be taken any time throughout program.

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

% Choose either 578 or 577; both classes do not have to be taken



## Group B – Spring/ Summer Practicum

*Effective starting 2010 cohort (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b><i>CLINICAL MENTAL</i></b>	<b><i>HEALTH PROGRAM</i></b>	# optional Counseling 507 courses	are scheduled each term.
pre-requisite				541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 531 Foundations of Sub Abuse – 3 509 Practicum: Group (ETC) – 1 <sup>§</sup>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 575 Foundations of Couples, Marriage, and Family Coun – 3 509 Practicum: Group (ETC) - 1 <sup>§</sup>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 568 Career & Lifestyle Planning – 3 509 Practicum: Group (ETC)- 1 <sup>§</sup>	Electives – 3# 581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
2ND YEAR	571 Group Counseling-3 587 Foundations of Mental Health Services – 3	582 Research & Program Evaluation in Coun – 3~ 588 Diagnosis & Treatment Planning II – 3 581 Multicultural Counseling – 3~	509 Practicum -3* 543 IPR II: Counseling Skills – 3* 586 Pyschopharmacology - 3	509 Practicum – 3 544 Consultation – 2 581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
3RD YEAR	504 Internship – 4 509 Practicum: Peer Supervision - 1 580 Supervision -1 <sup>^</sup> 578 Couples Therapy – 3 % 593 Case Management <u>or</u> electives– 3	504 Internship – 4 509 Practicum: Peer Supervision - 1 572 Systemic Perspective on Human Sexuality – 3 577 Family Therapy – 3 %	504 Internship – 4 546 Grief and Loss – 2 553 Advanced Therapeutic Strategies – 3	

\* Must be taken concurrently

<sup>^</sup>Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

# Check schedule of classes for Coun 507 offerings each term; may be taken any time throughout program.

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

% Choose either 578 or 577; both classes do not have to be taken

## Group A – Fall/ Winter Practicum

*Effective starting 2010 cohort (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b>MCF</b>	<b>PROGRAM</b>		# optional Counseling 507 courses are scheduled each term.
pre-requisite				541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 573 Contemporary Couples, Marriage & Family Systems - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 575 Foundations of Couples, Marriage & Family Coun-3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 574 Fam. Life Cycle & Transitions – 3 509 Practicum: Group (ETC)- 1 <sup>\$</sup>	544 Consultation – 2 555 Coun Children & Youth – 3 581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
2ND YEAR	509-Practicum -3* 543 IPR II: Counseling Skills – 3* 578 Couples Therapy – 3	509 Practicum – 3 572 Systemic Perspectives on Human Sexuality – 3 582 Research & Program Evaluation in Coun – 3~	580 Supervision -1^ 509 Practicum: Peer Supervision - 1 571 Group Counseling-3 568 Career & Lifestyle Planning - 3 546 Grief & Loss – 2	509Practicum: Peer Supervision – 1 581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
3RD YEAR	504 Internship – 4 531 Foundations of Sub Abuse – 3	504 Internship – 4 577 Family Therapy – 3 581 Multicultural Counseling – 3~ 588 Diag & Treatment Planning II – 3 <sup>+</sup>	504 Internship – 4 579 Adv Systemic Inter: Couples & Families – 3	

\* Must be taken concurrently

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~ May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# Check schedule of classes for Coun 507 offerings each term; may be taken any time throughout program.

+ May be taken in winter of the second or third year of the program.

## Group B – Spring/ Summer Practicum

*Effective starting 2010 cohort (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b><i>MCF</i></b>	<b><i>PROGRAM</i></b>		# optional Counseling 507 courses are scheduled each term.
pre-requisite				541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 573 Contemporary Couples, Marriage & Family Systems - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 575 Foundations of Couples, Marriage & Family Coun-3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	585 Diagnosis & Treatment Planning I – 3 574 Fam. Life Cycle & Transitions – 3 568 Career & Lifestyle Planning - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	544 Consultation – 2 555 Coun Children & Youth – 3 581 <i>Multicultural Counseling</i> – 3~ 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~
2ND YEAR	531 Foundations of Sub Abuse – 3 571 Group Counseling-3 578 Couples Therapy – 3	572 Systemic Perspectives on Human Sexuality – 3 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~ 581 <i>Multicultural Counseling</i> – 3~	509 Practicum – 3* 543 IPR II: Counseling Skills – 3* 570 Legal & Ethical Issues – 3	509 Practicum – 3 581 <i>Multicultural Counseling</i> – 3~ 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~
3RD YEAR	504 Internship – 4 509 Practicum: Peer Supervision - 1 580 Supervision – 1 <sup>^</sup>	504 Internship – 4 509 Practicum: Peer Supervision - 1 577 Family Therapy – 3 588 Diag & Treatment Planning II – 3 <sup>+</sup>	504 Internship – 4 579 Adv Systemic Inter: Couples & Families – 3 546 Grief and Loss – 2	

\* Must be taken concurrently

<sup>^</sup> Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# Check schedule of classes for Coun 507 offerings each term; may be taken any time throughout program.

