

**MASTER'S DEGREES
IN
COUNSELING**

Programs:

School Counseling

Community Counseling

STEPS FOR COMPLETION HANDBOOK

Pullman Campus

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PREFACE

The purpose of this handbook is to serve as a general reference for counseling faculty and students regarding the master's degree programs in counseling in the Department of Educational Leadership and Counseling Psychology. The handbook supplements the Washington State University Graduate Catalog. 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 for acknowledging that they will be required to qualify for the degree under established policies. Updates and changes in the program will be 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.

INTRODUCTION

The Master's programs in School Counseling and Community Counseling at Washington State University (WSU) subscribe 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 with a knowledge base drawn from existing practice, theory and research in counseling (Brown & Lent, 2008) and in alignment with knowledge and skills stipulated by state standards.

The programs emphasize the facilitation of psychological growth and development. They stress the interaction of individual, environmental and socio-cultural factors in both the treatment of psychological problems and the promotion of health and positive aspects of human functioning through better self management and self renewal. The programs' scholar-practitioner orientation also leads to a focus on evidence-based counseling practice (Chwalisz, 2003). These emphases provide coherence to curriculum, instruction, field experiences, clinical practice and assessment and evaluation for the Ed.M. and M.A. in Counseling programs. The programs' emphases are also consistent with prominent definitions of the counseling field. For example, an emphasis on the positive aspects of human functioning has been described as a cornerstone of counseling psychology (*The Counseling Psychologist*, 2006, 34[2]) and strength-based counseling models are receiving renewed attention in the field (*The Counseling Psychologist*, 2006, 43[1]) A useful summary of the counseling field was provided by Gelso and Fretz (1992), who described Counseling in terms of three major roles and five predominant themes:

The major roles are (a) remedial (assisting in remedying problems), (b) preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and (c) educative and developmental (discovering and developing potentialities). Thus, the predominant themes are (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.

Finally, the master's programs also stress "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; see also Neville & Mobley, 2001).

Recognizing that the role of a counselor varies depending on the sociocultural and environmental context of the counseling position, the primary intent of the master's programs is to train generalists, i.e., professionals who have the knowledge and skills to function in diverse community and school settings. This is accomplished by applying the scientist/scholar-practitioner model to three major themes in the curriculum: understanding counseling, understanding P-12 students or 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 integrated approach to counseling that they demonstrate in their case conceptualizations and fieldwork. Understanding P-12 students or clients – The programs emphasize the importance of understanding the subjective view of students or clients. We emphasize the importance of counselor empathy and developing skills related to empathic understanding and the communication of empathy. The programs seek to enhance students’ understanding of P-12 students or clients by providing them with knowledge relating to specific student or client problems, developmental tasks, current major counseling foci and emphasizing the need to understand students and 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.

As a complement to their generalist training, students in the School Counseling program receive training to be effective in school settings and obtain residency certification as school counselors (American School Counselor Association, 2003; Erford, 2007). Goals and outcomes for the Community Counseling program are consistent with licensure as a mental health counselor, after completion of additional post-degree requirements. More detailed descriptions of the School Counseling and Community Counseling programs are provided in the following sections of this handbook.

Specific learning outcomes of the master’s programs in School Counseling and Community Counseling are listed below. These learning goals or outcomes are used to evaluate both student and program success and are consistent with the College of Education Conceptual Framework and the mission statement of the Department of Educational Leadership and Counseling Psychology, which are also presented below.

Counseling Program Learning Outcomes:

- I. To become skilled counseling practitioners
- II. To become skilled scholars/researchers as appropriate to their professional roles
- III. To become professional and ethical scholars and practitioners
- IV. To become sensitive to issues of diversity and able to integrate this sensitivity into their respective professional roles
- V. To become effective in consultation, collaboration, communication, and human relations skills across professional contexts
- VI. Development of a professional identity appropriate for their future career plans

College of Education Conceptual Framework:



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

Department of Educational Leadership and Counseling Psychology Mission Statement:

The mission of the Department of Educational Leadership and Counseling Psychology is to address the needs of communities, individuals, and educational institutions in a diverse society through leadership, scholarship, collaboration, and professional practice.

References

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- The Counseling Psychologist, 2006, 34(2)*. Positive aspects of human functioning: A cornerstone of counseling psychology. Thousand Oaks, CA: Sage Publications.

OVERVIEW of MASTER'S DEGREES and PROGRAM OPTIONS

Degrees Available in the College of Education

Two master's degrees, the Master of Education (Ed.M.) and the Master of Arts (M.A.) 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 outline the steps students should follow in meeting master's degree requirements within the Department of Educational Leadership and Counseling Psychology for the programs in School and Community Counseling.

