

# **Student Handbook**

**2017-2018**

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



Welcome to the Counselor Education Department! You are beginning an incredible journey that will present both challenges and rewards. Together, you, your faculty, and your fellow students will create a collaborative and rewarding experience that will prepare you for a career of clinical excellence. Along the way, you will take courses that are designed to inform you, facilitate self-awareness, and prepare you for clinical work in a variety of settings. At times, you will find these courses challenging. Sometimes the challenge is academic and sometimes the challenge has to do with the tremendous intra- and inter- personal work that accompanies counselor preparation.

You were invited to this program because you demonstrated the potential to successfully complete the program and enter the professional counseling field. This handbook is provided to help you gain a foundational understanding of the program and its many procedures, and it should be kept as a reference guide for you to refer to as you progress through your program.

More important, though, is your relationship with your program faculty advisor. While this handbook provides foundational information, it is imperative that you meet with your advisor to address your individual needs, concerns, and requests as they arise. Together, you create an experience that best supports our shared goal: program completion and entry into the field. Your advisor will speak with you at orientation about how to set up advising appointments and how to communicate with them as needed. Please remember to reach out sooner rather than later as needs arise, and never deviate from your program of study (outlined on the course grid) without explicit written approval from your advisor ahead of time.

In addition to the information in your handbook, you are responsible for keeping track of additional program information which is sent to you regularly by email. You should use your *pdx.edu* email account for correspondence and to ensure reliable communication. Most emails are quite important and may contain important class or department information and deadlines.

As your department chair and a graduate of this very program, I enthusiastically welcome you to our learning and training community. I look forward to our time together and, in just a few years, will be delighted to welcome you as a colleague into our profession.

I'm so glad you're here.

Sincerely,

*Lisa Aasheim*

Lisa Aasheim, Ph.D., LPC  
Department Chair  
Counselor Education Department

***A tremendous thank you to Stephanie MacDonald, Marriage, Couples & Family Therapy student and department GA, for her incredible work on this handbook. Thank you!***



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# **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 curriculum that supports generalist counselor preparation, the Counselor Education Department honors and supports learning associated with four programs: (a) Clinical Mental Health Counseling, (b) Marriage, Couple and Family Counseling, (c) Clinical Rehabilitation Counseling, and (d) School Counseling. We are also committed to providing initial and ongoing training in the form of specialty certificates and continuing education, including graduate certifications in (a) Addictions Counseling and (b) Marriage, Couple, and Family 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.

The CORE accredited Clinical Rehabilitation Counseling Program also maintains a separate mission statement (see appendix I).

### **Conceptual Framework**

**Vision: Preparing professionals to lead life-long learning and development within our diverse communities.**

**1. Diversity and Inclusiveness - Advocacy for Fairness and Respect.**

1.1 Candidates work effectively with diverse populations.

1.2 Candidates promote inclusive and therapeutic environments.

**2. Research based practices and professional standards - Professionalism.**

2.1 Candidates critically analyze and implement research-based practices.

2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.

**3. Impact on Learning and Development - Commitment to learning.**

3.1 Candidates ensure that all learners and clients succeed.

3.2 Candidates use technology to enhance learning and development.

3.3 Candidates influence policy and provide leadership for organizations.

**4. Evidence-informed decision making - Reflection.**

4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.

### **GSE Philosophy (Guiding Principles)**

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

### **GSE Priorities**

- Promote diversity and social justice through inclusive programs, policies, and practices.
- Conduct and apply research and other scholarly work to improve education and counseling.
- Engage and model meaningful individual and program assessment that leads to continuous program improvement.
- Develop partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals.
- Maximize the effective use of technology for instruction, recruitment, assessment and scholarship.

### **Counselor Education Plan Recruitment and Retention of Diverse Students**

The Counselor Education Department has a goal to increase the diversity of candidates from underrepresented groups that enter our programs and to help them complete their programs of study successfully. Our department values diversity because it generates a multiplicity of ideas and viewpoints, leads to more creative and efficient problem solving, fosters an understanding and acceptance of individuals from diverse and underrepresented backgrounds, and recognizes the contributions that a variety of individuals and groups can make. A diverse group of candidates will ensure that the Counselor Education Department can better serve the needs of our increasingly diverse communities, while also attending to the needs of those communities that are most underserved.

The Counselor Education Department and the GSE prohibit discrimination or harassment on the basis of age, disability, national origin, race, color, Marriage status, veteran status, religion, sex, sexual orientation, genetic information, or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act (see also PSU Prohibited Discrimination & Harassment Policy\*).

The University and the Graduate School of Education (GSE) have a plan in place to promote its efforts to increase candidate diversity, and the Counselor Education department is actively engaged with the following structures within the university and the GSE.

Structures	
PSU University-wide Support	GSE & COUN Plan
<p>Global Diversity and Inclusion: Office of Equity and Compliance  <a href="http://www.pdx.edu/diversity/office-of-equity-compliance">http://www.pdx.edu/diversity/office-of-equity-compliance</a></p> <p>The Diversity Action Council  <a href="http://www.pdx.edu/diversity/diversity-action-council">http://www.pdx.edu/diversity/diversity-action-council</a></p> <p>Cultural Resource Centers  <a href="http://www.pdx.edu/cultural-resource-centers/">http://www.pdx.edu/cultural-resource-centers/</a></p> <p>Disability Resource Center  <a href="http://www.pdx.edu/drc/">http://www.pdx.edu/drc/</a></p> <p>Veteran Resource Center  <a href="http://www.pdx.edu/veterans/vrc">http://www.pdx.edu/veterans/vrc</a></p>	<ul style="list-style-type: none"> <li>• Diversity Committee Mission: To promote the consideration of diversity and social justice issues within the GSE, gather data on the extent to which diversity is represented in the GSE, and assist in the preparation of diversity documents for accreditation. The Counselor Education Department is represented on this committee by tenure-track faculty.</li> <li>• Collaborate and Comply with the Office of Equity &amp; Compliance to: Investigate complaints of prohibited discrimination and harassment. Ensure compliance with federal and state equal opportunity laws and regulations.</li> </ul>

The GSE has a goal to recruit the most promising candidates who reflect a diverse range of interests, abilities, life experiences, and worldviews to enhance the mission of the Counselor Education Department and the GSE. Past and current recruitment efforts include two successful “pathway” programs that provide encouragement and financial support to candidates of color interested in careers within the GSE programs. Effective recruitment efforts require extensive informal networks with local and national organizations and personal contacts with diverse members of the professional community. The university and the GSE have these strategies to recruit diverse candidates:

Recruitment Strategies	
PSU University-wide Support	GSE & COUN Plan
<p>PSU Human Resources  <a href="http://www.pdx.edu/hr/">http://www.pdx.edu/hr/</a></p> <p>Campus Centers for Students  <a href="http://www.pdx.edu/diversity/welcome-our-campus">http://www.pdx.edu/diversity/welcome-our-campus</a></p> <p>Cultural Resource Centers  <a href="http://www.pdx.edu/cultural-resource-centers/">http://www.pdx.edu/cultural-resource-centers/</a></p> <p>Disability Resource Center  <a href="http://www.pdx.edu/drc/">http://www.pdx.edu/drc/</a></p> <p>Veteran Resource Center  <a href="http://www.pdx.edu/veterans/vrc">http://www.pdx.edu/veterans/vrc</a></p>	<ul style="list-style-type: none"> <li>• PSU displays and presentations at state and local conferences</li> <li>• RSA Long-Term Training Grant</li> <li>• Scholarships in which diversity and/or cultural competence is considered as a criterion for awarding.</li> <li>• Marketing materials sent to Minority Serving Institutions</li> </ul>

The Counselor Education Department and the GSE are not only committed to recruitment of candidates from diverse and underserved groups, but also in retaining candidates of diverse backgrounds. We work to identify retention problems that have a negative impact on candidate diversity by examining those conditions under which students leave our programs.