+ May be taken in winter of the second or third year of the program.

## Group A – Fall/ Winter Practicum

*Effective starting 2010 cohort (80 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b><i>REHAB</i></b>	<b><i>PROGRAM</i></b>	# optional Counseling 507 courses	are scheduled each term.
pre-requisite				541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 590 Foundations of Rehabilitation Counseling - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 591 Medical Aspects of Disability - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 592 Psychosocial Aspects Disability – 3 509 Practicum: Group (ETC)- 1 <sup>\$</sup>	581 <i>Multicultural Counseling</i> – 3~ 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~
2ND YEAR	509-Practicum – 3* 543 IPR II: Counseling Skills – 3* 593 Case Management-3	509 Practicum - 3 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~ 594 Occupational Analysis/Vocational Analysis - 3	580 Supervision – 1^ 509 Practicum: Peer Supervision -1 571 Group Counseling-3 583 Job Placement and Training - 3 568 Career & Lifestyle Planning - 3	509 Practicum: Peer Supervision -1 581 <i>Multicultural Counseling</i> – 3~ 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~
3RD YEAR	504 Internship – 4 531 Foundations of Sub Abuse – 3	504 Internship – 4 581 <i>Multicultural Counseling</i> – 3~	504 Internship – 4 595 Contemporary Issues & Applications in Rehab Coun.-3	

\* Must be taken concurrently

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

**For students who wish to obtain their LPC in Oregon, 90 credits are required. The suggested courses for the additional 10 credits are COUN 575 Foundations of Couples, Marriage, and Family Counseling (3 crs), COUN 588 Diagnosis & Treatment Planning II (3 crs), and 4 crs of electives.**

## Group B – Spring/ Summer Practicum

*Effective starting 2010 cohort (80 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b><i>REHAB</i></b>	<b><i>PROGRAM</i></b>		# optional Counseling 507 courses are scheduled each term.
pre-requisite				541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 590 Foundations of Rehabilitation Counseling - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 591 Medical Aspects of Disability - 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	585 Diagnosis & Treatment Planning I – 3 592 Psychosocial Aspects Disability – 3 570 Legal & Ethical Issues – 3 509 Practicum: Group (ETC)- 1 <sup>\$</sup>	581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
2ND YEAR	571 Group Counseling-3 593 Case Management-3 531 Foundations of Substance Abuse - 3	582 Research & Program Evaluation in Coun – 3~ 594 Occupational Analysis/ Vocational Analysis - 3 581 Multicultural Counseling – 3~	509 Practicum – 3* 543 IPR II: Counseling Skills – 3* 583 Job Placement & Training - 3	509 Practicum – 3 581 Multicultural Counseling – 3~ 582 Research & Program Evaluation in Coun – 3~
3RD YEAR	504 Internship – 4 509 Practicum: Peer Supervision - 1 580 Supervision – 1 <sup>^</sup>	504 Internship – 4 509 Practicum: Peer Supervision - 1	504 Internship – 4 595 Contemporary Issues & Applications in Rehab Coun.-3 568 Career & Lifestyle Planning – 3	

\* Must be taken concurrently

<sup>^</sup> Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~May also be offered summer term

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

**For students who wish to obtain their LPC in Oregon, 90 credits are required. The suggested courses for the additional 10 credits are COUN 575 Foundations of Couples, Marriage, and Family Counseling (3 crs), COUN 588 Diagnosis & Treatment Planning II (3 crs), and 4 crs of electives.**

