



Oregon State University College of Education

Master of Counseling Program Handbook

**Ecampus Hybrid School Counseling Option
and
Ecampus Hybrid Clinical Mental Health Counseling Option**

2026-27

*Oregon State University
Furman Hall
200 SW 15th St., Corvallis, OR 97331
Corvallis, OR 97331
Phone: (541) 737-8577
Fax: (541) 737-8971*

<https://education.oregonstate.edu/counseling>

TABLE OF CONTENTS

Contents

SECTION I. BACKGROUND	4
A. Overview	4
B. Mission, Vision, and Values Statement of the OSU Counseling Program in Corvallis	4
C. Statement on Diversity, Equity, and Inclusion.....	7
D. Accreditation	7
E. Differentiation from Cascades Campus Counseling Program; Transfer Policy/Procedure	7
F. Faculty and Staff of Counseling Academic Unit in Corvallis	9
G. Faculty/Staff Roles and Responsibilities related to Student Questions/Needs	11
SECTION II. PROGRAM INFORMATION	12
A. Master of Counseling Description	12
B. Areas of Concentration within the Major.....	12
C. Learning Outcomes for the Ecampus Hybrid MCoun Program.....	12
D. Matriculation Requirements.....	16
E. Requests for Transfer Between Specialty Options	16
F. Curriculum.....	18
G. Location, Times, & Days of Counseling Programs	20
H. Cross-Registration.....	22
I. Classroom Attendance.....	23
J. Personal/Professional Growth Plan Requirement	23
K. Group Counseling Requirement.....	24
L. Conference Attendance Requirement.....	25
M. Comprehensive Exam Requirement	25
N. Advisors and Advising Information.....	26
O. Written Endorsement Policy	26
P. Counseling Related Professional Organizations.....	27
Q. Counseling Resources for Students.....	27
SECTION III. FIELD EXPERIENCES, CERTIFICATION, AND LICENSURE.....	28
A. Field Experiences	28
B. Supervision Assist.....	28
C. Licensure and Certification	28
D. Prohibition on Conducting Private Practice While Enrolled in the Program	31

SECTION IV. STUDENT ASSESSMENT AND RETENTION PROCEDURES.....	32
A. Student Assessment, Remediation, and Retention Procedures	32
B. Working through Conflict with Faculty/Advisors/Supervisors/Staff.....	35
C. Statement of Disposition	36
SECTION V: STUDENT NOTICES.....	39
A. Office of Graduate Education	39
C. Academic Expectations of the Office of Graduate Education	39
D. Deadlines related to Program of Study, Exam Paperwork, etc	40
G. Student Conduct and Community Standards	41
H. Academic Dishonesty	41
I. Academic Appeal and Grievance Procedures	43
J. Incomplete Grades	44
K. Students with Disabilities.....	44
L. Office of Equal Opportunity and Access.....	46
M. Student Records.....	47
N. Administrative and Organizational Information	47
O. Administrative Processes	47
P. University Emergency Contacts	48
Q. Academic and Support Resources.....	48
APPENDIX A: IMPORTANT LINKS.....	50
APPENDIX B: MCOUN PROFESSIONAL DISPOSITIONS EVALUATION FORM.....	51

SECTION I. BACKGROUND

A. Overview

The M.Coun program with a major in counseling (Ecampus hybrid Clinical Mental Health Option and Ecampus hybrid School Counseling Option) is designed to fit the needs of the working adult as well as the part-time student. The weekend classes, online group supervision sessions, online learning activities on Canvas are interactive and experiential. The faculty brings to the learning process a wide range of theoretical orientations and lived experiences. The goal of the program is to develop professional clinical mental health and school counselors who are leaders in advancing diversity, equity, inclusion, antiracism, and social justice.

B. Mission, Vision, and Values Statement of the OSU Counseling Program in Corvallis

Vision Statement

The Counseling Academic Unit strives to be a national and international leader in preparing counselors and counselor educators as change agents that advance diversity, equity, and inclusion.