It is the **student's responsibility** to see that requirements are completed by the established deadlines and that a record of progress is kept up to date in the college's Office of Graduate Studies (Cleveland Hall, Room 252). WSU Graduate School requirements specify that all degree requirements for the Ed.M. and 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).

Programs in School and Community Counseling

Master's degrees in counseling focus on one of two professional options: (1) School Counseling, which prepares students for residency certification as K-12 school counselors, and (2) Community Counseling, which, in combination with the fulfillment of additional post-degree requirements, prepares students for licensure as a mental health counselor. Students in either program can pursue either the Master of Education degree (Ed.M.) or the Master of Arts (M. A.) degree. The Ed.M. degree is generally pursued by graduate students who intend to work in a K-12 educational setting (school counseling) or in a community/agency setting (community counseling). The M.A. degree, which requires a thesis, can be helpful for students who plan to subsequently apply for doctoral programs or who have a strong interest in conducting research, although Ed.M. graduates also apply for and enter doctoral programs.

The School Counseling and Community Counseling programs are available at both the Pullman and Tri-Cities campuses. Most Pullman students are enrolled full-time. Most Tri-Cities students are enrolled part-time. The curriculum for both programs includes course work in theory, research, and techniques in individual and group counseling; vocational/career counseling and assessment; professional and ethical issues; life-span development; counseling diverse populations; statistics, measurement, and research design. In addition, students in the School Counseling program complete a two-course sequence on current issues in school counseling, a course in program evaluation, and two semesters of internship in the public school setting. Students in the Community Counseling program take additional coursework in individual appraisal and two semesters of internship in community mental health settings. For both programs, additional courses are available on an elective basis, including courses on psychopathology, hypnosis, counselor supervision, Chicano/Latino psychology, and cross-cultural counseling research.

Graduates of the School Counseling program are eligible to obtain residency certification as school counselors in the state of Washington (see Appendix A). Specifically, they are prepared to serve K-12 students within the framework of comprehensive, developmental counseling models using the knowledge and skills required by state standards as well as the National Model for School Counseling of the American School Counseling Association. The school counselor's

role is defined broadly and may include individual counseling, group counseling, consulting with parents and teachers, offering prevention programs, coordinating resources and referrals, assessing and using data, assuming leadership roles, and collaborating with other school personnel in order to support student achievement and to create a safe, positive school climate. The school counseling program is approved by the Office of the Superintendent of Public Instruction and accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition, program oversight is provided by a Professional Education Advisory Board comprised of practicing school counselors, teachers, and principals, as well as program faculty. A description of the semester by semester assessment plan for school counseling students is presented in Appendix B.

The Community Counseling program prepares students to work in a variety of settings including community mental health centers, college counseling centers, and individual or group practice. The program prepares students for licensure as a mental health counselor. Additional post-degree requirements are required for licensure in most states (see Appendix A for information about licensure as a mental health counselor in the state of Washington; for requirements in each state see www.counseling.org).

Students in both the School and Community Counseling programs are exposed to technology as consistent with their future professional roles (e.g., searching research and educational databases, using career counseling software and web sites, statistical software, computerized class scheduling).

STEPS FOR DEGREE COMPLETION

STEP 1 - AFTER ADMISSION

Prospective students must be admitted to both the WSU Graduate School and the master's program in counseling. Most students designate interest in either the School Counseling or Community Counseling program in their letter of application, although students can be admitted to the counseling program without selecting a specific program.

After the prospective student accepts an offer of admission by the counseling program, a temporary advisor is appointed for each student by the Counseling Psychology Program Coordinator. The temporary advisor provides advice and information to the student regarding the initial choice of course work and the general requirements of the program. Students are encouraged to make early contact with their temporary advisors and to review the course requirements and the typical or recommended course sequences outlined later in this handbook. In addition, an orientation for new students is held early in the first semester of enrollment. Staff in the college's Office of Graduate Studies (gradstudies@wsu.edu; Cleveland Hall, Room 252) are also an excellent source of information on Graduate School procedures, forms, and timelines. As required by the WSU Graduate School, the Counseling Psychology faculty will review each student's progress in the program at least annually. These reviews focus on the student's academic performance, learning outcomes, counseling and related skills, and professionalism. The faculty will also note if students have adhered to the American Psychological Association (www.apa.org) Ethical Code or American Counseling Association (www.counseling.org) Ethical Code, whichever is appropriate for the student's field of study. The student is advised in writing of the evaluation of his/her progress. If the faculty determines that 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 "Policies and Procedures of the Graduate School" on the WSU Graduate School's website (<http://www.gradsch.wsu.edu/policiesprocedures.html>).

