

**MASTER DEGREES  
IN  
COUNSELING**

**STEPS FOR  
COMPLETION**

**Pullman Campus**

**2005-2006**

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and Counseling Psychology**

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## **PREFACE**

The purpose of this handbook is to serve as a general reference in addition to the Washington State University Graduate Catalog for the faculty and students in the Department of Educational Leadership and Counseling Psychology in regard to both departmental and college policies and requirements. Hopefully, this document will aid in the student's orientation and progress through the Counseling Program.

Students agree to accept responsibility for being informed, for following the procedures outlined herein, and acknowledge that they will be required to qualify for the degree under established policies. Updates and changes in the program will be dated and included in future revisions of this Handbook. A student's program is governed by the policies and procedures operative on the date of the student's initial enrollment. It is the student's responsibility to inquire and be informed about recent programmatic changes at the time of acceptance into the program.

**WASHINGTON STATE UNIVERSITY - COLLEGE OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
**PSYCHOLOGY**

**INTRODUCTION**

The Master's program in Counseling at Washington State University (WSU) subscribes to the scholar-practitioner model of training. Students develop the skills to critically evaluate the literature and to apply it in their counseling. The common thread of all training is a balance of applied, theoretical, and scientific components in the practice of counseling.

The program emphasizes the facilitation of psychological growth and development. It stresses the interaction of individual, environmental and socio-cultural factors in the both the treatment of psychological problems and the promotion of health through better self management and self renewal. The focus of the program is consistent with recent definitions describing the focus of Counseling. For example, Gelso and Fretz (1992) describe Counseling in terms of three major roles and five predominant themes:

The major roles are (a) the remedial (assisting in remedying problems), (b) the preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and (c) the educative and developmental (discovering and developing potentialities). Thus, the predominant themes are (a) a focus on intact rather than severely disturbed people; (b) a focus on assets, strengths, and positive mental health regardless of the degree of disturbance; (c) an emphasis on relatively brief interventions; (d) an emphasis on person-environment interactions rather than an exclusive emphasis on the person or the environment; and (e) an emphasis on educational and career development.

The program also stresses "The importance of viewing people and their behavior in a contextual manner because psychology itself exists in a socio-cultural context influenced by ethnicity, gender, sexual orientation, age, and socio-historical perspective" (Kagan, et al., 1988, p 351).

Recognizing that the role of a counselor varies depending on the sociocultural and environmental context of the position in consideration, the primary intent of the program is to train generalists i.e. professionals who have the knowledge and skills to function in diverse settings rather than narrowly trained specialists. This

is accomplished by applying the scientist/scholar - practitioner model to three major themes in the curriculum: understanding counseling, understanding clients and counseling in context. Understanding counseling - We recognize that there is no single approach to counseling and expose our students to the theoretical tenets, techniques and research bases of the major counseling theories. Students are expected to select one of these theories or to develop a personal eclectic approach to counseling that they demonstrate in their case conceptualizations and fieldwork. Understanding clients - The program emphasizes the importance of understanding the subjective view of clients. We emphasize the importance of counselor empathy and developing skills related to empathic understanding and the communication of empathy. The program seeks to enhance students understanding of clients by providing them with knowledge relating specific client problems, developmental tasks, current major counseling foci and emphasizing the need to understand clients in a socio-cultural context. Counseling in context - We recognize that we are preparing professionals who will be functioning in a diverse, constantly changing society who will need to be adaptable and flexible in their response to change. Rather than training specialists, we seek to provide prospective counselors with an understanding of counseling, an understanding of clients, and the ability to reflect on the role and functions of a counselor in a variety of contexts so that they can adapt to the varied and changing demands counselors face.

## References

Gelso, C.J. & Fretz, B.R. (1992). Counseling Psychology. New York, NY: Harcourt Brace Jovanovich.

Kagan, et al. (1988). Professional practice of counseling psychology in various settings. The Counseling Psychologist, 16, 347-365.

## COUNSELOR PREPARATION PROGRAM

Two master's degrees, the Master of Education (Ed.M.) and the Master of Arts (M.A.) in Education are awarded by the College of Education at Washington State University. Master's degrees with specializations in Counseling are administered through the Department of Educational Leadership and Counseling Psychology.

The purpose of this document is to describe the master's degrees available with a specialization in counseling and to outline the steps students should follow in meeting degree requirements within the Department of Educational Leadership and Counseling Psychology.

### DEGREES AVAILABLE IN THE COLLEGE OF EDUCATION

1. The Master of Education Degree (Ed.M.) program is generally pursued by graduate students who intend to work in a K-12 educational or community setting. The community emphasis requires 42 semester hours of approved graded graduate credit, an internship and a final written examination. 47 hours of graded coursework, an internship and a final written examination are required for the specialization in school counseling.
2. The Master of Arts Degree (M.A.) in Education is recommended for students who plan to subsequently pursue a doctoral program. This degree requires 42-47 semester hours of approved graded graduate credit, an internship and a thesis to be defended in an oral examination.