Mission Statement

Using current professional standards, the Counseling Academic Unit in Corvallis at Oregon State University prepares professional counselors and counselor educators who promote the holistic wellness of individuals, families, communities, and organizations. These counselors and counselor educators are prepared to be change agents who are competent, ethical, and proactive in the face of injustice. We prepare counselors in antiracist practices to dismantle racism invariably tethered to other forms of oppression, such as genderism, sexism, classism, heterosexism, and ableism. They are lifelong learners whose work is informed by lifespan development, theory- and evidence-based practices, and a local and global perspective. Their work as counselors, supervisors, educators, researchers, and advocates demonstrates multicultural and diversity competence and a commitment to social justice.

Master's in Counseling Mission Statement and Description

The Master of Counseling Program serves Oregon State University's Land Grant Mission, supports the CAU Mission, and promotes sociocultural equity and antiracist practices to dismantle racism invariably tethered to other forms of oppression, such as genderism, sexism, classism, heterosexism, and ableism. Using current professional training standards, the Master of Counseling Program cultivates counseling student development in four areas: academic excellence, counseling knowledge and skills, personal growth and development, and professional counselor identity and disposition.

We believe that professional counselors stand for social, economic, and political justice and, therefore, must be prepared to be proactive educators, change agents, and advocates in the face of injustice. Development across the life span, cultural diversity, and a global perspective are integral to the preparation of professional counselors.

The Master of Counseling program emphasizes four preparation components: academic excellence, competence in counseling knowledge and skills, personal growth and development, and professional counselor identity and disposition. The program emphasizes the personal growth and development of its participants as much as it provides a foundation of skill and knowledge. The sequential program integrates academic knowledge and theory with closely supervised counseling practice. The faculty strongly believes that professional counseling is grounded in a personal and professional code of ethics. To effectively counsel others, students must find a workable integration of theory, philosophy, and technical skills that are consistent with the students' self-views and beliefs about the nature of people.

United States Land Acknowledgement:

- Oregon State University: <https://oregonstate.edu/land-acknowledgment>
- Nation Wide: <https://native-land.ca/>

Values Statement of Counseling Academic Unit in Corvallis

The program, faculty, students, and staff honor the lived experiences of all individuals. We are a learning community that embraces the concepts of social justice, innovation, the intersection of practice and research, reflection, and integrity. We hold to the ethical principles established by the American Counseling Association, the American School Counselor Association, and the Association for Counselor Educators and Supervisors.

We uphold the following values explicated by the College of Education at Oregon State University:

- **Social Justice:** We value social justice in all aspects of our work. The disciplines of counseling and counselor education must be situated in a sociopolitical context and actively work to correct injustice.
- **Innovation:** We value innovation in the practice of counseling and counselor education. Counselors and counselor educators should seek new ways of viewing and addressing human problems and of promoting lifelong learning, holistic wellness, and social justice.
- **Intersection of Practice and Research:** We value the use of current research to inform the practices of counseling and counselor education. In addition, we are committed to engaging in research that is informed by the practice of counseling and counselor education in the field.
- **Reflection:** We build reflective practices into our work and the work of our students as counselors and counselor educators. We actively consider and evaluate our effectiveness

and our culture, social positions, life experiences and knowledge, and are actively open to other perspectives.

- **Integrity:** We consider and adhere to our values in all decision making. We evaluate our impact on the college, programs, students, client populations, community, and society and work to align our actions with our values.

Faculty Guiding Principles

- We support Dignity, Respect, Integrity, Value and Equality in all our interactions with students, staff, and the community.
- We are guided by intellectual curiosity, social responsibility, compassion, and high ethical standards in our professional activities.
- We acknowledge there is no one truth and seek multiple understandings of human behavior.
- We are committed to creating a learning community that promotes diversity, democratic values and practices.
- We are dedicated to deep self-reflective practice as faculty, especially in relation to challenging existing systems of oppression.
- We take responsibility as educators to promote informed criticism even when that criticism may not be well received.
- We challenge dogma that we encounter in classrooms, clinical experiences, and in our role of serving the broader society.
- We believe we must educate professional counselors to be critical thinkers in order that they might find their voice to develop progressive social vision through program transformation and policy development.
- We recognize a multiple perspective(s) of intrapersonal, social, and political interaction that intervenes on both macro and micro levels.
- We are invested in an interdisciplinary team and systems approach to change.
- We are committed to transcend the university's physical boundaries and to link with the community in order to improve educational opportunities for children and adults.
- We are dedicated to the interconnectedness of teaching, research, service, and clinical practice.
- We believe that professional counselors must continually address their own emotional, intellectual, spiritual, and physical well-being in order to be effective helping professionals.
- We believe students are our most important clients, for the quality and completeness of their education will determine the direction of the future.