Mandatory Research Training

All graduate students are required to complete the **Responsible Conduct of Research** online training module. This is a web based training located at <https://myresearch.wsu.edu/>. Students are encouraged to take this training as soon as they are admitted to the graduate program. Once you have completed this training, you will receive email confirmation of your completion. Please forward this email to the College of Education Office of Graduate Studies (gradstudies@wsu.edu) as well as to the campus through which you applied. Delay in the completion of this training could delay a student's progression through their graduate program. The training will need to be repeated after a five-year period.

STEP 2 - SELECTION OF THE MASTER'S COMMITTEE

For Ed.M. Students

By the end of the second semester of study, the student should select a permanent advisor and two other committee members.

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 Step 3 below on Preparing and Filing of Individual Program of Study). Because the Ed.M. student does not have a thesis 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

As early in the program as possible, 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 or expertise 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 counseling faculty in 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 **the fall of their second year**, after selecting a committee, students should complete the Program of Study form in collaboration with their committee chair. These forms can be obtained from the college's Office of Graduate Studies (Cleveland Hall, Room 252) or online through our program web site (<http://education.wsu.edu/graduate/specializations/counselingpsych/docs/>) or the WSU Graduate School web site (<http://gradschool.wsu.edu/current-students/formsfordegree.html>). Questions about how to fill out the form can be addressed to the Office of Graduate Studies or the student's advisor. The Program of Study must include all courses required for the relevant program (i.e., School or Community Counseling) as outlined later in this handbook. The completed Program of Study form is submitted to: 1) the student's

advisor and committee for approval and signatures, 2) the Chair of the Department of Educational Leadership and Counseling Psychology, and 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). Such transfer work may not be substituted for the residence requirement of Washington State University. In addition, students can not transfer coursework already applied to a completed graduate degree at another institution. Professional enrichment, extension work, special problems, workshops and correspondence courses taken at other institutions cannot be applied to a graduate program. To obtain approval for waiver of required course work based on graduate courses taken at other institutions, students must complete and submit a waiver request form and supporting material (e.g., previous course syllabi) to the college's Office of Graduate Studies for review by the counseling program waiver committee. The waiver form can be obtained in the Office of Graduate Studies or online through the program website: (<http://education.wsu.edu/graduate/specializations/counselingpsych/docs/>).

STEP 4 for Ed.M. Students – MASTER'S COMPREHENSIVE EXAM (Required for Ed.M. degree only)

Ed.M. degree students specializing in counseling are required to pass the Counselor Preparation Comprehensive Exam (CPCE), a nationally-normed exam, which serves as the final comprehensive exam for the master's degree. Normally, students take the exam during the spring semester of their second year. For those persons seeking initial residency certification as a K-12 school counselor in the state of Washington, the examination also satisfies a requirement of the Certification Office of the State Superintendent of Public Instruction.

M.A. degree students (who are required to complete a thesis rather than a comprehensive exam as part of their degree) do not need to take the master's comprehensive exam (CPCE) unless they also seek school counselor certification in the State of Washington.

All outstanding grades of incomplete must be resolved before students can schedule the CPCE comprehensive exam. 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 college's Office of Graduate Studies and the Graduate School (at least one semester **before** the exam); **2)** complete **and submit** the Application for Degree form to the Graduate School and pay fees; **3)** complete a Final Examination Scheduling Form, secure your committee members' signatures and the signature of the Department Chair, and file it with the COE Office of Graduate Studies **by September 15 (for a fall exam) or February 1 (for a spring exam)**; and **4)** be enrolled for two (2) credits of CoPsy 702 during the term in which the exam is written. CoPsy 702 has a course fee of \$40 that covers the cost of the CPCE exam administration and scoring.

For details on the mechanics of scheduling and taking the exam, please contact the Office of Graduate Studies (gradstudies@wsu.edu).

About the CPCE Exam

The CPCE is a standardized multiple-choice exam developed and maintained by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors, Inc. The exam covers the same eight CACREP areas as the National Counselor Examination (NCE), which students or counselors complete to become National Certified Counselors. The test is comprised of 160 items, 20 for each of the eight areas. These areas include the following:

Human Growth and Development—the nature and needs of individuals at all developmental levels.

Social and Cultural Foundations—issues and trends in a multicultural and diverse society.

Helping Relationships—counseling and consultation processes.

Group Work—group development, dynamics, and counseling theories; group counseling methods and skills; other group work approaches.