The steps for completing a master's degree through the Department of Educational Leadership and Counseling Psychology are listed below. It is the **student's responsibility** to see that requirements are completed and that a record of progress is kept up to date in the Department of Educational Leadership and Counseling Psychology office. WSU Graduate School requirements specify that all degree requirements for the Ed.M. or M.A. must be completed within a six (6) year period of time (i.e., course work older than six years cannot be counted toward the degree).

## **STEP 1 - FOLLOWING ADMISSION TO THE GRADUATE SCHOOL**

Admission to the Graduate School allows the student to enroll in graduate courses but does not admit the student to candidacy in the Department of Educational Leadership and Counseling Psychology.

A temporary advisor is appointed for each student at the time the student is admitted to the Graduate School. This temporary advisor is normally a specialist in the area in which the student desires to major and is appointed by the Chair (or designee) of the Department of Educational Leadership and Counseling Psychology. It is the duty of the temporary advisor to counsel the student in the initial choice of course work and the general requirements of the program.

The Counseling Psychology Faculty will conduct periodic reviews of student's progress in the program. These reviews will include, but are not limited to, evaluations of the students' qualifications for degree seeking status and annual evaluations of currently enrolled students. These evaluations will focus on the students' academic performance, counseling and psychoeducational skills, and professionalism. The Faculty will determine if students have adhered to either the American Psychological Association ([www.apa.org](http://www.apa.org)) Ethical Code or the American Counseling Association ([www.counseling.org](http://www.counseling.org)) Ethical Code, whichever is appropriate for the students' field of study. The student is advised in writing of the evaluation of his/her progress.

The Faculty may require interviews with a student as part of the student's review. If the Faculty determine a student is deficient in any area, the Faculty may recommend that the student engage in remedial work. In severe cases, Faculty may terminate the student from the program.

Nothing herein affects the Standards of Conduct for Students, Chapter 504-25 WAC. Also see the Graduate Student Handbook, Graduate School Policies and Procedures, etc.

## **STEP 2 - SELECTION OF THE MASTER'S COMMITTEE**

### **For Ed.M. Students**

Once qualified, the student should select a permanent advisor and, in consultation with the permanent advisor and two other committee members submit a Program of Study.

An Ed.M. committee must consist of at least three faculty members, two of whom must be graduate faculty. Committee members may come from outside the department, but the chair/permanent advisor must be a member of the

faculty of the Department of Educational Leadership and Counseling Psychology. The permanent advisor and committee members assist the student with the selection of classes and the planning of an integrated program of study (see section on Preparing and Filing of Individual Program of Study, below). Because the Ed.M. student does not have a thesis or project as part of his/her degree requirements, the permanent chair and committee members are selected on the basis of their ability to advise the student. By WSU Graduate School policy, the permanent advisor and members of the committee must ballot on the performance of the student on the comprehensive written examination required of each Ed.M. student.

### **For M.A. Students**

Following qualification, the student should select a thesis committee chair from among the faculty of the Department of Educational Leadership and Counseling Psychology. This person is generally selected on the basis of research interest in the thesis topic being proposed by the student and serves as both the thesis chair and the permanent advisor. In conjunction with the chair/permanent advisor, two other faculty members should be selected to complete the thesis committee.

A thesis committee must consist of a minimum of three faculty members, two of whom must be members of the Graduate Faculty. Ordinarily, the chair of the thesis committee comes from the faculty of the Department of Educational Leadership and Counseling Psychology. In rare cases, where persons outside the department have research expertise not found in the departmental faculty, the student may petition to have a faculty member outside the department serve as his/her thesis chair and permanent advisor. If the petition is approved by the departmental Graduate Faculty, it is expected that the other two members of the thesis committee will be members of the departmental faculty.

### **STEP 3 - PREPARATION AND FILING OF INDIVIDUAL PROGRAM OF STUDY IN COUNSELING**

The student should complete **two copies** of the form titled Program for the Master's Degree in **the fall of their second year** after selecting a committee. These forms can be obtained either from the Program Coordinator of the Department of Educational Leadership and Counseling Psychology, on line at <http://www.wsu.edu:8080/~gradsch/>, or the Graduate School office in the French Administration Building. This program is submitted to: **1) the student's advisor and committee for approval, 2) the Chair of the Department of Educational Leadership and Counseling Psychology, 3) the Graduate School** for the necessary approval of the Dean of the Graduate School.

In accordance with WSU College of Education policy, course work completed at other accredited graduate schools may be transferred and applied to a master's degree program to the extent of six (6) semester credit hours on a thesis degree and nine (9) semester credits on a non-thesis degree if they are appropriate as part of the student's program and represent work of acceptable quality (grade of B or better). [Note: it must be graded coursework if it is to count toward the 42-47 (M.A. or Ed.M.) required graded semester coursework hours.] Such transfer work may not be substituted for the residence requirement of Washington State University. Professional enrichment, extension work, special problems, workshops and correspondence courses taken at other institutions cannot be applied to a graduate program.