Program Objectives

1. Students demonstrate sufficient knowledge and skill aligned with core and specialty areas of the CACREP standards, including multicultural and social justice counseling competencies.

2. Students demonstrate professional dispositions required for vocational success in the counseling fields, including an orientation towards multicultural and social justice counseling.
3. Students within the counseling program reflect the demographic diversity of the communities in which they will be working.

C. Statement on Diversity, Equity, and Inclusion

In the [College of Education](#), our efforts toward equity are a work in progress. We acknowledge that in our history and present we have made mistakes, but we commit to engage in anti-racism work to better serve the needs of Black, Indigenous and People of Color (BIPOC) in our community. This includes an examination of each course and syllabus for non-bias and inclusive practices.

D. Accreditation

The Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)) has conferred accreditation on the school counseling and clinical mental health counseling options in Counseling at Oregon State University.

The program is also accredited by the Council for Accreditation of Educator Preparation ([CAEP](#)) and the Oregon Teacher Standards and Practices Commission ([TSPC](#)). The program is recognized by the Oregon Board of Licensed Professional Counselors and the National Board of Certified Counselors as a program that meets the course work necessary for licensing or certification.

E. Differentiation from Cascades Campus Counseling Program; Transfer Policy/Procedure

The Ecampus Master of Counseling program based out of OSU Corvallis is distinct from the Master of Counseling program at OSU Cascades campus. The Ecampus program is a hybrid online program whereas the Cascades program is a 100% on-ground program. The programs have different core faculty who do not cross-teach. Students admitted to the Ecampus program take all courses in the Ecampus program.

In rare circumstances, a student may be permitted by program faculty to **transfer between programs**. The Corvallis and Cascades counseling programs have a policy and procedure for students who request transfer between programs, described below:

Policy and Procedure for Transfer Between Programs

1. A written request for transfer must be made by the student to their faculty advisor in the student's current program.
2. The faculty advisor consults with the program chair/coordinator if criteria #1-3 listed below are met.

3. If the program chair/coordinator thinks the request meets criteria 1-3 and supports the request, the program chair/coordinator reaches out to the chair/coordinator of the other counseling program to discuss.
4. A decision is made by both program chair/coordinators, and consideration is given to criteria #4.
5. The student's current faculty advisor will provide them written confirmation of the decision.

Please note:

- A student's request for transfer will be declined at any stage of this process if criteria #1-4 are not met.
- Initiation of the process does not guarantee a transfer will occur.
- The Cascades counseling program and campus may require Corvallis Ecampus students to apply and interview with Cascades faculty. This process supports the holistic admissions approach at Cascades, upholds CACREP standards, and offers transfer students a chance to engage with faculty, learn more about the program, and determine if the Cascades program is the right fit for them.

Criteria: The student's request will be evaluated on the basis of four criteria:

1. the student must still be in their first year of study;
2. the student must not have taken any fieldwork courses yet such as pre-practicum or group counseling;
3. the student has demonstrated no performance issues (academic, knowledge and skills, dispositions) that would indicate the student is better assisted by their current program who have more history with the student;
4. there is room in the transfer program's current cohort for the student.

Note that such enrollment decisions are made on a case-by-case basis and are at the discretion of the program chair/coordinator of both campuses.

Requests to Take Courses at the Other Counseling Program

In rare circumstances, a student may be permitted by program faculty to enroll in a course offered by the other program. The Corvallis and Cascades counseling programs have a policy and procedure for students who request to enroll in one course between programs, described below.

Policy and procedure:

- (1) A written request for enrollment in a specific course must be made by the student to their faculty advisor in the student's current program.
- (2) The faculty advisor consults with the program chair/coordinator if criteria #1-4 listed below are met.

(3) If the program chair/coordinator thinks the request meets criteria 1-4 and supports the request, the program chair/coordinator reaches out to the chair/coordinator of the other counseling program to discuss.

(4) A decision is made by both program chair/coordinators, and consideration is given to criteria #4.

(5) the student’s current faculty advisor will provide them written confirmation of the decision.