One of the most effective variables in retaining minority candidates is having instructors who also come from minority communities and provide recognizable role models for emerging professionals. Candidates of color and those with other diverse identities are also more likely to stay in programs where colleagues and instructors create learning environments characterized by openness and respect. Some students and instructors need assistance in becoming more sensitive to cultural differences and aware of their own biases and prejudices. PSU provides programs with these instructional aims. Programs in place to promote the retention of diverse candidates include:

Retention Strategies	
PSU University-wide Support	GSE & COUN Plan
<p>Cultural Competence Training Series  <a href="http://www.pdx.edu/diversity/psu-cultural-competence-training-series">http://www.pdx.edu/diversity/psu-cultural-competence-training-series</a></p> <p>Queer Education Seminars and Trainings  <a href="http://www.pdx.edu/queer/quest">http://www.pdx.edu/queer/quest</a></p> <p>Multicultural Retention Services  <a href="http://www.pdx.edu/dmss/retention-services-programs">http://www.pdx.edu/dmss/retention-services-programs</a></p> <p>Cultural Resource Centers  <a href="http://www.pdx.edu/cultural-resource-centers/">http://www.pdx.edu/cultural-resource-centers/</a></p> <p>Disability Resource Center  <a href="http://www.pdx.edu/drc/">http://www.pdx.edu/drc/</a></p> <p>Veteran Resource Center  <a href="http://www.pdx.edu/veterans/vrc">http://www.pdx.edu/veterans/vrc</a></p>	<ul style="list-style-type: none"> <li>• Having a diverse and supportive faculty</li> <li>• Accommodations statements included on the first page of every syllabus</li> <li>• Maintaining a database on student demographics and monitoring trends in ethnic/racial representation</li> <li>• Working with Disability Resource Center to provide appropriate accommodations for student success</li> <li>• Assisting students in locating University resources and supports for multiple diverse identities</li> <li>• Mentoring students to assist in success               <ul style="list-style-type: none"> <li>• Creating an environment in which faculty and students can engage in conversations around knowledge and awareness of personal biases can be explored and addressed</li> </ul> </li> </ul>

\*Portland State University, Prohibited Discrimination and Harassment Policy

[http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Policy\\_on\\_Prohibited\\_Discrimination\\_and\\_Harassment.Final\\_.pdf](http://www.pdx.edu/ogc/sites/www.pdx.edu.ogc/files/Policy_on_Prohibited_Discrimination_and_Harassment.Final_.pdf)

# 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. Hanoch Livneh 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 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 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 was hired for the 1999/2000 academic year for this joint appointment; her background is in school counseling and Marriage, 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 Marriage, 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, 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 Marriage, 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 Marriage, 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, Marriage, Couple, and Family Counseling was approved as the fourth specialty.



## **The 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 recent years faculty changes have continued. In 2003 Dr. Patrick “Rick” Johnson 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 Director. 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 Counseling Coordinator; in the fall of 2007 she became a tenure track assistant professor and began her second year as the School Counseling Coordinator. In 2012, Dr. Lisa Aasheim received tenure and was promoted to Associate Professor.

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. In 2012, Dr. Anctil received tenure, was promoted to Associate Professor, and became the program coordinator of the Rehabilitation Counseling Program.

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.

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.

Following the national trends for Marriage, 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 Marriage, Couple, and Family Program became 90 credits, which is a CACREP requirement for this specialization.

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

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 was retitled Clinical Mental Health Counseling, which also increased 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 2010s**

In 2013, Dr. Hanoch Liveneh retired. Our faculty was joined by Dr. Joel Lane, teaching primarily in the Clinical Mental Health Counseling program. Furthermore, in 2015 our faculty was joined by Dr. Kimberly Jayne, who is teaching in and coordinates the School Counseling program.

In 2015, Dr. Russ Miars retired and Dr. Rick Johnson completed a 9-year term as Department Chair, returning to his role as a faculty member in the department. Dr. Tina Anctil began as Department Chair in the Fall of 2015 and served through Summer of 2017.

In 2016, our faculty was joined by Dr. Deanna Cor, Assistant Professor with a specialty in Clinical Mental Health, and Dr. Rana Yaghmaian, Assistant Professor with a specialty in Rehabilitation Psychology/Rehabilitation Counseling and program coordinator of the Clinical Rehabilitation Counseling Program.

In 2017, Dr. Lisa Aasheim began as Department Chair and our faculty was joined by Dr. Javier F. Casado Pérez, Assistant Professor with a specialty in Marriage, Couples, and Family Counseling, and Elliot Witherspoon, Assistant Professor of Practice with a specialty in School Counseling.

### **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 program and a school counseling program 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 program were unable to become licensed as school counselors in Oregon.

The completion of the School Counseling Program results not only in TSPC licensure as a school counselor, but also eligibility as a Licensed Professional Counselor (LPC) through the state licensure board. This program is CACREP accredited until 2024.

### **Clinical Rehabilitation Counseling Program/Clinical Mental Health Counseling Program**

In the fall of 2013 the program was retitled from Rehabilitation Counseling to Clinical Rehabilitation Counseling, with 90 credits required to meet the new CACREP standards. In 2016, this program received dual CACREP accreditation as a Clinical Rehabilitation Counseling Program and a Clinical Mental Health Counseling Program. This dual program is CACREP accredited through 2023 and accredited with CORE until 2018. Graduate are eligible for the Certified Rehabilitation Counselor (CRC) credential, the NCE, and Oregon state licensure as an LPC.

### **The Clinical Mental Health Counseling Program**

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. This program is CACREP accredited until 2018.

### **The Marriage, Couples, 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 Marriage, Couples, and Family Program moved from Continuing Education to Counselor Education. This program has been formalized as a 90-credit hour program. It meets both the licensing requirements for LMFT (Licensed Marriage and Family Therapist) and LPC in the State of Oregon. This program is CACREP accredited until 2018.

# CACREP COMMON CURRICULAR AREAS/PROGRAM AREA OBJECTIVES

All students in the four degree programs in the department will develop and exhibit the following knowledge and skill competencies:

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;
- e. the use of research to inform evidence-based practice; and
- f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

## **CORE Curricular Areas**

### **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.

#### **C.4.10 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(WA), NCC, ACS, Oregon State University**

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E-mail: aasheim@pdx.edu

Lisa Aasheim, PhD, NCC, ACS, Associate Professor, is the Department Chair of the Counselor Education Department. She has been the Director of the Community Counseling Clinic at Portland State University since 2005 and was the School Counseling Program Coordinator from 2005 until 2015. She is also a member of the Graduate Certificate in Addictions faculty. 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.

#### **Javier F. Casado Pérez, Ph.D., NCC**

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Javier F. Casado Pérez, Ph.D., NCC is an Assistant Professor in the Counselor Education department, with a focus on Marriage, Couples, and Family Counseling. He earned his Ph.D. in Counselor Education and Supervision from The Pennsylvania State University in 2017 and his MS in Mental Health Counseling with specialization in Marriage and Family Counseling from Monmouth University in 2013. He is a nationally certified counselor and is pursuing licensure as a Professional Counselor and Marriage and Family Therapist in the state of Oregon. His research and scholarly agenda focuses on power and inequity in education, theoretical issues in counselor preparation, and the effects of counterculture identity and sociopolitical activism on family and couple relationships.

#### **Deanna Cor, Ph.D., George Washington University**

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Deanna Cor, Ph.D., LPC, NCC is an Assistant Professor in the Counselor Education Department, with a focus on Clinical Mental Health Counseling. She received her Ph.D. in Counselor Education and Supervision from The George Washington University in 2016. She is a licensed professional counselor in Oregon and the District of Columbia. Dr. Cor's research focuses on developing and enhancing multicultural counseling competencies in students and practitioners, specifically for working with clients identifying as trans and gender nonconforming.

### **Kimberlee Hattig, M.S., Portland State University**

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Kimberlee Hattig, MS, CRC, is the Practicum and Internship Coordinator in the Counselor Education Department. Kim teaches internship sections, providing internship site visits for the CMH, MCF, and CLRC programs. She coordinates internship placements and develops internship sites in the Portland area. Kim is a member of the Oregon Association for Rehab Professionals and is certified as a Rehabilitation Counselor.

### **Kimberly Jayne, PhD., University of North Texas**

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Kimberly Jayne, PhD, LPC, NCC, RPT, is an Assistant Professor of Counselor Education and School Counseling Program Coordinator. She graduated with her PhD in Counseling from the University of North Texas and specializes in child and adolescent counseling, school counseling, and play therapy. Kimberly has extensive experience working with children, adolescents, and families in school and clinical settings and actively researches developmentally responsive counseling interventions for children and adolescents. She is passionate about developing effective, empirically supported counseling interventions, understanding relational variables and processes that impact growth and change within the counseling and school context, and exploring mediators and moderators of therapeutic outcome. Kimberly works with children and families in both private practice and school settings, is an active member in several counseling associations, and serves on multiple editorial boards.

### **Patrick “Rick” Johnson, Ph.D., New Mexico State University**

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

### **Joel Lane, Ph.D., Oakland University**

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Joel Lane is an Assistant Professor and the coordinator of the Clinical Mental Health Counseling Program. His research and scholarly agenda focuses on the impact of life transition on mental health and well-being during emerging adulthood. He is a licensed professional counselor in the State of Oregon and a Nationally Certified Counselor. He is currently the President Elect of the Oregon Counseling Association and is involved in advocacy for the counseling profession at the state and national levels.

### **Ramona Roberts, MS, LPC, NCC**

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Ramona Roberts, MS, LPC, NCC, is the Director of the Community Counseling Clinic. Ms. Roberts holds a Master's degree in Counseling from Portland State University and specializes in Couples, Marriage and Family Counseling. She has completed advanced training in multiple couples counseling modalities and specializes with adults in conflict. She is a licensed professional counselor, an Oregon-approved counselor supervisor and a nationally certified counselor. Ms. Roberts also maintains an active private practice that includes both counseling and counselor supervision.