### **Core Requirements for Ed.M. and M.A. Degrees with Specialization in Counseling**

**Graded Courses for Ed.M. and M.A. Degrees** (Numbers in parentheses indicate course credit hours)

EdPsy 502	Theoretical Foundation of Learning and Instruction	(3)
EdPsy 505	Research Methods I	(3)
EdPsy 508	Educational Statistics (or equivalent undergraduate course)	(4)
EdPsy 509	Educational Measurements	(3)
CoPsy 511	Theories, Research and Techniques in Couns. Psychology I	(4)
CoPsy 512	Theories, Research and Techniques in Couns. Psychology II	(4)
CoPsy 513	Career Development	(4)
CoPsy 515	Ethics and Professional Problems in Counseling Psychology	(4)
CoPsy 518	Theoretical Foundations of Group Counseling	(3)
CoPsy 527	Individual Appraisal I (community students only)	(4)
CoPsy 525	Counseling Diverse Populations	(3)
CoPsy 523	Life Span Development and Counseling Issues	(3)

**Additional coursework required for school counselor certification**

- CoPsy 531 Current Issues in School Counseling I (3)
- CoPsy 532 Current Issues in School Counseling II (3)
- EdPsy 570 Program Evaluation (3)

The State of Washington requires that all candidates [teachers, administrators and educational staff associates (ESA's) which includes school counselors] have coursework which covers specific knowledge and skills regarding schools and society and school law. Students who are certified teachers in Washington State usually will have met this requirement in their teacher preparation program. Other students may have undergraduate coursework which covers these requirements. Students need to submit documentation such as course syllabi or catalog course descriptions to substantiate completion of this requirement.

To assist students and their advisors in planning and filing individual programs, the following sequence of classes is presented for students who are full time on the Pullman campus. This list is for general advising purposes only; as long as courses are scheduled so that prerequisites for advanced classes are met, advisors may alter the sequencing of classes in order to meet the needs of individual students.

**FIRST YEAR (Community Counseling Track)**

<b>Fall</b>	<b>Spring</b>
EdPsy 502 (3)**	EdPsy 505 (3)**
EdPsy 508 (4)**1	EdPsy 509 (3)**
CoPsy 511 (4)	CoPsy 512 (4)
CoPsy 513 (4)	CoPsy 518 (3)

**SECOND YEAR (Community Counseling Track)**

<b>Fall</b>	<b>Spring</b>
CoPsy 515 (4)	CoPsy 525 (3)

CoPsy 527 (4)

CoPsy 533 (4)

CoPsy 533 (4)

CoPsy 702 (2)

CoPsy 523 (3)

or

CoPsy 700 (4)

### **FIRST YEAR (School Counseling Track)**

#### **Fall**

#### **Spring**

EdPsy 508 (4)\*\*1

EdPsy 505 (3)\*\*

CoPsy 511 (4)

EdPsy 509 (3)\*\*

CoPsy 513 (4)

CoPsy 512 (4)

CoPsy 531 (3)

CoPsy 532 (3)

### **SECOND YEAR (School Counseling Track)**

#### **Fall**

#### **Spring**

EdPsy 502 (3)\*\*

CoPsy 518 (3)

EdPsy 570 (3)

CoPsy 525 (3)

CoPsy 515 (4)

CoPsy 535 (4)

CoPsy 535 (4)

CoPsy 700\* (4)

CoPsy 523 (3)

or

CoPsy 702\* (2)

\* While M.A. students do not have a written comprehensive exam as part of their degree requirements, persons seeking certification in school counseling must complete a comprehensive examination administered by the Department of Educational Leadership and Counseling Psychology to meet a state certification requirement. M.A. students writing the

comprehensive exam must enroll for 2 credits of CoPsy 702 during the semester in which the exam is written.

- \*\* Students who desire to take lighter course loads during the regular academic year or who want to include courses beyond the minimum requirements may still complete their program in two years by attending one or more summer sessions. Courses frequently available during summer session are identified by a double asterisk (\*\*) above.
- \*\*1 Students who have taken a graduate level course in statistics or upper division undergraduate equivalent should apply for a course waiver for EdPsy 508.

### **Additional Coursework Recommended for Students Who Plan to Work in a Community Setting and to Seek Certification as a Mental Health Counselor**

For students who plan to work in an community setting, Psychology 533 Psychopathology/Psychopharmacology is strongly recommended. The course material is extremely relevant to your career goals. It will also be helpful for either the National Board of Certified Counselors (NBCC) or National Academy of Certified Clinical Mental Health Counselors (NACCMHC) exam. Passing one of these exams is required for certification as a mental health counselor.