Please note:

- A student’s request for enrollment will be declined at any stage of this process if criteria #1-3 are not met.
- Initiation of the process does not guarantee an enrollment will occur.
- Students who do not follow this procedure may be asked to withdraw from a course at the other campus, if they have already registered. (In most instances, students cannot register for courses at the other campus prior to alerting faculty as this requires an override).

Criteria: The student’s request will be evaluated on the basis of four criteria:

- (1) the student has demonstrated no performance issues (academic, knowledge and skills, dispositions) that would indicate the student is better assisted by taking all coursework at their current program who have more history with the student;
- (2) the student has provided written documentation stating why they believe the course offered by the other campus would better serve their educational needs, such as needing a course to graduate in time;
- (3) there is either (a) no course that is concurrently offered during that term by the student’s current program, OR (b) when such a course is offered by the student’s current program, the student provides written documentation to clearly indicate why this course offered by the other campus would better serve their educational needs, such as relocating a significant distance for an internship and being in a more proximal location to the other program.
- (4) there is room in the other campus’ course section for the student.

Note that such enrollment decisions are made on a case-by-case basis and are at the discretion of the program chairs of both campuses.

F. Faculty and Staff of Counseling Academic Unit in Corvallis

Name	Program Role	Research Expertise
Instructional		
Cazares-Cervantes, Abraham (Dr.) cazaresa@oregonstate.edu	Program Chair School Counseling faculty advisor	Multicultural competency in school counseling, Supervision of minority supervisees, Ethnic identity development, Working with bilingual clients, Gang-related behavior, Working with the Latinx population

Dykeman, Cass (Dr.) dykemanc@oregonstate.edu	PhD faculty advisor	Corpus linguistics, artificial intelligence and machine learning, math anxiety intervention, psychopharmacology, addiction counseling
Eissenstat, SunHee (Dr.)	PhD faculty advisor, Clinical Mental Health Counseling faculty advisor	Mental and physical health, counselor training, technology-enhanced interventions
Field, Thom (Dr.) fieldth@oregonstate.edu	PhD faculty advisor	Neuroscience integration in counseling practice, substance use, professional and social justice in counseling
Jordan, Myra (Dr.) jordanmy@oregonstate.edu	Clinical Mental Health Counseling faculty advisor	Working effectively across differences, expanding conceptions of multicultural counseling, intersectionality, effective multicultural counseling education, creativity in teaching.
LaGue, April (Dr.) laguea@oregonstate.edu	School Counseling faculty advisor	Emotion regulation in school settings, Math anxiety in adolescents, School counselor identity development and advocacy, Technology integration in counselor education, Corpus Linguistics in counselor education
Olivia Lewis (Dr.) lewioliv@oregonstate.edu	Clinical Mental Health Counseling faculty advisor, PhD faculty advisor	Nature-based counseling, outcomes research, evidence-based practices.
Muzacz, Arien (Dr.) muzacza@oregonstate.edu	Clinical Mental Health Counseling faculty advisor, PhD faculty advisor	Sexuality, multicultural counseling, supervision, LGBT health, prevention, scholarship of teaching and learning
Rubel, Deborah (Dr.) rubeld@oregonstate.edu	PhD faculty advisor	Group work, pedagogy, qualitative research methods
Tucker, Jeff (Dr.) Tuckjeff@oregonstate.edu	Clinical Mental Health faculty advisor	Creativity in counseling, counseling theories (particularly existentialism therapy and Acceptance and Commitment Therapy), counseling children, social justice, and LGBTQIA+ issues
Wood, Andrew (Dr.) wooda22@oregonstate.edu	Clinical Mental Health Counseling faculty advisor, PhD faculty advisor	Psycho-oncology in counseling, religious and spiritual issues, radical approaches toward education and mental health
Name	Program Role	Administrative Expertise

Program Staff		
Ganta, Carma 541-737-1823 gantac@oregonstate.edu	Program Assistant	Room scheduling coordination Communication with students Admissions coordination support