### **Elliot Witherspoon, MS, LPC**

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Elliot Witherspoon, MS, LPC, is an Assistant Professor of Practice in the Counselor Education Department. She holds a Master's of Science in Counseling, with an emphasis on school counseling and couples, marriage and family therapy. Elliot has worked in school and community settings, focusing on human development, education, and the systems surrounding marginalized communities. In addition to working in schools, Ms. Witherspoon has run a private practice specializing in families in life transitions, LGBTQ youth, practical applications of experiential counseling, and trauma-informed international relief, while integrating mindfulness and movement into accessible mental health care for all.

### **Rana Yaghmaian, Ph.D., CRC, The University of Wisconsin–Madison**

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Rana Yaghmaian, Ph.D., CRC, is an Assistant Professor and coordinator of the Clinical Rehabilitation Counseling program. She received her Ph.D. in Rehabilitation Psychology from the University of Wisconsin – Madison. Her primary research interests include the psychosocial aspects of disability, well-being in women and other minorities with disabilities, and multicultural competency training and development in current and future counselors. She also takes a strong interest in teaching and pedagogy, focusing her work specifically on the integration of social justice theory into the counselor education classroom.

### **Professor Emeritus**

**David Capuzzi**, Ph.D., Florida State University

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

**Hanoch Livneh**, Ph.D., University of Wisconsin

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Hanoch Livneh, Ph.D., CRC, LPC, was a Professor and Coordinator of the Rehabilitation Program until he retired in 2013.

**Russel Miars**, Ph.D., The University of Iowa

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Russel Miars, Ph.D., was an Associate Professor in the Department until he retired in 2015.

### **Staff**

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

Kerri Anderson-Linde, M.S.

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

Gail Maron, M.S.

Elliot Witherspoon, M.S.

Terry Forrest, M.S.

Roy Huggins, M.S.

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



# **Nuts & Bolts:**

## Counselor Education Department

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- Licensure: School Counselors
- Certification: CRCC



## Required Programs of Study

The programs of study for each program in our department are outlined in the following pages. 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.

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. 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, plus have met the dispositional requirements to move beyond the first year. 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 Program

### 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 Program must include the following courses to total 90 credits:

<u>Common 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 <u>or</u> 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 <u>or</u> 3 credits of electives	3
	Various Electives	<u>3</u>
		<b>34</b>

**TOTAL CREDITS 90**

\*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 who are providing peer supervision in practicum concurrent with their internship credits.

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.

## The Marriage, Couples, and Family Program

### COURSE REQUIREMENTS

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

<u>Common 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. Sequential courses 573, 575, 574, 572, 578, 577, 579.

\*\*\* **NOTE:** COUN 580 Supervision---This one credit course in supervision is required of all students who are providing peer supervision in practicum concurrent with their internship credits.

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.

## The Clinical Rehabilitation Counseling Program (dual accreditation as Clinical Mental Health Counseling)

### COURSE REQUIREMENTS

The 90 credit program of study leads to an MA MS in Education with a specialization in Clinical Rehabilitation Counseling and Clinical Mental Health Counseling. The following courses are required.

<u>Common 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 575 Foundations of Couples, Marriage, & Family	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 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 and Vocational Analysis	3
	Coun 595 Contemporary Issues & Applications in Rehabilitation Counseling	3
	Various Electives	<u>1</u>
		<b>34</b>
<b>TOTAL CREDITS</b>		<b>90</b>

\* Concurrent enrollment required.

\*\*Concurrent enrollment required.

\*\*\* **NOTE:** COUN 580 Supervision---This one credit course in supervision is required of all students who are providing peer supervision in practicum concurrent with their internship credits.

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.



## The School Counseling Program

### COURSE REQUIREMENTS

The program consists of 90 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 I students complete 90 credits that include 6 credits of electives to be arranged with your advisor. Track II is designed for individuals without a teaching license. Track II students complete 90 credits that include a 6 credit, 200 clock-hour teaching requirement.

<b><u>Common Courses</u></b>		<b><u>Credits</u></b>
	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>
<b><u>Specialty Courses</u></b>		
	Coun 507 Electives (Germane to School Counseling)	2
	Coun 526 Effective Teaching*(Track II only)	6
	Coun 527 Counseling Individuals with Diverse Needs	3
	Coun 545 Youth at Risk	3
	Coun 546 Grief & Loss	2
	Coun 547 Legal and Ethical Issues in School Counseling	1
	Coun 555 Counseling Children and Youth	3
	Coun 575 Foundations of CMF	3
	Coun 576 Parents, Families, and Communities in Schools	3
	Coun 589 Action Research in Counseling	5
	Coun 596 Foundations of School Counseling	<u>3</u>
		<b>34</b>
<b>TOTAL CREDITS</b>		<b>90</b>

\* Concurrent enrollment required.

\*\* Concurrent enrollment required.

\*\*\* **NOTE:** COUN 580 Supervision---This one credit course in supervision is required of all students who are providing peer supervision in practicum concurrent with their internship credits.

\*Track I students – additional 6 credits are required to meet the 90 credit hour requirement; fill with electives or select from the other related courses (suggestion list will be provided)

**NOTE:** Students are required to complete a 600-hour internship experience, including 240-direct client contact hours. Students are required to complete a 100-hour practicum experience, including 40-direct client contact hours.

## School Counseling Program Teaching Experience Requirements

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

**Track I** is for individuals who have documentation of teaching licenses. Students are required to provide a letter from a school administrator as proof of successful teaching employment 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.

## 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 specialty 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 Marriage, Couples, 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 Marriage, Couples, 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 Counselor Education/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. 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.

## The Graduate Certificate in Addictions Counseling

This is a series of courses designed to provide a broad overview of addictions counseling, concepts of treatment, and clinical skills, and prepares participants for work with clients struggling with addiction. It is becoming increasingly important for counseling professionals to be able to work with clients who present with addiction 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. They also fulfill the educational requirements for obtaining Certification as an Alcohol and Drug Counselor I and II through the Addiction Counselor Certification Board of Oregon.

The series includes six courses designed to be taken sequentially, and a 1 credit seminar that has no prerequisite, as follows:

1. COUN 531 Foundations of Addictions Counseling
2. COUN 532 Assessment and Diagnosis in Addiction Counseling
3. COUN 533 Treatment of Substance Abuse I
4. COUN 534 Treatment of Substance Abuse II
5. COUN 535 Co-Occurring Disorders
6. COUN 536 Addiction Counseling Capstone Capstone Seminar
7. COUN 507 Addiction Pharmacology (no prerequisite)

These courses are scheduled to have minimal conflicts with students co-admitted into the Master's in Counseling program, if the certificate is started in the second year of the Master's program. Information, including admission procedures, to the Graduate Certificate in Addictions Counseling, and the non-credit level of the program, the Certificate of Completion in Addictions Counseling, can be found at [pdx.edu/coun/addictions](http://pdx.edu/coun/addictions).

## **Adding an Additional Specialty (Dual Program)**

### **Dual Program Requirements**

Students in any of the four programs can add another program to their plan of study, but need to realize that doing so extends the time needed to complete degree requirements. Once admitted to their program, students may not switch to a different program.

To add another program, 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 programs (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 Marriage, Couples, and Family program.
- Often, an 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., Clinical Rehabilitation and Marriage, 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. This is not an option for School Counseling students who are already dually placed at two internship sites.

### **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.

### **800 Level Course Limits**

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.

### **Course Substitutions**

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 substitution considerations. Substituting 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 substitute 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 substitute 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 substitute form is available online at [www.pdx.edu/coun/prerequisites](http://www.pdx.edu/coun/prerequisites). This form is returned to you via email 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**

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, consult 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 and department chair requesting the leave, then must meet with the advisor prior to initiating the leave to document the conditions and timeline of the student's return.

## **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 (116 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 exiting the program.** 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.

## Student Progress

### **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 before the start of the program). 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.

### **Monitoring of Student Progress**

Student progress is monitored by faculty 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 based on a set of dispositions (see Appendix I). 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 each academic year of the program. This information will be communicated to students through their faculty advisor.

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education (see **Appendix H**). Professionalism is expected to extend beyond the classroom as it relates to confidentiality of client material and online conduct, including social media.

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. All internship hours accrued during a term in which an NP grade occurs must be re-accrued.

### **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.

**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.** Ten of these hours may be obtained during ETC, and documentation will be kept in the department following successful completion of ETC. No regularly employed faculty member can provide this individual or group counseling for you (except in the case of ETC). This includes any adjunct faculty hired to teach individual classes at Portland State University.

### **Master's Comprehensive 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.

**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 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, Clinical Rehabilitation, Marriage, 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 Marriage, 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.

**Endorsement Statement:** Graduation from the department does not automatically equate with positive endorsement for licensure from the department faculty. To receive an endorsement from faculty, students must demonstrate proficiency in the skills and dispositions appropriate for the specific credential or employment opportunity.

## **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 counselors are recommended at both levels (EC/EL and MS/HS) as soon as their degree posts to their transcript and they complete the required application through TSPC.

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

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

### **Certification: CRC**

**Clinical 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 CRC 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.

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

Counselor Education students are evaluated with regard to the professional counseling dispositions outlined in the “Counselor Education Dispositions” document (Appendix I).