### **Student Affairs**

Persons who are preparing for a career in the field of Student Affairs should work closely with their advisors to assure that additional or alternative course requirements are met.

### **Internship courses for Ed.M. and M.A. degrees specializing in Counseling**

CoPsy 533                      Master's Internship in Community Counseling (8)

**or**

CoPsy 535                      Master's Internship in School Counseling (8)

### **Internship Placements**

Pullman students must attend a mandatory internship meeting during their first year of coursework. The purpose of this meeting will be provide information on necessary requirements, including fingerprinting for those interning in school settings, along with placement information. While it is ultimately the student's responsibility to locate a placement, every effort will be made to assist students

to obtain an placement that matches, both the needs students and the community.

When interviewing for an internship placement, counselor supervisors have requested that prospective internship supervisees provide them with a copy of their vita, a list of their completed coursework and an indication of interests and goals for the internship. The Department strongly encourages you to provide this information.

To have your internship placement approved by the internship instructor, you must submit: **1)** information with regard to supervisor qualifications [e.g. a copy of the supervisor's vita (unless the supervisor is already known to the course instructor)], **2)** a proposed schedule of the times that you plan to spend at the placement to complete the required number of hours on site and, **3)** prior to beginning the placement the Department need to receive a completed copy of the Internship Agreement form indicating the site's administrative approval for the placement. **Students are strongly encouraged to purchase their own malpractice insurance prior to beginning their internship placement. Low cost malpractice insurance is available to student members of the American Counseling Association ([www.acait.com](http://www.acait.com)), the American Psychological Association ([hwww.apait.org](http://hwww.apait.org)), or the American School Counseling Association ([www.asca.org](http://www.asca.org)). Insurance may also be available through WSU. The internship instructor will provide more information as well.**

The Department encourages you to discuss with prospective supervisors their view of the role of the counselor in that setting and their expectations of you as an internship student. Since internship placements vary in the experiences they provide students, this will help to assure that your experience meets your expectations and career goals. The instructor(s) for the course will discuss their expectations for you in your specific internship setting. The minimum requirements include the opportunity to counsel clients, to seek client permission to tape record counseling sessions and to seek permission to present tape recorded counseling sessions to the CoPsy 533/535 class.

*A variety of information on internship including a list of approved sites and electronic versions of the required documentation is available on the department's website.*

## **School Counseling**

### **Practicum – School Counseling Track ONLY**

Prior to beginning school counseling internship, students are required to complete a practicum experience in a school setting. Students will complete this

practicum during the **Spring semester of their first year in conjunction with CoPsy 532**. Practicum hours completed prior to internship will not be counted towards internship hours.

### **Internship**

For students seeking certification as a school counselor the internship **MUST** occur in a school (K-12) setting and the on site supervisor must be a certificated school counselor with a minimum of three years experience and who is currently working in the role of a school counselor. Student's are expected to spend fifteen hours on site per week for each three semester credit hour course (a minimum of 400 hours of internship experience is required). This time can include for example supervision time and meetings as well as direct client contact time. In addition there is a weekly class with the university instructor.

The State of Washington requires that student demonstrate competency on a number of performance standards (see WAC 180-78A-270, included in this manual). One of the ways student's must demonstrate their competency is through the direct observation and consultation of the on site supervisor and the university supervisor. Usually this is accomplished by the supervisor listening to audio tapes and reviewing them with students. Therefore, the ability to tape record counseling sessions is essential for meeting course requirements.

### **Community Counseling**

For students who wish to do an internship in a community setting, supervision must be provided by an experienced (minimum of 2 years) master's or Ph.D. level counselor. Persons planning to enter community counseling should work closely with the internship instructor to be sure additional requirements are met. Community internship students will be required to have 240 hours of internship over two semesters. For example, this experience could consist of 5 clients and 1 group per week, which overall constitutes 15 hours of supervision, 60 hours of individual and group therapy, 45 hours of case, conference, administration, etc., per semester.

Tape recordings of counseling sessions are required for students in community settings. It is expected that you will receive a minimum of one hour per week of supervision per every 9 hours on site from the on site supervising counselor.

## **Thesis and Oral Examination Requirement for M.A. Degree**

CoPsy 700 Master's Research, Thesis, and/or Examination (4 minimum)

## **Written Examination Requirement for Ed.M. Degree**

CoPsy 702 Master's Special Problems, Directed Study, and/or Examination (2)

Ed.M. students are required to pass a comprehensive written examination covering the core topics of the Master's degree program. M.A. students are required to write a thesis and defend that thesis in a formal oral examination. M.A. students are not required to complete a written comprehensive exam as part of their degree requirements; however, persons seeking certification in school counseling must complete a comprehensive examination administered by the department of Educational Leadership and Counseling Psychology to meet the state certification requirement. M.A. students intending to complete the comprehensive exam must enroll for 2 credits of CoPsy 702 during the semester session in which the exam is written.