G. Faculty/Staff Roles and Responsibilities related to Student Questions/Needs

Student Questions/Needs	Faculty Advisor	Student Success Coord.	Program Chair	Clinical Coord.
Academic program of study		X		
Academic mentoring	X			
Class schedules		X		
Initial vetting of fieldwork sites	X			
Fieldwork placement				X
Fieldwork issues (in addition to faculty supervisor)				X
Supervision Assist platform				X
Graduation forms		X		
Scholarships and financial need		X		
Student support programs (upcoming)		X		
Leave of absence requests	X	X		
Professional development (conferences, etc)	X			
Personal/professional growth plans	X			
Comprehensive exams			X	
Consultation re: concerns with a Core Faculty*			X	
Consultation re: concerns with a Term Hire/ Adjunct*			X	
Consultation re: concerns with a Site Supervisor*				X
Job Searching Guidance	X			
Emergency License (School Counseling)	X			
Licensure Paperwork (CMHC)			X	

*If concerns remain after talking with this person directly.

SECTION II. PROGRAM INFORMATION

A. Master of Counseling Description

The master's degree program with a major in counseling is 90 quarter credits with options in School Counseling (SC) option and Clinical Mental Health Counseling (CMHC). The program is completed in three years on a part-time basis. Part-time students take an average of two classes per quarter. The Ecampus hybrid School and Clinical Mental Health options are only offered on a part-time basis.

B. Areas of Concentration within the Major

At the master's level, the counseling major has two options: Clinical Mental Health Counseling (eligible to apply for Oregon LPC licensure) and School Counseling (eligible to apply for Oregon TSPC school counselor licensure).

<https://ecampus.oregonstate.edu/services/doe/licensure.htm>.

C. Learning Outcomes for the Ecampus Hybrid MCoun Program

OSU Counseling Program Objectives

The Counseling Academic Unit's three program objectives are as follows:

1. Students demonstrate sufficient knowledge and skill aligned with core and specialty areas of the CACREP standards, including multicultural and social justice counseling competencies.
2. Students demonstrate professional dispositions required for vocational success in the counseling fields, including an orientation towards multicultural and social justice counseling.
3. Students within the counseling program reflect the demographic diversity of the communities in which they will be working.

Office of Graduate Education Learning Outcomes

Graduate Learning Outcome	Assessment Method	Benchmark
1. Produce and defend an original significant contribution to knowledge	Descriptive Statistics and Affinity Diagramming (COUN 562 Research Methods)	"Met" with a grade of B or higher
2. Demonstrate mastery of subject material	CPCE	Passing grade on standardized test

3. Conduct scholarly or professional activities in an ethical manner	CITI Test	Passing grade on CITI test
--	-----------	----------------------------

Cohort 99 Key Performance Indicators (KPIs)

MCoun program KPIs represent knowledge and skills in each of the eight core entry-level curricula areas, in addition to specialty areas offered by the program (i.e., school counseling, clinical mental health counseling) and foci of the program (i.e., social justice). The Corvallis program rates students as having “met” or “not met” the KPI for which they are being assessed. Individual student performance is tracked to ensure each student demonstrates adequate KPI performance. Students meet with their faculty advisor in cases when they have not yet demonstrated adequate KPI performance. The faculty advisor and student collaboratively complete a Plan for Success form that outlines how the student will demonstrate competence in that KPI moving forward and how adequate performance on that KPI will be evaluated. Students complete additional assignments in cases when they have not yet demonstrated adequate KPI performance. Aggregate KPI student performance are used to evaluate program objectives.

CACREP Standard	Program Learning Outcomes KPI	Campus	KPI Level	M.Coun Courses	Key Outcome Assessments (KOA)	Assessment Type	Alternative Demonstration Assessment
Section 2.F.1. Professional Counseling Orientation and Ethical Practice	1. Maintains strong professional identity and practices ethically and professionally	Corvallis	I	COUN 542 Counselor Identity, Practice, and Ethics	Counselor Identity and Practice	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Case Presentation (skills)	Demonstration in Internship III course section
		Cascades	I	COUN 542 Counselor Identity, Practice, and Ethics	Professional Orientation Paper	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN515 Internship	Case Conceptualization: Professional Orientation & Ethical Practice	Conceptualization Paper (knowledge and skill)	Demonstration in future Internship course section
Section 2. F. 2. Social and Cultural Diversity	2. Recognizes human diversities and social inequities on the microlevel and provides socially just	Corvallis	I	COUN 534 Social and Cultural Perspectives	Building Multicultural Counseling Competencies	Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	Demonstration in Internship III course section