## Group A – Fall/ Winter Practicum

*Effective starting 2012 cohort (75-81 credits)*

	FALL	WINTER	SPRING	SUMMER
	<i><b>SCHOOL</b></i>	<i><b>PROGRAM</b></i>	<i><b>Track I &amp; II</b></i>	# optional Counseling 507 courses are scheduled each term.
pre-requisite				541 Intro To Counseling – 3 530 Intro to Psych Diag – 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 576 Parents, Families, & Communities in Schools – 3 526 Effective Teaching – 2^^ 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 526 Effective Teaching – 2^^ 555 Coun Children & Youth – 3# 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	585 Diagnosis and Treatment Plan. I – 3 570 Legal & Ethical Issues – 3 526 Effective Teaching – 2^^ 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	545 Youth at Risk – 3 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~
2ND YEAR	509 Practicum – 3* 543 IPR II: Counseling Skills – 3* 596 Foundations of Sch Coun – 3	509 Practicum – 3 547 Legal & Ethical Issues in School Counseling – 1 527 Counseling Individuals with Diverse Needs – 3 581 <i>Multicultural Counseling</i> – 3~	580 Supervision – 1^ 509 Practicum: Peer Supervision - 1 571 Group Counseling – 3 568 Career & Lifestyle Planning – 3	509 Practicum: Peer Supervision – 1 581 <i>Multicultural Counseling</i> – 3~
3RD YEAR	504 Internship – 4* 589 Action Research – 1* 531 Foundations of Sub Abuse - 3	504 Internship – 4* 589 Action Research in Coun – 1* 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~	504 Internship – 4* 589 Action Research in Coun – 1*	

\*Must be taken concurrently

^^Track II without teaching experience during first year. The 200 hour teaching requirement must be completed before beginning the Internship experience.

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~ COUN 581 & 582 are offered both in winter & summer terms, but only need to be taken once.

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# COUN 555 Counseling Children & Youth winter term for school counseling students ONLY

## Group B – Spring/ Summer Practicum

*Effective starting 2012 cohort (75 - 81 credits)*

	FALL	WINTER	SPRING	SUMMER
	<i><b>SCHOOL</b></i>	<i><b>PROGRAM</b></i>	<i><b>Track I &amp; II</b></i>	# optional Counseling 507 courses are scheduled each term.
pre-requisite				541 Intro To Counseling – 3 530 Intro to Psych Diag – 3
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 576 Parents, Families, & Communities in Schools – 3 526 Effective Teaching – 2^^ 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 526 Effective Teaching – 2^^ 555 Coun Children & Youth – 3# 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	585 Diagnosis and Treatment Plan. I – 3 526 Effective Teaching – 2^^ 568 Career & Lifestyle Planning – 3 509 Practicum: Group (ETC) – 1 <sup>\$</sup>	545 Youth at Risk – 3 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~
2ND YEAR	531 Foundations of Sub Abuse - 3 571 Group Counseling – 3 596 Foundations of Sch Coun – 3	547 Legal & Ethical Issues in School Counseling – 1 527 Counseling Individuals with Diverse Needs – 3 581 <i>Multicultural Counseling</i> – 3~ 582 <i>Research &amp; Program Evaluation in Coun</i> – 3~	509 Practicum – 3* 543 IPR II: Counseling Skills – 3* 570 Legal & Ethical Issues – 3	509 Practicum – 3 581 <i>Multicultural Counseling</i> – 3~
3RD YEAR	504 Internship – 4* 509 Practicum: Peer Supervision - 1 580 Supervision – 1^ 589 Action Research – 1*	504 Internship – 4* 509 Practicum: Peer Supervision – 1 589 Action Research in Coun – 1*	504 Internship – 4* 589 Action Research in Coun – 1*	

\*Must be taken concurrently

^^Track II without teaching experience during first year. The 200 hour teaching requirement must be completed before beginning the Internship experience.

^ Must be taken prior to supervising in Practicum Clinic (1<sup>st</sup> weekend of term).

~ COUN 581 & 582 are offered both in winter & summer terms, but only need to be taken once.

\$ Group Practicum is taken **ONLY 1 term** in conjunction with ETC (see ETC appendix for more information)

# COUN 555 Counseling Children & Youth winter term for school counseling students ONLY

	FALL	WINTER	SPRING	SUMMER
<b><i>SCHOOL COUNSELING LICENSURE ONLY</i></b>				
				545 Youth at Risk – 3
1ST YEAR	504 Internship – 3* 589 Action Research – 1* 576 Parents, Families, & Communities in Schools – 3 596 Foundations of School Counseling – 3 526 Effective Teaching - 2**	527 Counseling Individuals with Diverse Needs – 3 555 Coun Child & Youth – 3 504 Internship – 3* 589 Action Research – 1* 526 Effective Teaching - 2**	504 Internship – 3* 589 Action Research – 1* 526 Effective Teaching – 2**	

\*\*Licensure Only without two years teaching experience has a 200-hour teaching requirement

\*Courses must be taken concurrently