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)

PORTLAND STATE UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
BEHAVIOR AND PERFORMANCE GUIDELINES  
Effective September 15, 2006  
Revised February 2013

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 practicum, 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). Failure to adhere to the ethical code applicable to the relevant profession, or discovery by GSE of conduct (such as a criminal offense) that would likely preclude successful placement and/or professional licensure, is grounds for removal from the program.

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, would likely preclude successful field placement or professional licensure, 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. Many field placements require a student to successfully pass a background check prior to placement. Students with criminal convictions that might preclude successful placement or that could preclude licensure by the Oregon Teachers Standards and Practices Commission or other applicable professional licensure body, are required to disclose such convictions to GSE.
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, failure to adhere to program expectations, actions that threaten the safety of others, and/or conduct (such as a criminal offense) that would likely preclude successful placement and/or professional licensure) 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 likely preclude successful placement and/or professional licensure by the Oregon Teacher Standards and Practices Commission or other applicable licensing 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 likely preclude successful field placement and/or result in denial of licensure by the Oregon Teacher Standards and Practices Commission or other applicable licensing entity;
  - 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.

## PSU ALCOHOL AND DRUG-FREE UNIVERSITY POLICY

### I. Policy Statement

PSU's Alcohol and Drug Free University Policy exists to promote a safe, healthy, and efficient campus environment. Alcohol and drug abuse pose a threat to health and safety, and to the security of equipment and resources. Accordingly, this policy prohibits the unlawful manufacture, use, dispensing, possession, or distribution of controlled substances as defined in the Controlled Substances Act (21 U.S.C. 802) and prohibits abuse and the unlawful use of alcohol.

Understanding that addiction is a disease, the University supports programs for the prevention of alcohol and substance abuse, as well as treatment programs for those with a record of past abuse or who are in treatment; however, current abuse evidenced on campus is not tolerated.

### II. Reason for Policy/Purpose

The purpose of this policy is to promote compliance with state and federal laws relating to the use of alcohol and drugs. Further, PSU strives to provide a safe and secure environment for its students, faculty, and staff, as well as for all visitors to campus and for all who participate in University events and activities. This policy is in compliance with the provisions of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

### III. Applicability

This policy applies to all students, faculty, staff, and visitors to campus.

### IV. Definitions:

1. *Alcohol*. Any beverage classified as an "Alcoholic Beverage" by Oregon law, Oregon Revised Statutes Chapter 471.
2. *Impaired*. To be under the influence of a drug or alcohol such that academic or job performance is, or could reasonably be, adversely impacted
3. *Controlled substance*. A list of controlled substances can be found in Schedules I through V or Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined in Regulation 21 CFR 1308.11-1308.15. In the event of a conflict between federal law and state law, federal law controls.
4. *Conviction*. A finding of guilt, including a plea of nolo contendere (no contest), or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
5. *Illegal Drug*. Any drug: (a) which is not legally obtainable under federal or state law; (b) which may be legally obtainable but has not been legally obtained; or (c) which is being used in a manner or for a purpose other than as prescribed.
6. *Legal Drug*. Includes prescribed drugs and over-the counter drugs that are capable of impairing one's mental or physical ability to safely, efficiently, and accurately perform their duties, but which have been legally obtained and which are being used solely for the purpose for which they were prescribed or manufactured, and which are being used according to the prescribing healthcare practitioner's directions.
7. *University premises*: All institutionally owned, rented, leased, or controlled property. This term also includes University vehicles whether operated on or off campus and whether owned or leased.

## V. Policy

1. Students, faculty, and staff who are under the legal age are prohibited from drinking alcohol on campus or during University-sponsored events or activities.
2. Students or others who live on University premises must comply with the University Housing Handbook rules on alcohol.
3. Unlawful possession, dispensation, distribution, manufacture or use of alcohol, any controlled substance or illegal drug, at any time on University property, in a PSU owned or operated vehicle or while conducting or engaging in University business or activities is strictly prohibited. As a federally-controlled substance, the possession, dispensation, distribution, manufacture, or use of marijuana in any form is prohibited on campus, during University events and activities, or while conducting University business.
4. Faculty, staff, and students are required to report to work, class, and other activities in an appropriate mental and physical condition to work and participate safely and effectively. No faculty, staff, or student shall report to work or class or engage in any University activity while impaired by alcohol, a controlled substance, or a legal or illegal drug. Further, no faculty, staff, or students shall report to work, class, or other activities while having the presence of an illegal drug or controlled substance in their system. This policy applies while students, faculty, and staff are conducting PSU activities and business, wherever located, and to all persons present on University premises (even if off-duty).
5. Any faculty, staff, or student who observes or has knowledge of another member of the PSU community in violation of this policy, and in a condition which poses a hazard to the safety or welfare of others, is encouraged to report the information to their immediate supervisor, the employee's supervisor, Human Resources, the Provost's Office, the Dean of Student Life, or to the Campus Public Safety Office.
6. Persons violating this policy may be subject to disciplinary action in accordance with applicable PSU policies and collective bargaining agreements, up to and including expulsion and/or termination of employment, and potentially, referral for prosecution. The University may require participation in an approved drug or alcohol abuse assistance or rehabilitation program, as appropriate.
7. If a faculty or staff member is involved with work supported by a federal agency, the University will notify the federal agency within 10 days after receiving notification that an employee has been convicted of violating a criminal statute in the workplace. The University will take appropriate personnel action against such an employee and/or require the employee to participate satisfactorily in an alcohol or other drug rehabilitation program.
8. Any student convicted of violating a criminal drug statute on PSU owned property or during any University-sanctioned function must notify the Director of Financial Aid, if that student is receiving any form of federal financial aid (e.g., Pell grants). The Director of Financial Aid will then notify the Secretary of the United States Department of Education. Conviction on any drug-related charge is grounds for forfeiture of federal financial aid.
9. The University is committed to the provision of substance abuse education and prevention activities. In compliance with the Drug Free Schools Act Amendment of 1989, the University annually publishes and distributes to students, faculty, and staff "An Information Guide to Alcohol and Other Drug Problems."
10. Faculty and staff are required to notify PSU's management of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after the conviction.

**VI. Links To Related Policies, Procedures or Information**

Housing Handbook:

<http://www.pdx.edu/housing/sites/www.pdx.edu.housing/files/2014-2015%20%20Housing%20Handbook%20Final%20draft%2009192014%201752.pdf>

**A Guide for Alcohol and Other Drug Problems Portland State University:**

*Drug and alcohol treatment programs provided by PSU:*

Employee Assistance Program: Cascade Centers Inc.: 503-639-3009, or 1800-433-2320 Student Health and Counseling Center: 503-725-2800 Kaiser Permanente: 503-813-2000 Providence Health Plans: 503-574-7500

**VII. Contacts**

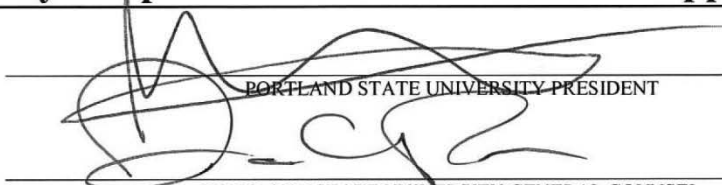
If you have any questions on the policy or procedure for PSU Alcohol and Drug-Free policy, you may: Call the Office of Human Resources at 503-725-4926, or the Office of the Dean of Student Life at 503-725-4422.


Send an e-mail to [askhrc@pdx.edu](mailto:askhrc@pdx.edu) or [AskDos@pdx.edu](mailto:AskDos@pdx.edu).

**VIII. History/Revision Dates**

Adoption Date: June 12, 2015 Next Review Date: June, 15, 2020

**IX. Policy Adoption/Reaffirmation/Revision Approvals**

Approved  Date 6/16/15  
 PORTLAND STATE UNIVERSITY PRESIDENT

Approved  Date 6/16/15  
 PORTLAND STATE UNIVERSITY GENERAL COUNSEL

## GSE Framework and Dispositions

GSE Conceptual Framework	GSE Dispositions
<p><b>1. Diversity &amp; Inclusiveness:</b></p> <p>1.1 to work in diverse settings</p> <p>1.2 to promote inclusive and therapeutic environments</p>	<p><b>1. Advocacy for Fairness and Respect</b></p> <p>a) <i>Demonstrate the commitment to work for equity and <b>fairness</b> across race, ethnicity, class, gender and sexual identification, language, religion, ability, or any other group identification which advantages or disadvantages a person based on group identity</i></p> <p>b) <i>Honor, value and demonstrate consideration and <b>respect</b> for diverse patterns and expectations of learning and communication</i></p>
<p><b>2. Research-Based Practices &amp; Professional Standards</b></p> <p>2.1. to critically analyze and implement research-based practices</p> <p>2.2. to demonstrate appropriate professional knowledge, skills, &amp; dispositions</p>	<p><b>2. Professionalism</b></p> <p>a) <i>Follow codes of professional ethical <b>conduct</b>; Maintain appropriate <b>professional appearance</b> and demeanor.</i></p> <p>b) <i>Demonstrate <b>honesty</b>, trustworthiness, and maintain confidentiality.</i></p> <p>c) <i>Demonstrates <b>flexibility</b>, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity.</i></p> <p>d) <i>Act independently and <b>responsibly</b>, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.</i></p> <p>e) <i>Demonstrate the ability to engage in discourse and work <b>collaboratively</b> with others in a manner that honors and respects all participants.</i></p>
<p><b>3. Impacting Learning and Development</b></p> <p>3.1 to ensure all learners and clients succeed</p> <p>3.2 to use technology to enhance learning</p> <p>3.3 to influence policy and provide leadership for organizations</p>	<p><b>3. Commitment to Learning</b></p> <p>a) <i>Demonstrate commitment to ongoing professional learning and demonstrate a <b>belief that everyone can learn</b> and construct knowledge;</i></p> <p>b) <i>Demonstrate the <b>dedication</b>, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator and counselor.</i></p>
<p><b>4. Evidence-Informed Decision Making</b></p> <p>4.1. to use evidence to address problems of practice and make educational &amp; therapeutic decisions</p>	<p><b>4. Reflection</b></p> <p>a) <i><b>Review, analyze and evaluate</b> the outcomes of past decisions to make better decisions in the future; Demonstrate responsiveness to feedback.</i></p>