Career and Lifestyle Development—career development and related life factors.

Appraisal—individual and group approaches to assessment and evaluation (primarily covered in EdPsy 509).

Research and Program Evaluation—types of research methods, basic statistics, and ethical and legal considerations in research.

Professional Orientation and Ethics—aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

In addition, to questions in these areas, students will be asked to fill out a demographic questionnaire on the exam answer sheet, including information on the following: ethnicity; gender; education; specialty; credentialing; preparation; and internship/practicum experience.

Exam Procedures

Total testing time is 4 hours and the exam will be given from 8:00 am to 12:00 noon on the day scheduled by the Office of Graduate Studies and the ELCP Department. Generally, the exam is scheduled for mid- to late-March. The CPCE exam is administered in the College of Education by staff from the Office of Graduate Studies or ELCP in a room to be announced ahead of time.

The exams are scored by the Center for Credentialing & Education (CCE), and the minimum passing score (typically, the national mean) will be set by the counseling faculty. 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. There is no automatic right to a second exam.

Exam Preparation

Students can prepare for the CPCE exam in the same way they prepare for the NCE exam, which is one advantage to students of adopting the CPCE exam. Review of your coursework in the program is a primary method of preparation for the exam. In addition, review sources and materials developed for the National Counselor Examination are also applicable for the CPCE exam. The following review materials have been selected by the program faculty and placed on reserve in Brain Education Library for your use. Students may also choose to purchase their own new or used copies of these study materials (e.g., through Amazon.com). These sources contain study suggestions, reviews of concepts in each of the eight areas, and practice exam questions.

Study Guide for the National Counselor Examination (Spiral-bound) (2006, 5th ed.), by Andrew Helwig (library call # BF637 C6 H385).

Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination and state exams (paperback) by Howard G. Rosenthal. (call #BF 636.6 R67)

Preparation Guide for the National Counselor Examination – not a study guide, but contains study suggestions and practice exam questions. Can also be purchased from National Board for Certified Counselors (www.nbcc.org). (call #BF 637 C6 P73)

Gregoire, J., & Jungers, C. M. (2007). The counselor's companion. Mahwah, N.J.; Lawrence Erlbaum Associates. (call #BF 636.6 C68)

STEP 4 for M.A. students – COMPLETE AND DEFEND A THESIS (M.A. degree students only)

Development of the Thesis Proposal

Only M.A. degree students (not Ed.M. students) complete a master's thesis. 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. In consultation with the chair of the thesis committee, the student will develop an initial research proposal. Students often review relevant literature and/or work on their initial research proposal as part of the EdPsy 505 (Research Methods I) course. When the committee chair feels the research proposal is sufficiently developed, copies should be distributed to the other committee members and a thesis proposal (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 Office of Graduate Studies.

Completion of the Thesis

After the M.A. student has received approval of the thesis proposal, and obtained WSU Institutional Review Board approval for the ethical use of human participants in research, 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. 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.

Final Oral Defense of the Thesis

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 in, and two weeks or more after the signed Final Examination Scheduling Form, together with a copy of the thesis, is presented to the Graduate School. Students should consult the Graduate School's website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>) for deadlines for scheduling final exams. A copy of the thesis must also be submitted to the Office of Graduate Studies ten days prior to the final defense. The abstract must be submitted electronically to the Office of Graduate Studies five days prior to the final defense.

The examining committee shall include the members of the thesis committee with the chairperson presiding, and any other members of the Graduate Faculty who wish to attend the exam and ballot. 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's 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. There is no automatic right to a second exam.

STEP 5 - FACILITATING CONFIRMATION OF THE DEGREE

Other responsibilities of all master's candidates include:

- A. Degree candidates make formal application for the degree by completing the form titled Application for Master's Degree available from the WSU Graduate School. This must be

done before the deadline listed on the Deadlines & Procedures link on the Graduate School website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>).

- B. For the M.A. degree, your final dissertation must be submitted digitally to the Graduate School. Please visit the Graduate School's website for guidelines for digital submission (<http://gradschool.wsu.edu/current-students/formsfordegree.html>). You must submit one copy of the title, signature and abstract pages on 100% cotton paper. You must submit one bound copy to the Department of Educational Leadership and Counseling Psychology and a bound copy to the chair of the thesis committee. As a courtesy, copies should also be submitted to the other committee members, although these copies do not have to be hard bound.
- 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."