In addition to the above courses, the student and his/her advisor may select, from a number of courses throughout the University, those offerings that will particularly strengthen the individual program of study and tailor it to the academic and professional needs of the student. CoPsy 537 (Professional Development in Counseling) is recommended for persons preparing for School Counselor Certification Exam and/or the NBCC examination.

### **STEP 4 - DEVELOPING A RESEARCH PROPOSAL (M.A. only)**

In the case of M.A. degree students, the chair and members of the student's committee are selected, in part, because of their research interests. The student is encouraged to use the knowledge and skills of these faculty members to full advantage. Following the preparation of an initial research proposal, usually as part of the EdPsy 505 (Research Methods I) course, the student will consult with his/her advisor (chair). When the committee chair feels the research proposal is sufficiently developed, copies should be distributed to the other committee members and a T-1 meeting scheduled. At the T-1 meeting, committee members review research plans with the student and, collectively, determine if the proposed research should be undertaken. If the faculty approve, a copy of the Thesis Approval Form is signed and filed with the department chair.

### **STEP 5 - COMPLETION OF THE THESIS (M.A. only)**

When the M.A. student has received approval of the thesis proposal he/she may begin the collection of data, analysis of results and the writing of the final thesis.

Students are urged to work closely with the committee chair and members to be sure they are informed of progress. Rough drafts should be reviewed by the chair and, when appropriate, by members of the committee. When functioning as committee members, some faculty members prefer to read early drafts of student work and some prefer to have early drafts reviewed by the committee chair only. Students are advised to determine each committee member's preferences and expectations regarding review of progress on the thesis.

As the student nears completion of the thesis, committee members should be provided a complete draft to review before the final oral examination is scheduled. If the student has worked closely with committee members along the way, this draft will represent a combined effort and the committee members are not likely to have concerns about the final product during the oral examination. Failure to work closely with committee members, however, may result in objections or concerns which may be raised during the oral examination.

## **STEP 6 - FINAL EXAMINATIONS**

### **Written Comprehensive Examination (Ed.M. only)\***

Ed.M. students specializing in counseling are required to complete a written comprehensive examination of six clock-hours duration at the end of their program of study. For those persons seeking initial school counselor certification in the state of Washington, the examination also satisfies a requirement of the Certification Office of the State Superintendent of Public Instruction.

The Ed.M. written comprehensive examination is given fall and spring semester. **All outstanding grades of incomplete must be complete before students can schedule for final comprehensive examinations.** The specific date of the examination is announced in advance and students are required to: **1)** have an approved program of study on file with the department and the Graduate School (at least one semester **before** final exam), **2)** complete the Application for Degree form and pay fees, **3)** complete a Final Examination Scheduling Form, secure your committee members signatures, the chair of the departments signature and file it with the WSU Graduate School **two weeks prior to the actual exam date**, and **4)** be enrolled for two (2) credits of CoPsy 702 during the term in which the exam is written.

The written examination covers the major course work completed for the master's degree. Sample questions may be obtained from the Program Coordinator of the Department of Educational Leadership and Counseling Psychology. Upon completion of the examination, for those students who choose to hand write the exam, test papers will be photocopied in the Departmental

office and returned to the student for typing. The typed copy must be returned to the Departmental office one week from the date of the examination. **For students who wish to write the exam on a computer, they must furnish their own computer. If the student is using other than a PC with Microsoft Word they must also furnish their own printer.**

- \* M.A. students seeking school counselor certification are required by the Office of the State Superintendent of Public Instruction to complete a written comprehensive essay exam at the end of their training program. The departmental faculty makes such an exam available as a certification requirement. M.A. students should register for two (2) credits of CoPsy 702 during the time in which the exam is to be taken and should schedule the exam through the Program Coordinator of the Department of Educational Leadership and Counseling Psychology.

Each question is scored on a scale of 1 to 5 (1=failure, 3=acceptable, 5=exemplary) by a minimum of two readers, with an additional reader assigned by the department chair when there is a marked discrepancy in scoring between the original two. Examination pass/fail will be determined by faculty ballot. A student's committee members must ballot and other departmental Graduate Faculty may ballot. The proportion of affirmative votes required for passing is as stipulated by the Graduate School (approximately 75%) for all preliminary and oral examinations. In the event of a failed examination, a second and final attempt may be scheduled at the request of the Graduate Faculty of the department after a lapse of at least three months.

### **Final Oral Examination (M.A. only)**

A final oral examination is required of all M.A. candidates. This examination tests the candidate's ability to integrate and interpret materials in the major and supporting fields, with emphasis on the work presented in the thesis.

The oral examination is scheduled when all required course work has been completed or is enrolled for, and two weeks or more after the signed Final Examination Scheduling Form, together with the necessary number of copies of the thesis, is presented to the Graduate School. Students should consult the time schedule for deadlines for scheduling final exams.