**Department Policy Statement:** The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior is essential. As a counselor-in-training, you are expected to be: 1) open to learning, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of your impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, 9) able to express feelings effectively and appropriately; 10) show initiative and motivation; and 11) committed to human diversity.

Students are expected to attend all class meetings; however, one absence is not considered excessive. Students whose beliefs, religious practices, or lifestyles may conflict with class attendance from time to time should discuss such issues with the course instructor at the beginning of the term. If possible, arrangements should be made to make up missed attendance-related assignments and experiences. It is up to the student and instructor to negotiate a satisfactory solution with respect to absences.

Students and faculty are expected to maintain 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, show respect for the perspectives of others, and demonstrate cultural humility (see definition below\*)

The Counselor Education Department seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture).

\*Cultural Humility definition: operates with a high level of commitment to self-reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.

All students in the department must demonstrate behavior that is consistent with the Ethical Standards put forth in 2005 by the American Counseling Association: <http://www.counseling.org/resources/ethics.htm>  
Failure to do so can result in termination from the department.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the department. Deficiencies, which are not corrected, will be cause for disciplinary action and may include termination from the department.





# 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 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.
2. 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.
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. 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**.

## **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. Prerequisite courses for all specializations are: COUN 530 Introduction to Psychiatric Diagnoses, 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 before the start of the program.

## **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. The clinic operates days and evenings. Assignment to a Practicum section is made by the department faculty. Day Practicum meets from 9:00 a.m. to 3:00 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 begin practicum at the next available term; they may have to wait a year to begin practicum.

## **Practicum Requirements: Clinical Rehabilitation Counseling**

Clinical 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).

## **Internship Policy**

- Students must be registered for internship credits if they are participating in internship, and attend weekly group supervision at PSU.
- All students must take 12 credits of internship minimum: 4 credits fall, winter and spring terms.

- The summer internship option is for those who want/need to start internship early or need additional hours to finish all requirements.
- Participating in summer internship requires students to
  - Register for 2 credits of internship in the summer.
  - Attend weekly group supervision at PSU.
  - This will mean that students will have 14 total credits of internship. Because only 12 credits can be counted toward the student's program of study, the other two credits are in addition to their program requirements (e.g., they will take 92 instead of 90 credits), unless their program has room to use the 2 credits as electives.
  - If students finish all their internship hours early, they still need to complete 4 credits of internship spring term.

### **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 GSE Curriculum and AV Library houses our curriculum and Spalding Reference collections, as well as AV equipment checkouts, copier and scanner.

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).

# Students' FAQ

## **Advising**

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

## **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**

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 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.

\*Note: Students are not permitted to switch programs after admission into the department

### **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.

## **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 will be made available on the Counselor Education listserv.

### **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. Information regarding membership may be obtained from the chapter faculty advisor.

### **Graduate Assistantships**

Graduate assistantships may become available in the department or school. Available positions are announced on the Counselor Education listserv. 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. Contact Tina Anctil 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 Technology Center (FAB 270). The Tech Center includes the Dr. Joyce Petrie Memorial Classroom, which provides space for classes if needed, as well as computers, workspace and printing for students. It also includes the offices of the Technology Services Team Manager and Technology Consultant.

There are also a number of computer labs across the Portland State University campus, offering a range of services to meet your needs. See the Office of Information Technology (OIT) website for specific location, hours, and services.

## 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. A copy of this document can be found on the PSU website.

### 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.

## Testing

### 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 twice 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 Clinical Rehabilitation Counseling Specialization Coordinator.

## Finishing Up

### **Nearing Completion: School Counseling Specialization:**

At least one term before you plan to graduate or seek recommendation for an initial license as a school counselor, all final year students meet with a representative from the licensure office to initiate the recommendation process. A Master's Degree Checklist outlining existing procedures has been developed. See **(Appendix D)**.

The necessary forms and information are available online at [www.gsr.pdx.edu/ogs\\_forms.html](http://www.gsr.pdx.edu/ogs_forms.html)

### **Nearing Completion: All Specializations:**

#### **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 Kris Smith in FAB Suite 250.

### **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.

Endorsement Statement: Graduation from the department does not automatically equate with positive endorsement for licensure from the department faculty. To receive an endorsement from faculty, students must demonstrate proficiency in the skills and dispositions appropriate for the specific credential or employment opportunity.

Licensure and Certification Examinations: Students in all specializations 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. Due Process and University Policies
- I. Clinical Rehabilitation Counseling Mission Statement and Program Goals
- J. 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 Counselor Education Suite, Erica Soule, Graduate School of Education**

#### **Fingerprinting Forms**

Licensing forms for School Counselors

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

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

### **Emailed through the List Serv/Google Groups**

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

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

### **Available Online**

#### **Course Substitution Form**

Waives a specific requirement but does not waive credits.

#### **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.

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)
- 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. Meet with your assigned advisor during your first year upon 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: written comprehensive examination, thesis, or project. (The Style Manual for Thesis and Dissertation is available from the Graduate School of Education).
- \_\_\_ 2. 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 program's graduate credits, providing a grade of B or better was earned, and 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 ED. NOTE: **Courses graded P/NP may not be transferred.**
- \_\_\_ 3. You have been admitted to the MS in Education: Counselor Education. If you wish to complete the MA with foreign language proficiency, please fill out a GO-19M and submit it to the Counselor Education Department.
- \_\_\_ 4. 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.
- \_\_\_ 5. Run your DARS report. See the following link for more information <http://www.pdx.edu/ogs/dars>
- \_\_\_ 6. 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.
- \_\_\_ 7. See your advisor for assistance in completing a licensure program form if you will be applying for a school counseling license.





# **Appendix E**

## Useful Addresses and Websites



### **Addresses of Accreditation/ Licensing Groups**

Council for Accreditation of Counseling and Related Educational Programs (CACREP)  
1001 North Fairfax Street, Suite 510  
Alexandria, VA 22314  
(703) 535-5990  
[www.cacrep.org](http://www.cacrep.org)

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.com](http://www.crc certification.com)

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.oregon.gov/OBLPCT](http://www.oregon.gov/OBLPCT)

Teacher Standards and Practices Commission (TSPC)  
Public Service Building  
255 Capitol St NE, Suite 105  
Salem, OR 97310  
(503) 378-3586  
[www.oregon.gov/tspc](http://www.oregon.gov/tspc)

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.arcaweb.org](http://www.arcaweb.org)

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.org](http://www.or-counseling.org)

# **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 Fall term 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.

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, Department Chair.

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.

TK20 has a one-time-only fee which is automatically charged to your student account. 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**

## Due Process & University Policies



## **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 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

## 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 Regulation

##### **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 basis for grade

M—Missing grade

AU—Audit

##### **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.
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.<sup>64</sup> Portland State University To remove an Incomplete, the instructor must submit a grade change to Registration and Records within one year (e.g., by the end of fall 2012 for a course registered for fall 2011).

An Incomplete grade becomes part of the permanent transcript record after the one year deadline expires, unless a waiver is approved by petition to the Graduate Council.

### **Non-attendance**

It is the student's responsibility to drop courses they do not wish to attend. Non-attendance does not cancel the tuition charges nor prevent the course and grade (F, NP, X, or M) from appearing on the student's academic record.

### **Withdrawals**

Withdrawal from a course must be initiated by the student. It is the student's responsibility to withdraw properly by the published deadlines dates. A student may withdraw with no record on the transcript up to the end of the second week of the term. As a courtesy, students are advised to notify the instructor concerned of the intended or completed withdrawal. A student who withdraws after the second week will have a W recorded on the transcript. A student may withdraw for any reason during the third or fourth week, but withdrawing between the fifth and seventh weeks requires instructor approval. A student wishing to withdraw after the seventh week must petition the Deadline Appeals Board. A W is recorded if the petition is approved. Reasons for withdrawal beyond the seventh 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.