	and culturally-informed services	Cascades	I	COUN 583 Diversity and Social Justice	Investigating the Lived Experiences of Diverse Populations (case study and presentation)	Paper and Presentation (knowledge & skills)	Second attempt at revised paper
			M	COUN 515 Internship	Case Conceptualization: Social and Cultural Diversity	Case Presentation (skills)	Demonstration in future Internship course section
Section 2. F. 3. Human Growth and Development	3. Develops theory-based understanding of human growth and development and promotes resilience and wellness across the lifespan	Corvallis	I	COUN 529 Development	Life Transition Biography	Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	Demonstration in Internship III course section
		Cascades	I	COUN 529 Developmental Perspectives	Life Transition Biography	Paper (knowledge)	Second attempt at revised paper
			M	COUN512 Practicum I	Case Conceptualization	Paper (knowledge)	Demonstration in second Practicum course section
Section 2.F.4. Career	4. Develops culturally relevant and technologically current career counseling skills and interventions	Corvallis	I	COUN 566 Career Development	Individual and Systemic Case Study	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	Demonstration in Internship III course section
		Cascades	I	COUN566 Career Development	Career Counseling Theory Paper	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN515 Internship	Vocational Development, Theory, and Application	Conceptualization Paper (knowledge)	Second attempt at revised paper
Section 2. F. 5. Counseling and Helping Relationships	5. Demonstrates theory- and evidence-based and culturally relevant counseling skills and practices	Corvallis	I	COUN 553 Counseling Theories I	Case Conceptualization Paper	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	Demonstration in Internship III course section
		Cascades	I	COUN 553 Counseling Theories I	Theoretical Orientation Paper	Paper (knowledge)	Second attempt at revised paper
			M	COUN 513* Pre-Practicum	Skills Evaluation	Clinical Evaluation (skills)	Individualized Remediation Plan implemented
Section 2. F. 6. Group Counseling and Group Work	6. Demonstrates theory-based and culturally relevant group counseling	Corvallis	I	COUN 572 Group Counseling	Group Proposal Paper	Research Paper (knowledge)	Second attempt at revised paper
			M	CPCE	Exam		

	skills and practices					Exam (knowledge)	Demonstrates knowledge of group counseling theories through 3-5 page paper
		Cascades	I	COUN 572 Group Counseling	Group Proposal Paper	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 512 Practicum (CMHC & SC)	Group Application Assignment	Direct Contact Hours & Reflection Paper (skills and knowledge)	Individualized Remediation Plan implemented
Section 2. F. 7. Assessment and Testing	7. Applies best practices in assessment and testing to evaluate client/student issues and to inform intervention	Corvallis	I	COUN 565 Appraisal	Assessment Data Interpretation and Intervention Development	Group Case Study Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	Demonstration in Internship III course section
		Cascades	I	COUN 565 Appraisal	Instrument Evaluation	Research Paper (knowledge)	Individualized Remediation Plan implemented
			M	CPCE	CPCE results on the Assessment and Testing section	Exam (knowledge)	Demonstrates knowledge of Assessment and Testing through 3-5 page paper
Section. 2. F. 8. Research and Program Evaluation	8. Demonstrates knowledge of ethical and culturally sustaining research and program evaluation practices	Corvallis and Cascades (same assessments)	I	COUN 561 Research	Descriptive Statistics and Affinity Diagramming	Research Paper (knowledge)	Second attempt at revised paper
			M	CPCE	CPCE results on the Research section	Exam (knowledge)	Demonstrates knowledge of Research and Program Evaluation through 3-5 page paper
Section 2. F. 2.	9. Social Justice Advocacy: Demonstrates the ability to analyze social injustices and to advocate for systemic change	Corvallis	I	COUN 583 Social Justice, Diversity, and Advocacy	Advocacy in Action Project	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	Demonstration in Internship III course section
		Cascades	I	COUN534 Social and Cultural Perspectives	Social Justice Issue Paper	Paper (knowledge)	Demonstration in Internship III course section
			M	COUN 515 Internship	Case Conceptualization: Social and Cultural Diversity	Conceptualization Paper (knowledge)	Second attempt at revised paper