The examining committee shall include the members of the thesis committee with the chairperson presiding, a representative of the Committee on Graduate Studies, and any other member of the Graduate Faculty. Oral examinations at WSU are open meetings and may be attended by any interested person. With permission of the Committee Chair, visitors may ask questions. Only Graduate

Faculty members and the committee members are permitted to ballot on the candidate performance, however.

In the event of a failed examination, a second attempt may be scheduled upon recommendation of the thesis committee after a time interval of at least three months.

## **STEP 7 - FACILITATING CONFIRMATION OF THE DEGREE**

Other responsibilities of the master's candidate include:

- A. Degree candidates make formal application for the degree by completing the form titled Application for the Ed.M. Degree or Application for the M.A. Degree in Education available from the WSU Graduate School. This must be done before the deadline listed in the Graduate Bulletin for each semester.
  
- B. For the M.A. degree, four copies of the thesis are required. The original and one copy are submitted to the Graduate School and the other two are taken to the Bindery (Publications Building on Farm Way) to be bound. One of the bound copies is returned to the Department of Educational Leadership and Counseling Psychology and the other copy is for the chair of the committee. Six copies of an abstract are required:
  - 1 in each copy of the thesis (total of 4)
  
  - 1 for the University Library
  
  - 1 for the Department of Educational Leadership and Counseling Psychology
  
- C. All graduate students completing the master's degree are urged to participate in commencement exercises at the time the degree is formally awarded.

Additional information regarding degree requirements may be obtained by reading the section, "Policies and Procedures of the Graduate School" in the Graduate Study Bulletin available from the Graduate School.

## GUIDELINES FOR CERTIFICATION AS A SCHOOL COUNSELOR

The state of Washington stipulates the knowledge and skills as well as the field experience requirements for certification as a school counselor. The following is a list of these requirements now in effect.

**WAC 180-78A-270 Approval standard -- Knowledge and skills.** Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC [180-78A-220](#)(5).

(4) **SCHOOL COUNSELOR.** Effective August 31, 1997 through August 31, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

(a) Human growth and development (studies that provide an understanding of the nature and needs of individuals at all developmental levels).

(b) Social and cultural foundations (studies that provide an understanding of issues and trends in a multicultural and diverse society).

(c) Helping relationships (studies that provide an understanding of counseling and consultation processes).

(d) Group work (studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches).

(e) Career and lifestyle development (studies that provide an understanding of career development and related life factors).

(f) Appraisal (studies that provide an understanding of individual and group approaches to assessment and evaluation), including assessment of the state learning goals and essential academic learning requirements.

(g) Research and program evaluation (studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research).

(h) Professional orientation (studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing).

(i) Foundations of school counseling including:

(i) History, philosophy, and trends in school counseling;

(ii) Role and function of the school counselor in conjunction with the roles of the professional and support personnel in the school;

(iii) Knowledge of the school setting and curriculum including the state learning goals and essential academic learning requirements;

(iv) Ethical standards and guidelines of the American School Counselor Association (ASCA);

(v) State and federal policies, laws, and legislation relevant to school counseling; and

- (vi) Implications of sociocultural, demographic, and lifestyle diversity relevant to school counseling.
- (j) Studies that provide an understanding of the coordination of counseling program components as they relate to the total school community including:
  - (i) Referral of children and adolescents for specialized help;
  - (ii) Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives;
  - (iii) Methods of integration of guidance curriculum in the total school curriculum;
  - (iv) Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate; and
  - (v) Methods of planning and presenting guidance-related educational programs for school personnel and parents.
- (k) Theory, knowledge and skills for the practice of school counseling including:
  - (i) Program development, implementation and evaluation. Studies in this area include:
    - (A) Use of surveys, interviews, and needs assessments;
    - (B) Design, implementation and evaluation of a comprehensive, developmental school program;
    - (C) Implementation and evaluation of specific strategies designed to meet program goals and objectives;
    - (D) Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program; and
    - (E) Use of appropriate technology and information systems.
  - (ii) Counseling and guidance. Studies in this area include:
    - (A) Individual and group counseling and guidance approaches appropriate for the developmental stage and needs of children and adolescents;
    - (B) Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks;
    - (C) Approaches to peer helper programs;
    - (D) Issues which may affect the development and function of children and adolescents (e.g., abuse, eating disorders, attention deficit hyperactivity disorder, exceptionality, substance abuse, violence, suicide, dropout);
    - (E) Developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, career and technical education, and career options);
    - (F) Crisis intervention and referral; and
    - (G) System dynamics, including family, school, community, etc.

(iii) Consultation. Studies in this area shall include:

(A) Methods of enhancing teamwork within the school community; and

(B) Methods of involving parents, teachers, administrators, support staff and community agency personnel.

(5) **SCHOOL COUNSELOR.** Effective September 1, 2005, school counselor candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program that includes:

(a) **Successful demonstration of standards:**

(i) **Foundations of the school counseling profession:** Certified school counselors design, deliver, and evaluate student-centered, data-driven school counseling programs that advance the mission of the school in light of recognized theory, research, exemplary models, community context, and professional standards.