The above deadlines refer to Fall, Winter and Spring terms. For deadlines during Summer Session, consult the Summer Session website at <http://www.pdx.edu/summer/>

### **No Basis for Grade**

An X grade indicates No Basis for Grade and is used when there is little or no attendance and there is no work/performance upon which to base an academic evaluation. X grades cannot be changed after initial submission, and other grades cannot be changed to an X. An auditor may also be assigned an X for insufficient attendance.

### **Non-Completion of Course**

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 the appropriate grade based on coursework completed.

### **Missing Grade**

If an instructor does not award a grade during the open grading window, an M grade (Missing) is assigned. Effective Fall 2011, M grades will change to a grade of X one term after the M was initially assigned. Once converted to an X, the grade cannot be changed. A student will not be certified for graduation who has an M grades in PSU graduate courses that could potentially be letter graded, even if the courses are not applied to the student's degree.

### **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 with the sole

intent of raising the GPA is not acceptable. If a course offered as a 400/500 level course is taken at the 400 level, the same course cannot be taken again for credit at the 500 level.

### **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. Audited courses cannot be used to meet any requirement for degrees or certificates, for required registration for graduate assistants, or for scholarship students. Students cannot receive financial aid for audited courses. 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.

### **Catalog Eligibility**

To earn a graduate degree, students must meet the degree requirements published in a single, valid PSU Bulletin (catalog). The requirements in a catalog are valid for seven years; for example, the 2012-13 Bulletin can be used through summer 2019 graduation. Students can only use a catalog year during which they were both admitted and enrolled. (At the time a graduate program has a change to their curriculum approved, they may set more restrictive limits about which set of requirements can be used.)

### **Academic Record Sealed After Degree Earned**

Portland State University academic records are sealed thirty days after the conferral of a degree. After this date, no changes can be made to the academic record, such as removal of Incompletes or grade changes.

### **Correspondence credit**

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

### **Academic load**

Full-time enrollment for graduate students is 9-16 credits. 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 and OGS. A graduate assistant registering for more than 16 credits must obtain approval from the department chair and OGS. 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 every term, including those working on any aspects of research, project, thesis, or dissertation. A minimum of one graduate credit is required when taking any comprehensive or final examination. A minimum of one graduate credit of registration is required when engaged in any phase of research, such as developing or collecting data, or any aspects of a project, thesis or dissertation until its final approval 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.

### **Residency requirements**

Residence credit is defined as credit taken at PSU after formal admission to a graduate degree program. Residency requirements are intended to ensure that students work in close association with other graduate scholars in the intellectual environment of PSU. In a master's program, to meet the residency requirement a

student must earn a minimum of two-thirds of the credits applied to the degree after formal admission to a master's degree program at PSU. In a doctoral program, to meet the residency requirement a student must register for and satisfactorily complete a minimum of three consecutive terms in full-time residence (minimum 9 graduate credits applicable to the degree program each term) after admission to the doctoral program at PSU.

### **Credit distribution and limitations**

Courses applied to any graduate certificate or degree program must be at the 500 or 600 level. Courses at the 700 and 800 level are not acceptable in any graduate certificate or degree programs, with the exception of 800-level courses in the master's degree programs in the Graduate School of Education Graduate Studies 65 as well as some M.A.T./M.S.T. programs; these programs may allow a maximum of 6 credits at the 800 level. Students who take 400/500 courses at the 500 level must complete additional work beyond the requirements for the 400-level section. With the exception of coursework reserved for graduate credit (see below), graduate tuition is charged for all graduate level coursework.

At the master's level, a minimum of 12 credits in a 45-credit program 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 at the 500 level. Limitations are placed on the number of 501, 502, 503, 504, 505, 508, and 509 credits that can be applied to master's degrees. 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.

### **Joint Campus courses**

Graduate students at PSU may take graduate courses at other institutions in the Oregon University System and register for these courses through the PSU Office of Admission, Registration and Records. These courses are recorded on the student's PSU transcript as joint campus courses (JC 510/610). To register for joint campus courses, students must have approval from their adviser, department, and PSU, as well as approval from the course instructor at the OUS institution at which the course is being offered. The student must be a matriculated graduate student in a PSU graduate certificate or degree program and be registered for PSU credit during the same term the JC 510/610 course is taken. Joint campus courses are considered transfer credits for which all transfer credit limitations apply (see below). Forms for joint campus courses are available in the Office of Admissions, 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. For all graduate certificate and degree programs, pre-admission and transfer credits must be graduate credit taken at a regionally accredited institution and applicable to a graduate degree program without qualification at the originating institution. Pre-admission and transfer credits cannot be correspondence credit. A master's student must earn a minimum of two-thirds of the credits 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. Pre-admission and transfer credits for master's degrees must meet all the following requirements: must be letter-graded B- or higher (pass or similar grading methods are not acceptable); must not be used for any other degree at any institution; must be no older than seven years old at the time the master's degree is awarded; and must total no more than one third of the required credits for a master's degree program. For master's degrees, the application of eligible pre-admission and/or transfer credits must be approved by the student's department and the Office of Graduate Studies using the GO-21 form.

It is strongly suggested that this form be submitted early in the student's program. (The M.S.W. program has specific transfer credit allowances resulting from accreditation requirements and inter-institutional agreements, but a minimum of 36 credits applied to the M.S.W. must be taken at PSU.) For graduate certificates, two-thirds of the required credits, or 15 credits, whichever is higher, must be taken at PSU.

Individual programs may set higher minimums. Transfer credits for graduate certificates must be letter-graded B- or higher (pass or similar grading methods are not acceptable) and must be no older than seven years old at the time the graduate certificate is awarded. Transfer credits from other institutions must be approved by the graduate certificate program and the Office of Graduate Studies using a GO-11GC form.

Although preadmission limits do not apply, reserved credit limits do apply (see below). Students are encouraged to apply for and be admitted to graduate certificate programs as early as possible. For doctoral degrees, pre-admission and transfer limits are at the discretion of the individual doctoral programs. Pre-admission and transfer courses approved for use by the doctoral program are added to the student's doctoral program of study. Approved graduate transfer courses from other institutions are not entered on PSU transcripts and are not considered in the computation of PSU cumulative graduate GPA. However, transfer courses are included in the approved program of study for all graduate certificate and degree programs and are used to calculate the program GPA, which must be 3.0 or higher in order to graduate. Pre-admission and transfer credits from foreign institutions are subject to the same requirements and limitations. Requests for foreign pre-admission and transfer credits must include additional documentation to facilitate verification of eligibility; contact the Office of Graduate Studies for details.

### **Reservation of coursework for graduate credit**

Graduate-level course work taken while working toward a student's first bachelor's degree can be reserved for use in a PSU graduate program. Only credits earned at PSU can be reserved for graduate credit. Reserved graduate credit is limited to 12 completed graduate credits letter-graded B- or higher earned within the last 45 credits prior to awarding of the student's first bachelor's degree and not used to fulfill the requirements for any bachelor's degree. Such courses are pre-admission credits and subject to all pre-admission requirements and limitations. Departments may have stricter limitations. Reserved credits must be approved by the student's department, Degree Requirements, and the Office of Graduate Studies using a GO-10 form. It is strongly suggested that this form be submitted before awarding of the bachelor's degree. As reserved credits are by definition pre-admission credits, a GO-21 form must also be submitted.

### **Dual master's degrees**

A graduate student may work concurrently toward the completion of the requirements for two PSU master's degrees in complementary disciplines. Dual master's degrees allow for an overlap of the credits required for two master's degrees. The credits to be accepted for both degrees must be approved by the departments involved and may not exceed one-third of the required credits for a degree. If the two master's programs have different total credit requirements, the one-third limit is determined by the smaller total credit requirement. Students working toward dual master's degrees must be admitted to the second degree program no later than the term prior to the term in which the student graduates from the first degree program. Overlapping credits used in dual master's degrees must be approved by the student's departments and the Office of Graduate Studies with a GO-14 (Dual Degree Form) before the student graduates from the first master's degree program. Students are limited to one use of the dual master's degree allowance at PSU.

### **Course Overlap between Degrees and Certificates**

In specific circumstances, coursework only (not a project, thesis/dissertation, or other culminating activity) can be shared between programs. There are limits on the use of eligible graduate courses between graduate programs.

- A graduate course that has been used to meet the requirements for a bachelor's degree or any undergraduate program cannot be applied to any graduate program (degree or certificate).
- Graduate courses can be applied to two master's degrees only under the Dual Degree option (see above).
- Graduate courses can be applied to a master's degree and a doctoral degree provided the master's degree is awarded prior to or concurrent with the doctoral degree.
- Graduate courses can be applied to a master's degree and a graduate certificate.

- Graduate courses can be applied to a doctoral degree and a graduate certificate.
- Graduate courses cannot be applied to two graduate certificates.
- Graduate courses can be applied to more than one doctoral program (at the discretion of both doctoral programs), but the following items must be completed at Portland State for each doctoral degree: comprehensive exams, residency, proposal, advancement to candidacy, and dissertation research.