STEP 6 – OBTAINING NATIONAL CERTIFICATION (OPTIONAL)

There are many benefits to becoming a National Certified Counselor (NCC) including ensuring maximum portability of your counseling credential between states. Washington State University is an approved site for Graduate Student Application of the NCC (GSA-NCC) and offers the National Counseling Exam (NCE) every April. Students who pass the NCE and submit all required documentation are considered Board Eligible National Certified Counselors after graduating. These candidates have up to three years to meet the NBCC experience and supervision requirements. When all requirements are met, Board Eligible candidates may upgrade to become National Certified Counselors (NCC).

Eligible students (those in their final year of their degree) should apply through WSU's GSA_NCC Coordinator, Dr. Stephanie Bauman (sbauman@tricity.wsu.edu), in the Fall prior to the April examination (see listserv announcements for specific deadlines). More detailed information (including fees) is also available on the NBCC website: <http://www.nbcc.org/gsabe>.

While the NCC credential is most applicable to community counseling students, school counseling students who may want to practice in community-based settings can also choose to pursue this credential. Preparation for the NCE is the same as preparation for the CPCE exam, as described under Step 4 for Ed.M students earlier in this handbook.

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

Graded Courses (Numbers in parentheses indicate course credit hours) Course descriptions can be found in the WSU Catalog (<http://catalog.wsu.edu/Catalog/Apps/HomePage.ASP>).

EdPsy 502	Theoretical Foundation of Learning and Instruction	(3)
EdPsy 505	Research Methods I	(3)
EdPsy 508	Educational Statistics (or equivalent undergraduate course)	(3)
EdPsy 509	Educational Measurements	(3)
CoPsy 511	Theories, Research and Techniques in Couns. Psychology I	(3)
CoPsy 512	Theories, Research and Techniques in Couns. Psychology II	(3)
CoPsy 513	Career Counseling: Theory and Method	(3)
CoPsy 515	Ethics and Professional Problems in Counseling Psychology	(3)
CoPsy 516	Life Span Development and Counseling Issues	(3)
CoPsy 518	Theoretical Foundations of Group Counseling	(3)
CoPsy 525	Counseling Diverse Populations	(3)
CoPsy 527	Individual Appraisal I (community students only)	(3)

Additional graded 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)

Internship Courses

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

or

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

Thesis and Oral Examination Requirement for M.A. Degree

CoPsy 700 Master's Research, Thesis, and/or Examination (4 cr. 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 the CPCE examination to complete 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 the CPCE exam as part of their degree requirements; however, persons seeking certification in school counseling must complete the CPCE to meet the state certification requirement. M.A. students intending to complete the CPCE must enroll for 2 credits of CoPsy 702 during the semester session in which the exam is administered.

Recommended Elective Courses

CoPsy 523 Diagnosis, Psychopathology, and Counseling Issues (3)

For students who plan to work in a community setting, CoPsy 523 is recommended. The course material is 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. See previously described Step 6: Obtaining National Certification.

CoPsy 529 Counselor Supervision (3)

Recommended for students interested in counselor supervision theory, research, and practice.

CoPsy 537 Professional Development in Counseling (3)

Recommended for persons preparing for the School Counselor Certification Exam and/or the NBCC examination.

CoPsy 541 Hypnosis (3)

Recommended for students interested in clinical work and research in hypnosis.

CoPsy 542 Cross-Cultural Research in Counseling and Assessment (3)

Recommended for students interested in cross-cultural or multicultural research.

CoPsy 457 Chicano/Latino Psychology (3)

Recommended for students interested in Chicano/Latino psychology.

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.

SUGGESTED COURSE SEQUENCES

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.

School Counseling Program

FIRST YEAR

Fall	Spring
EdPsy 508 (3) ^{1,2}	EdPsy 505 (3) ²
CoPsy 511 (3)	EdPsy 509 (3)
CoPsy 513 (3)	CoPsy 512 (3)
CoPsy 531 (3)	CoPsy 532 (3)

SECOND YEAR

Fall	Spring
EdPsy 502 (3) ²	CoPsy 518 (3)
EdPsy 570 (3)	CoPsy 525 (3)
CoPsy 515 (3)	CoPsy 535 (4)
CoPsy 516 (3)	CoPsy 700 ³ (4)
CoPsy 535 (4)	or
	CoPsy 702 ³ (2)

Community Counseling Program

FIRST YEAR

Fall	Spring
EdPsy 502 (3) ²	EdPsy 505 (3) ²
EdPsy 508 (3) ^{1,2}	EdPsy 509 (3)
CoPsy 511 (3)	CoPsy 512 (3)
CoPsy 513 (3)	CoPsy 518 (3)

SECOND YEAR

Fall	Spring
CoPsy 515 (3)	CoPsy 525 (3)
CoPsy 516 (3)	CoPsy 533 (4)
CoPsy 533 (3)	CoPsy 700 ³ (4) or
CoPsy 527 (3)	CoPsy 702 ³ (2)

Notes for Course Sequences

- 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.
- ² 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 above by a superscript 2.
- ³ Although M.A. students do not take the CPCE exam as part of their degree requirements, persons seeking certification in school counseling must complete the CPCE to meet a state certification requirement. Ed.M. and M.A. students taking the CPCE must enroll for 2 credits of CoPsy 702 during the semester in which the exam is written.