(ii) **School counseling and student competencies:** Certified school counselors integrate academic, career, and personal/social student competencies, including Washington state learning goals and essential academic learning requirements, into the school counseling program; teach counseling and guidance related material by using effective curriculum, instructional strategies, and instructional management; support teachers and parents in helping students develop knowledge and skill for learning, living, and working; and provide information about best practices to a school community.

(iii) **Human growth and development:** Certified school counselors apply comprehensive, in-depth knowledge of human growth and development to improve student learning, well-being, and to enhance resiliency; provide guidance to parents and teachers about developmentally appropriate practices that support students throughout their schooling experience.

(iv) **Counseling theories and technique:** Certified school counselors demonstrate an understanding of established and emerging counseling theories through effective use of individual and group techniques for working with a diverse population.

(v) **Equity, fairness, and diversity:** Certified school counselors value and show respect for all members of the community; demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities; use data for designing and implementing plans that remove barriers to learning; and help to close achievement gaps among sub-groups of students.

(vi) **School climate:** Certified school counselors establish and foster a safe, inclusive, and nurturing learning environment for students, staff, and families and use strategies designed to prevent or resolve problems that could limit or diminish the capacity of students to learn and achieve at their highest levels.

(vii) **Collaboration with school staff, family, and community:** Certified school counselors work collaboratively with school staff, families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community; know appropriate behavior management strategies and can team with staff and families to improve student achievement; and use their knowledge of community resources to make appropriate referrals based on the needs of students.

(viii) **Information resources and technology:** Certified school counselors select and use informational resources and technology to facilitate delivery of a comprehensive school counseling program that meets student needs; and skillfully use technology to enhance communication.

(ix) **Student assessment and program evaluation:** Certified school counselors understand the basic principles and purposes of assessment; collection and use of data; regularly monitor student progress and are able to communicate the purposes, design, and results of assessments to various audiences; know basic principles of research design, action research, and program evaluation for purposes of program improvement and accountability.

(x) **Leadership and advocacy:** Certified school counselors support practices and policies that promote academic rigor-skills for learning, living, and working; provide leadership that enhances student academic, career, and personal/social development and advocate for guidance as an integral part of a school's educational system; model practices that help students, parents, teachers, and policy makers understand how curriculum, instruction and assessment can help students see the relationship between effort, performance, and success beyond high school. Certified school counselors help promote understanding of graduation requirements, WASL scores, and development of the high school and beyond plan.

(xi) **Professionalism, ethics, and legal mandates:** Certified school counselors develop a professional identity congruent with knowledge of all aspects of professional functions, professional development, and state and national school counselor organizations. They adhere strictly to the profession's codes of ethics, especially those that have been established by the American Counseling Association (ACA), the American School Counselor Association (ASCA), the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They are familiar with state and federal policies, laws, and legislation relevant to school counseling.

(xii) **Reflective practice:** Certified school counselors integrate knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations; serve as change agents by using their understanding of schools as social, cultural and political systems within a larger organizational context; monitor practice with continuous, in-depth reflection; and make adjustments as needed.

(b) **Performance assessment.** An approved preparation program for school counselors shall require that each candidate engage in an assessment process using the standards-based benchmarks approved by the state board of education and published by the office of the superintendent of public instruction. The benchmarks may not be changed without prior state board approval. All candidates shall exit the residency certificate program with a draft professional growth plan.

**WAC 180-78A-315 Program approval requirement -- Field experience for school counselors.**

Approved school counselor preparation programs shall require all candidates to complete a supervised internship in the schools that includes a minimum of four hundred hours of on the job professional service and one hour per week of individual supervision provided by the site supervisor. Site supervisors must be fully certificated school personnel and have a minimum of three years of professional experience in the role of school counselor. Faculty supervision including on-site visits will be provided on an ongoing basis. Prior to the internship, the candidate will complete a faculty supervised practicum (a distinctly defined clinical experience intended to enable the candidate to develop basic counseling skills and integrate professional knowledge).

## **GUIDELINES FOR LICENSURE AS A MENTAL HEALTH COUNSELOR**

Certification as a mental health counselor is through the Department of Health in Olympia, WA. The educational requirements are as stipulated below:

### **WAC 246-809-220 Education requirements.**

(1) To meet the education requirement imposed by section 9 (1)(b)(i), chapter 251, Laws of 2001, an applicant must possess a master's or doctoral degree in mental health counseling or a behavioral science master's or doctoral degree in a field relating to mental health counseling from an approved school. Fields recognized as relating to mental health counseling may include counseling, psychology, social work, nursing, education, pastoral counseling, rehabilitation counseling, or social sciences. Any field of study qualifying as related to mental health counseling must satisfy coursework equivalency requirements included in WAC [246-809-221](#). An official transcript must be provided as evidence of fulfillment of the coursework required.