### **Leave of absence**

A student admitted to a graduate program and in good standing may petition for leave of absence for up to 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 Friday of the second week of the term for which the application is made. A leave of absence will not be approved retroactively. A leave of absence is granted only to graduate students in good academic standing and does not constitute a waiver of the time limit for completion of the graduate degree at PSU, nor does it extend the regular one-year limit for completion of a course.

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 as well as the Office of Graduate Studies. Students who have not enrolled for three terms (excluding summer) must submit a reenrollment request.

### **Re-enrollment**

Admitted graduate students who fail to enroll for credits for three consecutive terms (excluding summer) must submit a Graduate Re-Enrollment Request to their department; if this request is supported by their department, the request is signed and forwarded to the Office of Graduate Studies for processing. A GPA of at least 3.00 in all graduate work taken subsequent to admission to the PSU graduate program is a prerequisite for re-enrollment. Students submitting the Graduate Re-Enrollment Request who have enrolled in coursework elsewhere since PSU admission must also submit one sealed, official transcript to the Office of Admissions from each institution attended subsequent to PSU graduate admission. To ensure timely registration, the completed Graduate Re-Enrollment Request should be received by the Office of Graduate Studies no later than three weeks prior to registration.

### **Cancellation of admission to graduate Program**

If a student does not validate admission by registering and paying for at least one credit at PSU 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 a one-year period. If the student does not validate admission within a one-year period, 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 certificate or degree 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 OR does not make satisfactory progress toward the degree (as determined by the department) may have admission to the degree program canceled. Additionally, a doctoral student who has not been registered for three years will have admission to the degree program canceled. For further information, students are urged to contact individual departments for departmental policies and practices.

### **Academic Standing**

All admitted graduate certificate and degree students at Portland State University must maintain good academic standing during the course of their graduate program at PSU. Good academic standing is defined as maintaining a cumulative graduate GPA of 3.00 or higher in all graduate credits earned at PSU. 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 graduate student is placed on probation if the student's cumulative graduate GPA at PSU, based on the completion of 9 or more letter graded graduate credits after admission to the graduate level at PSU, falls below 3.00. While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to be advanced to doctoral candidacy, to have a thesis or dissertation committee appointed, to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term. A student is removed from academic probation if the student's cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status

### **Academic Disqualification**

Disqualification occurs if:

1. A student on academic probation fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 letter graded graduate credits after beginning probation status; or
2. A student becomes subject to academic probation for a second time. A student who is disqualified may not register for any graduate courses at PSU.

### **Readmission after disqualification**

Readmission after disqualification is not automatic. A disqualified student may petition for readmission as a student in a graduate certificate or degree 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. Such a petition would need to address the circumstances that led to disqualification and provide evidence of preparedness to resume graduate study. If a student's graduate program recommends readmission, the Graduate Council may grant readmission, with or without additional academic requirements, or may recommend continued disqualification. A readmitted student must raise the cumulative graduate GPA to 3.00 or higher within the first 12 letter-graded credits after readmission, or the student will be disqualified. Graduate courses completed at other institutions while a student is under disqualification at PSU will not be applied toward a graduate program at PSU.

### **Academic Honesty**

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.



# **APPENDIX I**

## Counselor Dispositions Statement



## Candidate Statement of Commitment to Counseling Dispositions

The Counselor Education Department at Portland State University is committed to training professional, highly impactful counselors. Effective interpersonal and intrapersonal functioning as aspects of counselor dispositions are considered necessary and important functions of an effective counselor. So, these functions will be formally evaluated at various points in the program and informally evaluated as you progress.

Professional dispositions are values, attitudes, and beliefs that influence your behavior and impact your professional growth and development as a counselor in training and, eventually, a professional level counselor.

Various aspects of your professional behavior are assessed during classes and field experiences as a representation of your overall presentation. These factors are listed in the first year pre-practicum review, the pre-internship review, and the pre-graduation final review. In addition to these dispositions, counselor trainees are expected to aspire to the highest possible standards of professional conduct both in the university learning setting and during field placements.

At times, students have difficulty with some of these areas of professional functioning. This may be due to situational factors (like a personal crisis or health issue), mental illness, substance abuse, excessive stress, or other variables that prevent a student from demonstrating adequate professional disposition. Indicators of difficulty may include behaviors such as excessive disruptions to the learning climate, hostility or aggression toward peers or faculty, obvious signs of impairment from substance use, insensitivity, failure to attend classes or inadequate participation, or a general attitude of disrespect or disinterest.

Students who are considered to not be meeting the minimum acceptable dispositions will not be allowed to sign up for practicum until they have achieved a satisfactory level of functioning. If dispositional concerns are observed during a practicum or internship placement, the student may be required to drop the class and engage in a remedial effort prior to returning to field placement in a subsequent term.

As referenced in the Department Statement and Student Handbook, the following dispositions are formally assessed at various points in your program:

### **Professionalism**

- Attendance and Punctuality: prepared and on time for classes and field experience; completes assignments in a timely manner; reliable attendance at relevant meetings and trainings.
- Demeanor and Appearance: grooming and dress are professional and appropriate for the setting.
- Attitude: is positive, hopeful, patient, fair, empathic, caring, and non-judgmental.
- Spirit of Cooperation & Collaboration: willingly works with and connects with others; respects individual differences and varying perspectives.
- Ethical Functioning: demonstrates truthfulness and honesty; adheres to the code of ethics and standards of practice; maintains confidentiality; does not plagiarize or cheat.
- Appropriate and respectful online presence/electronic communication.
- Absence of Impairment: impairment due to substance use.
- Flexibility: can adapt to changes quickly and positively.

## **Intrapersonal and Interpersonal Effectiveness**

- Interpersonal Awareness: demonstrates an understanding of 1) how trainees are experienced by others (e.g., clients, peers, faculty, staff, supervisors) and 2) the impact of trainees' demeanor, communication, and interactions on others.
- Intrapersonal Awareness: understands how the trainees' personal qualities (e.g., values, experiences, personality, attitudes, beliefs, biases, assumptions, history) interacts with professional development and performance.
- Professional Communication: utilizes respectful, clear, professional - communication (verbal, written, and electronic); absence of slang, biased language, or unprofessional conversations; demonstrates effective conflict resolution skills.
- Self-Management: responds effectively under stress; shows an ability to maintain a regulated, calm composure; actively engages in self-care; takes responsibility for own actions.

## **Commitment to Learning and Growth**

- Cultural Humility: operates with a high level of commitment to self-reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.
- Openness: willingness to embrace and examine multiple perspectives; demonstrates an attitude of curiosity; demonstrates a willingness to learn and be taught.
- Openness to Feedback: willingness to receive feedback and incorporate it into future work.
- Contributes to the Learning Climate: shows courtesy and respect to peers and faculty; proactively contributes to a positive and safe learning environment for all participants (self, fellow trainees, instructors).
- Learning Skills: actively engages and reflects throughout the learning process; effectively uses problem-solving skills to identify solutions and resources.

Student Name (Clearly Printed) \_\_\_\_\_

Signature \_\_\_\_\_

Specialty:            CMHC                            MCF                            School                            Rehab

# **APPENDIX J**

## Sequence of Courses





## Group A – Fall/ Winter Practicum

*Effective starting 2015 cohort and beyond (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b>CLINICAL MENTAL</b>	<b>HEALTH PROGRAM</b>	# optional Counseling 507 courses	are scheduled each term.
pre-requisite				
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 531 Foundations of Sub Abuse – 3 <i>509 Practicum: Group (ETC) – 1<sup>s</sup></i>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 575 Foundations of Couples Marriage and Family – 3 <i>509 Practicum: Group (ETC) – 1<sup>s</sup></i>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 <i>509 Practicum: Group (ETC) – 1<sup>s</sup></i> 586 Psychopharmacology – 3	541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3 544 Consultation – 2 Electives – 3# <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i>
2ND YEAR	509-Practicum – 3* 543 IPR II: Counseling Skills – 3* 587 Foundations of Mental Health Services - 3	509 Practicum – 3 <i>582 Research &amp; Program Evaluation in Coun – 3~</i> 588 Diagnosis & Treatment Planning II – 3	580 Supervision – 1^ 509 Practicum: Peer Supervision -1 571 Group Counseling-3 568 Career & Lifestyle Planning - 3	509: Practicum: Peer Supervision -1 <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i>
3RD YEAR	504 Internship – 4 <i>578 Couples Therapy – 3 %</i> 593 Case Management <u>or</u> electives– 3	504 Internship – 4 <i>581 Multicultural Counseling – 3</i> 572 Systemic Perspective on Human Sexuality – 3 <i>577 Family Therapy – 3 %</i>	504 Internship – 4 546 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 2015 cohort and beyond (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b>CLINICAL MENTAL</b>	<b>HEALTH PROGRAM</b>	# optional Counseling 507 courses	are scheduled each term.
pre-requisite				
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 531 Foundations of Sub Abuse – 3 <i>509 Practicum: Group (ETC) – 1<sup>s</sup></i>	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 <i>509 Practicum: Group (ETC) - 1<sup>s</sup></i>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 <i>509 Practicum: Group (ETC)- 1<sup>s</sup></i> 586 Pyschopharmacology - 3	541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3 544 Consultation – 2 Electives – 3# <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i>
2ND YEAR	571 Group Counseling-3 587 Foundations of Mental Health Services – 3	582 <i>Research &amp; Program Evaluation in Coun – 3~</i> 588 Diagnosis & Treatment Planning II – 3 <i>581 Multicultural Counseling – 3</i>	509 Practicum -3* 543 IPR II: Counseling Skills – 3* 568 Career & Lifestyle Planning – 3	509 Practicum – 3 <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i>
3RD YEAR	504 Internship – 4 509 Practicum: Peer Supervision - 1 580 Supervision - 1 <sup>^</sup> <i>578 Couples Therapy – 3 %</i> <i>593 Case Management <u>or</u> electives – 3</i>	504 Internship – 4 509 Practicum: Peer Supervision - 1 572 Systemic Perspective on Human Sexuality – 3 <i>577 Family Therapy – 3 %</i>	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 2015 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>s</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>s</sup>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 574 Fam. Life Cycle & Transitions – 3 509 Practicum: Group (ETC)- 1 <sup>s</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 – 3 582 Research & Program Evaluation in Coun – 3~ 588 Diag & Treatment Planning II – 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 – 4 572 Systemic Perspectives on Human Sexuality – 3 577 Family Therapy – 3 581 Multicultural Counseling – 3	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 2015 cohort (90 credits)