Internship Placements and Procedures

General Information

Dr. Susan Jensen is the Field Placement Coordinator for the Master's in Counseling Programs at the Pullman campus, and she, along with the student's CoPsy 533/535 instructor, will assist you throughout the field placement portion of your degree requirements. To assure that students obtain the necessary training for their degree and future certifications, all placements must be approved by Dr. Jensen. Although it is ultimately the student's responsibility to locate a placement, every effort will be made to assist students to obtain a placement that matches the needs of both students and the community.

Pullman students must attend a mandatory internship meeting during their first year of coursework (this meeting will be announced on the master's email listserv). The purpose of this meeting is to provide information on necessary requirements, including fingerprinting for those interning in school settings, along with placement information.

When interviewing for an internship placement, counselor supervisors at the internship sites 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.

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 CoPsy 533/535 internships 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 internships, including a list of approved sites and electronic versions of the required documentation is available on the program's website.

School Counseling Practicum and Internship

Application for School Counseling Certificate

Students not currently certified in Washington (by OSPI) need to submit their fingerprints, Institutional Application and Character and Fitness Supplement at the beginning of their program of study (by November of the first semester). **These forms are available in Student Services (Educational Addition, Room 316E) from Staci Bickelhaupt (335-8146). Note: This is an involved and time intensive process, so do not delay! Students must begin this process prior to beginning their practicum in the second semester of their first year.**

Practicum

Prior to beginning a 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. In addition, the on-site supervisor must be a certificated school counselor with a minimum of three years experience and be currently working in the role of a school counselor. Students are expected to spend 15 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 students demonstrate competency on a number of performance standards (see Appendix A in this manual). One of the ways students must demonstrate their competency is through direct observation and consultation by 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 Internship

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 400 hours of internship over two semesters. For example, this experience could consist of 5 clients and 1 group per week, which overall constitutes 16 hours of supervision, 128 hours of individual and group therapy, 56 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.

Malpractice Insurance for School and Community Counseling Students

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) and the American Psychological Association (www.apait.org). Student members of the American School Counseling Association (www.asca.org) receive complimentary liability insurance. Low-cost insurance can also be purchased through WSU by filling out the Student Professional Liability Insurance form, which can be obtained in the Office of Graduate Studies (Cleveland Hall, Room 252) or online at <http://education.wsu.edu/graduate/specializations/counselingpsych/docs/> and taking the

completed form and payment to the Cashier's Office in French Administration building. The internship instructor in CoPsy 533 or CoPsy 535 will provide more information as well.

STUDENT CHECK LIST

ADMISSION

- | | |
|--|---|
| <input type="checkbox"/> Graduate School application | <input type="checkbox"/> Transcripts |
| <input type="checkbox"/> Supplemental Information Form | <input type="checkbox"/> Resume/vita |
| <input type="checkbox"/> Three letters of recommendation | <input type="checkbox"/> Personal statement |
| <input type="checkbox"/> TOEFL scores (international applicants) | <input type="checkbox"/> GRE scores |

ADVISOR

- Letter from department assigning temporary advisor.

REGISTERING

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

CLASSES

- Check with the online Schedule of Classes (<http://schedules.wsu.edu/>) for any last minute course changes (room numbers, instructors, etc.).
- Drop/adds are done on myWSU (<http://my.wsu.edu>).
- Purchase textbooks at the Student Book Corporation (Bookie) on campus.

PROGRAM OF STUDY

- Complete mandatory Responsible Conduct of Research Training (<https://myresearch.wsu.edu/>).
- Obtain Program of Study form from the Office of Graduate Studies (Cleveland Hall, Room 252) or from the Graduate School website (<http://gradschool.wsu.edu/current-students/formsfordegree.html>) during the 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.
- Submit form to the Office of Graduate Studies (who will obtain chair's signature and forward the form to the Graduate School).