(2) Any supplemental coursework required must be from an approved school.

(3) Applicants who held a behavioral science master's or doctoral degree and are completing supplemental coursework through an approved school to satisfy any missing program equivalencies may count any postgraduate experience hours acquired concurrently with the additional coursework.

(4) A person who is a Nationally Certified Counselor (NCC) or a Certified Clinical Mental Health Counselor (CCMHC) through the National Board of Certified Counselors (NBCC) is considered to have met the education requirements of this chapter. Verification must be sent directly to the department from NBCC.

**WAC 246-809-221 Behavioral sciences -- Program equivalency.** Behavioral science in a field relating to mental health counseling includes a core of study relating to counseling theory and counseling philosophy. Either a counseling practicum, or a counseling internship, or both, must be included in the core of study. Exclusive use of an internship or practicum used for qualification must have incorporated supervised direct client contact. This core of study must include seven content areas from the entire list in subsections (1) through (17) of this section, five of which must be from content areas in subsections (1) through (8) of this subsection:

- (1) Assessment/diagnosis.
- (2) Ethics/law.
- (3) Counseling individuals.
- (4) Counseling groups.
- (5) Counseling couples and families.
- (6) Developmental psychology (may be child, adolescent, adult or life span).
- (7) Psychopathology/abnormal psychology.
- (8) Research and evaluation.
- (9) Career development counseling.
- (10) Multicultural concerns.

- (11) Substance/chemical abuse.
- (12) Physiological psychology.
- (13) Organizational psychology.
- (14) Mental health consultation.
- (15) Developmentally disabled persons.
- (16) Abusive relationships.
- (17) Chronically mentally ill.

**WAC 246-809-230 Supervised postgraduate experience.** The following are experience requirements for the applicant's practice area:

Successful completion of a supervised experience requirement. The experience requirement consists of a minimum of thirty-six months full-time counseling or three thousand hours of postgraduate mental health counseling under the supervision of a qualified licensed mental health counselor in an approved setting. The three thousand hours of required experience includes a minimum of one hundred hours spent in immediate supervision with the qualified licensed mental health counselor, and includes a minimum of one thousand two hundred hours of direct counseling with individuals, couples, families, or groups.

**WAC 246-809-240 Examination for licensed mental health counselors.** (1) Testing companies must administer a written licensure examination on knowledge and application of mental health counseling at least once a year. The applicant must submit a completed application and application fee to the department at least ninety days prior to the scheduled examination date. All other supporting documents, including verification of supervised postgraduate experience, must be submitted sixty days prior to the examination date.

(2) Applicants who take and pass the National Board of Certified Counselors (NBCC), National Certification Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE) have met the examination requirement of chapter 251, Laws of 2001. Verification of successful completion and passage of the NBCC examination is to be provided directly to the department of health by NBCC at the request of the applicant for Washington state mental health counselor.

(3) The passing score established by the testing company is the passing score accepted by the department of health.

## STUDENT CHECK LIST

### ADMISSION

- Graduate School application
- Department information form
- GRE scores
- Three letters of recommendation
- Transcripts
- Resume
- Personal statement

### ADVISOR

- Letter from department assigning temporary advisor.

### REGISTERING

- Use METRO (<http://www.metro.wsu.edu/>) to register for courses. Use the Master's handbook or see your advisor for selection of courses.

### CLASSES

- Check with department for any last minute course changes (room numbers, instructors, etc.)
- Drop/adds are done on METRO (<http://www.metro.wsu.edu/>)
- Purchase textbooks at the Student Book Corporation (Bookie) on campus.

## **PROGRAM OF STUDY**

- Obtain program of study form from the Graduate Studies Office (Cleveland Hall, Room 252) during second semester of first year.
- Complete form with all coursework required for the degree and with names of permanent committee members.
- Secure signatures of your committee members.
- Secure signature of the chair of the department.
- Take completed program form to the Graduate School. Make copy for your department file.

## **APPLICATION FOR SCHOOL COUNSELING CERTIFICATE**

- Obtain school counseling certificate form and fingerprinting form and submit during second semester of first year. These forms are available in Student Services (Educational Addition, Room 216E) from Staci Backelhaupt (335-8146).

## **PRACTICUM (School Counseling Students Only)**

- Complete the requirements during the second semester of first year via CoPsy 532.

## **INTERNSHIP**

- Establish your internship placement and complete the required hours of the internship experience first and second semester of the second year. This is required for both community and school students.

## **FINAL EXAMINATION**

- Have approved program on file.

- Apply and pay for degree.**
- Complete exam scheduling form at least 2 weeks before exam.**
- Enroll in CoPsy 702**
- Check time, place and particulars of the examination.**

#### **LAST MINUTE DETAILS**

- Submit all internship summary and evaluation forms**
- School Counseling students check signature and dates on ESA applications.**