	FALL	WINTER	SPRING	SUMMER
	<b>MCF</b>	<b>PROGRAM</b>	# optional Counseling 507 courses	are scheduled each term.
pre-requisite				
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>s</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>s</sup>	585 Diagnosis & Treatment Planning I – 3 574 Fam. Life Cycle & Transitions – 3 570 Legal & Ethical Issues – 3 509 Practicum: Group (ETC) – 1 <sup>s</sup>	541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3 544 Consultation – 2 555 Coun Children & Youth – 3 581 Multicultural Counseling – 3 582 Research & Program Evaluation in Coun – 3~
2ND YEAR	531 Foundations of Sub Abuse – 3 571 Group Counseling-3 578 Couples Therapy – 3	582 Research & Program Evaluation in Coun – 3~ 581 Multicultural Counseling – 3 588 Diag & Treatment Planning II – 3 <sup>+</sup>	509 Practicum – 3* 543 IPR II: Counseling Skills – 3* 568 Career & Lifestyle Planning - 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 - 1 572 Systemic Perspectives on Human Sexuality – 3 577 Family Therapy – 3	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

*For 2015 cohort and beyond (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b>CLINICAL REHAB PROGRAM</b>			
pre-requisite			# optional Counseling 507 courses	are scheduled each term.
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 590 Foundations of Rehabilitation Counseling - 3 <i>509 Practicum: Group (ETC) – 1<sup>\$</sup></i>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 591 Medical Aspects of Disability - 3 <i>509 Practicum: Group (ETC) – 1<sup>\$</sup></i>	585 Diagnosis & Treatment Planning I – 3 570 Legal & Ethical Issues – 3 592 Psychosocial Aspects Disability – 3 <i>509 Practicum: Group (ETC)- 1<sup>\$</sup></i>	541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3 <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i> Elective – 1#
2ND YEAR	509-Practicum – 3* 543 IPR II: Counseling Skills – 3* 593 Case Management-3	509 Practicum - 3 588 Diag and Treat Plan II – 3 575 Found of CMF - 3 594 Occupational Analysis/Vocational Analysis – 3	580 Supervision – 1^ 509 Practicum: Peer Supervision -1 571 Group Counseling-3 568 Career & Lifestyle Planning – 3	509 Practicum: Peer Supervision -1 <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i>
3RD YEAR	504 Internship – 4 531 Foundations of Sub Abuse – 3 587 Foundations of Mental Health Services -- 3	504 Internship – 4 <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i>	504 Internship – 4 595 Contemporary Issues & Applications in Rehab Coun.-3 586 Psychopharm - 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.

## Group B – Spring/Summer Practicum

*For 2015 cohort and beyond (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b>CLINICAL REHAB PROGRAM</b>			
pre-requisite	# optional Counseling 507 courses are scheduled each term.			
1ST YEAR	551 Theories and Interventions I - 3 569 Developmental Foundations - 3 590 Foundations of Rehabilitation Counseling - 3 <i>509 Practicum: Group (ETC) – 1<sup>s</sup></i>	552 Theories and Interventions II - 3 567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 591 Medical Aspects of Disability - 3 <i>509 Practicum: Group (ETC) – 1<sup>s</sup></i>	585 Diagnosis & Treatment Planning I – 3 592 Psychosocial Aspects Disability – 3 570 Legal & Ethical Issues – 3 <i>509 Practicum: Group (ETC)- 1<sup>s</sup></i>	541 Intro. to Counseling - 3 530 Intro to Psych Diag - 3 <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i> Elective – 1#
2ND YEAR	571 Group Counseling-3 593 Case Management-3 531 Foundations of Substance Abuse - 3	588 Diag and Treat Plan II – 3 575 Found of CMF - 3 594 Occupational Analysis/Vocational Analysis – 3	509 Practicum – 3* 543 IPR II: Counseling Skills – 3* 568 Career & Lifestyle Planning – 3	509 Practicum – 3 <i>581 Multicultural Counseling – 3</i> <i>582 Research &amp; Program Evaluation in Coun – 3~</i>
3RD YEAR	504 Internship – 4 509 Practicum: Peer Supervision - 1 580 Supervision – 1^ 587 Foundations of Mental Health Services -- 3	504 Internship – 4 509 Practicum: Peer Supervision - 1 <i>582 Research &amp; Program Evaluation in Coun – 3~</i>	504 Internship – 4 595 Contemporary Issues & Applications in Rehab Coun.-3 586 Psychopharm - 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.

## Group A – Fall/Winter Practicum

*Effective starting 2015 cohort (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b>SCHOOL</b>	<b>PROGRAM</b>	<b>Track I &amp; II</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 - 3 576 Parents, Families, & Communities in Schools – 3 526 Effective Teaching – 2^^ 509 Practicum: Group (ETC) – 1\$	567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 526 Effective Teaching – 2^^ 555 Coun Children & Youth – 3# 509 Practicum: Group (ETC) – 1\$	585 Diagnosis and Treatment Plan. I – 3 570 Legal & Ethical Issues – 3 526 Effective Teaching – 2^^ 509 Practicum: Group (ETC) – 1\$	545 Youth at Risk – 3 581 Multicultural Counseling– 3 582 Research & Program Evaluation in Coun – 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 – 3 575 Foundations of CMF - 3	580 Supervision – 1^ 509 Practicum: Peer Supervision - 1 571 Group Counseling – 3 568 Career & Lifestyle Planning – 3	509 Practicum: Peer Supervision – 1 581 Multicultural Counseling– 3 504 Internship-1
3RD YEAR	504 Internship – 3* 589 Action Research – 2* 531 Foundations of Sub Abuse - 3	504 Internship – 4* 589 Action Research in Coun – 1* 582 Research & Program Evaluation in Coun – 3~ 581 Multicultural Counseling – 3	504 Internship – 4* 589 Action Research in Coun – 2* 546 Grief and Loss - 2	

\*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 2015 cohort (90 credits)*

	FALL	WINTER	SPRING	SUMMER
	<b>SCHOOL</b>	<b>PROGRAM</b>	<b>Track I &amp; II</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 - 3 576 Parents, Families, & Communities in Schools – 3 526 Effective Teaching – 2^^ 509 Practicum: Group (ETC) – 1\$	567 Using Tests in Counseling - 3 566 Appraisal Instruments - 1 526 Effective Teaching – 2^^ 555 Coun Children & Youth – 3# 509 Practicum: Group (ETC) – 1\$	585 Diagnosis and Treatment Plan. I – 3 526 Effective Teaching – 2^^ 509 Practicum: Group (ETC) – 1\$ 570 Legal & Ethical Issues – 3	545 Youth at Risk – 3 581 Multicultural Counseling -3 582 Research & Program Evaluation in Coun – 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 Multicultural Counseling – 3 582 Research & Program Evaluation in Coun – 3~	509 Practicum – 3* 543 IPR II: Counseling Skills – 3* 568 Career & Lifestyle Planning – 3	509 Practicum – 3 581 Multicultural Counseling -3 504 Internship – 1
3RD YEAR	504 Internship – 3* 509 Practicum: Peer Supervision - 1 580 Supervision – 1^ 589 Action Research – 2*	504 Internship – 4* 509 Practicum: Peer Supervision – 1 589 Action Research in Coun – 1* 575 Foundations of CMF -3	504 Internship – 4* 589 Action Research in Coun – 2* 546 Grief and Loss - 2	

\*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>				
1ST YEAR	504 Internship – 3* 589 Action Research – 2* 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 – 2* 526 Effective Teaching – 2**	545 Youth at Risk – 3

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

\*Courses must be taken concurrently