APPLICATION FOR SCHOOL COUNSELING CERTIFICATE (School Counseling students only)

- Students not currently certified in Washington (by OSPI) need to submit their fingerprints, Institutional Application and Character and Fitness Supplement at the beginning of their program of study (by November of the first semester). **These forms are available in Student Services (Educational Addition, Room 316E) from Staci Bickelhaupt (335-8146). Note: This is an involved and time intensive process, do not delay! Students must begin this process prior to beginning their practicum, second semester of first year.**

PRACTICUM (School Counseling Students Only)

- Complete the requirements during the second semester of first year via CoPsy 532. See also, Application for School Counseling Certificate.

INTERNSHIP

- Establish your internship placement and complete the required hours of the internship experience during first and second semester of the second year. This is required for both community and school students. See also section of this handbook on Internship Placements and Procedures.

FINAL COMPREHENSIVE EXAMINATION

- Have approved program of study on file at least one semester prior to exam.
- Submit Application for Degree and pay fees.
- Enroll in a minimum of two credits of CoPsy 702 (EdM) or four credits of CoPsy 700 (MA) during final semester.
- Resolve any incomplete grades.

- Check time, place, and particulars of the examination.
- Complete final exam scheduling form at least 2 weeks before the exam and submit form to the Office of Graduate Studies.

LAST MINUTE DETAILS

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

APPENDIX A

GUIDELINES FOR CERTIFICATION AS A SCHOOL COUNSELOR

For general information about ESA certification in the State of Washington:

<http://www.k12.wa.us/certification/ESAMain.aspx>

For WAC 181-78A-270 Approval Standard—Knowledge and Skills:

<http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-270>

GUIDELINES FOR LICENSURE AS A MENTAL HEALTH COUNSELOR

Licensure as a mental health counselor is obtained through the Department of Health in Olympia, WA. For specific information, visit the following links.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=246-809>

LICENSED MENTAL HEALTH COUNSELORS

[246-809-210](#) Definitions.

[246-809-220](#) Education requirements.

[246-809-221](#) Behavioral sciences -- Program equivalency.

[246-809-230](#) Supervised postgraduate experience.

[246-809-234](#) Approved supervisor.

[246-809-240](#) Examination for licensed mental health counselors

APPENDIX B

School Counseling Candidate Assessment Plan Washington State University Pullman

This document summarizes how full-time candidates for residency school counseling certification are assessed as they progress through their graduate degree program at Washington State University. *Primary assessment measures* are indicated in *italicized boldface*.

FIRST YEAR FALL

A school counseling student typically is enrolled in EdPsy 508 Educational Statistics, CoPsy 511 Counseling Theories, CoPsy 513 Career Counseling and CoPsy 531 School Issues I.

- Faculty develop syllabi that include the College of Education Conceptual Framework, the Department of Educational Leadership and Counseling Psychology Mission Statement, the Counseling Program Learning Outcomes and course-related school counseling standards. Faculty collect evidence or samples of school counseling student work that serve as performance measures for course-related school counseling standards.

FIRST YEAR SPRING

A school counseling student typically is enrolled in EdPsy 505 Research Methods I, EdPsy 509 Educational Measurements, CoPsy 512 Counseling Theories II, CoPsy 532 School Issues II.

- Faculty develop syllabi that include the College of Education Conceptual Framework, the Department of Educational Leadership and Counseling Psychology Mission Statement, the Counseling Program Learning Outcomes and course-related school counseling standards. Faculty collect evidence or samples of school counseling student work that serve as performance measures for course-related school counseling standards

In CoPsy 532 Issues in School Counseling II, students complete:

- ***Student Achievement Assessment Project***
 - The course instructor grades the Student Achievement Assessment Project in the context of CoPsy 532 and also reports the number of students with a grade of B or higher on the Individual Faculty Form as part of the Learning Goals Outcomes Assessments. During spring of the second year, the student may include the Student Achievement Assessment Project in the CoPsy 535 School Counseling Portfolio.
- ***Professional Growth Plan***
 - The course instructor grades the Professional Growth Plan in the context of CoPsy 532 and also reports the number of students with a grade of B or higher on the Individual Faculty Form as part of the Learning Goals Outcomes Assessments. During spring of the second year, the student will

include an updated Professional Growth Plan in the CoPsy 535 School Counseling Portfolio.

- ***School Counselor Candidate Competency Evaluation*** (Currently being pilot tested as a potential assessment.)
- ***School Counseling Candidate Self-Efficacy Assessment*** (Currently being pilot tested as a potential assessment. It can inform the development of standards-based learning objectives for internship.)

Annual Review

The Graduate School of Washington State University requires that departments evaluate the progress of their graduate students on a yearly basis and notify each student in writing regarding the adequacy of their progress toward degree requirements. The advisor for each school counseling student fills out the Annual Review of Master's Students form and leads faculty discussion about time line items (e.g., whether or not they have a program on file), overall academic performance, and progress on goals related to the six counseling program learning outcomes. Expectations/comments about performance (excellent, quality, satisfactory or needs improvement in specified areas) are communicated to the student by way of a letter.

SECOND YEAR FALL

A school counseling student is typically enrolled in EdPsy 502 Learning Theories, EdPsy 570 Program Evaluation, EdPsy 509 Educational Measurements, CoPsy 515 Ethics and Professional Problems and CoPsy 535 Master's Internship in School Counseling.

- Faculty develop syllabi that include the College of Education Conceptual Framework, the Department of Educational Leadership and Counseling Psychology Mission Statement, the Counseling Program Learning Outcomes and course-related school counseling standards. Faculty collect evidence or samples of school counseling student work that serve as performance measures for course-related school counseling standards.

EdPsy 502 Learning Theories

- The course instructor grades the ***Theory of Learning Paper*** in the context of EdPsy 502 and also reports the number of students with a grade of B or higher on the Individual Faculty Form as part of the Learning Goals Outcomes Assessments. During spring of the second year, the student will include the Theory of Learning Paper in the CoPsy 535 School Counseling Portfolio.

EdPsy 570 Program Evaluation

- The course instructor grades the ***Program Evaluation Project*** in the context of EdPsy 570 and also reports the number of students with a grade of B or higher on the Individual Faculty Form as part of the Learning Goals Outcomes Assessments. During spring of the second year, the student may include the Evaluation Project in the CoPsy 535 School Counseling Portfolio.

SECOND YEAR SPRING

A school counseling student is typically enrolled in CoPsy 516 Life Span Development and Counseling Issues, CoPsy 518 Group Counseling, CoPsy 525 Counseling Diverse Populations and CoPsy 535 Master's Internship in School Counseling

- Faculty develop syllabi that include the College of Education Conceptual Framework, the Department of Educational Leadership and Counseling Psychology Mission Statement, the Counseling Program Learning Outcomes and course-related school counseling standards. Faculty collect evidence or samples of school counseling student work that serve as performance measures for course-related school counseling standards.

CoPsy 535 Master's Internship in School Counseling

- ***School Counselor Candidate Competency Evaluation*** (Currently being pilot tested as a potential assessment.)
- ***School Counseling Candidate Self-Efficacy Assessment*** (Currently being pilot tested as a potential assessment.)
- ***School Counseling Portfolio***
 - ***Theory of Learning Paper*** from EdPsy 502
 - ***Student Achievement Assessment Project*** from CoPsy 532 and/or ***Program Evaluation Project*** from EdPsy 570
 - ***Academic/Learning Curriculum Implementation Project***
 - The CoPsy 535 instructor reports the number of students with passing score on the Master's Internship Form as part of the Learning Goals Outcomes Assessments.
 - ***Career/Vocational Curriculum Implementation Project***
 - The CoPsy 535 instructor reports the number of students with passing score on the Master's Internship Form as part of the Learning Goals Outcomes Assessments.
 - ***Personal/Social Curriculum Implementation Project***
 - The CoPsy 535 instructor reports the number of students with passing score on the Master's Internship Form as part of the Learning Goals Outcomes Assessments.
 - ***Professional Growth Plan Updated from CoPsy 532***
 - The CoPsy 535 instructor reports the number of students with passing score on the Master's Internship Form as part of the Learning Goals Outcomes Assessments.
 - ***Internship Evaluation Completed by On-Site Supervisor***
 - The CoPsy 535 instructor reports the number of students with site Supervisor ratings of good/average or better on Learning Outcomes I-VI on the Master's Internship Form as part of the Learning Goals Outcomes Assessments.
 - ***Internship Evaluation Completed by CoPsy 535 Instructor***
 - The CoPsy 535 instructor reports the number of students with internship instructor ratings of good/average or better on Learning Outcomes I-VI on

the Master's Internship Form as part of the Learning Goals Outcomes Assessments.

Annual Review

The advisor for each school counseling student fills out the Annual Review of Master's Students form and leads faculty discussion about time line items, overall academic performance, and progress on goals related to the six counseling program learning outcomes. Expectations/comments about performance are communicated to the student by way of a letter.

CoPsy 702 Master's Examination (CPCE)

In order to pass the master's examination, the student must score at or above the national mean on the Counselor Preparation Comprehensive Examination (CPCE) which includes content areas on human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation and ethics.