Section 5. G. 1., 2., 3.	M.COUN - SC Option: Develops comprehensive school counseling program based on current best practice	Corvallis	I	COUN 546 Leadership of School Counseling Programs	Comprehensive School Counseling Programs	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship III	Portfolio Project	Portfolio (knowledge)	Second attempt at revised portfolio
		Cascades	I	COUN 546 Leadership of School Counseling Programs	Comprehensive School Counseling Programs	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN515: Internship	Skills Evaluation, Spring quarter	Clinical Evaluation (skills)	Individualized Remediation Plan implemented
Section 5. C. 1., 2., 3.	M.COUN – CMHC Option: Applies current best practice in assessment, diagnosis, and treatment planning to promote client wellness	Corvallis	I	COUN 576 Diagnosis	Movie Character Diagnostic Presentation	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship II	PCPE Evaluation	Clinical Evaluation (skills)	Demonstration in Internship III course section
		Cascades	I	COUN 576 Diagnosis	Case Conceptualization with Diagnosis	Research Paper (knowledge)	Second attempt at revised paper
			M	COUN 515 Internship	Assessment, Diagnosis, & Counseling Plans	Research Paper (knowledge)	Second attempt at revised paper

Note. I = Introductory assessment, M = Mastery assessment.

D. Matriculation Requirements

All admitted students to the OSU Ecampus Counseling program must (a) verify they accept the offer of admission, (b) sign a Memorandum of Agreement to secure their matriculation to the program. Any student with a GPA of less than 3.0 is admitted on a conditional basis per OSU Graduate School guidelines. These students must maintain a 3.0 GPA during their first 18 credits of study. (c) Newly admitted students must pay a \$350 matriculation fee, (d) and attend a new student orientation. Students accepted to the program while completing undergraduate requirements must submit an updated transcript prior to enrollment in courses.

E. Requests for Transfer Between Specialty Options

Students are admitted into a cohort for one of the major options (CMHC or School Counseling) and are expected to take all courses within their program of study for that cohort. If a student wants to switch program options, they are required to petition the faculty. Transferring once between CMHC and School Counseling options requires a full

examination of the program and faculty workload and structure. This is a very in-depth process, and thus, is discouraged. Decisions about transferring between options are made at the discretion of the program faculty. Please see a detailed overview of the process below.

Policy and procedure:

(1) A written request for a change in specialty must be made by the student to their faculty advisor in the student's current program.

(2) The faculty advisor consults with the program chair/coordinator if criteria #A-E listed below are met.

(3) The Program Chair will work with the current faculty advisor to conduct a review and assessment of courses completed, proposed curriculum, and curricular implications for the program.

(4) This information will then go to the transfer committee (Program Chair, the current faculty advisor, and the prospective faculty advisor), who will discuss the request.

(5) A decision and a written summary of the proposed curricular plan for the student (if approved) is made by the committee and sent to the current faculty advisor.

(6) The student's current faculty advisor meets with the student to discuss the transfer committee decision, the curricular plan, timeline, and risks of changing specialties and provides them with written confirmation of the committee's analysis and decision (if declined).

Please note:

- A student's request for specialty change will be declined at any stage of this process if criteria #1-3 are not met.
- Initiation of the process does not **guarantee** the student's request will be granted.
- A student will not be allowed more than one option switch in the program.

Criteria: The student's request will be evaluated based on five criteria:

- a. The student has demonstrated no performance issues (academic, knowledge and skills, dispositions).
- b. The student has provided written documentation stating why they believe the specialty is more suitable for their professional goals.
- c. The transfer cohort faculty advisor has capacity for an additional advisee load.
- d. Student must not have made a similar approved request in the past.

- e. Student must have completed no more than 4 quarters in their program when making the request.

Note that such enrollment decisions are made on a case-by-case basis.

F. Curriculum

Please note that these classes may occur in **weekday and/or weekend formats**. Please check with the schedule and/or program advisor prior to making travel and working arrangements for the terms in which these classes are offered.

Ecampus Master of Counseling, Clinical Mental Health Counseling option (cohorts 97-)

Required Core Coursework	
Course Name	Credits
COUN 511 Pre-Practicum	4
COUN 512 Practicum in Counseling	8
COUN 515 Counseling Internship	12
COUN 529 Developmental Perspectives in Counseling	4
COUN 534 Social & Cultural Perspectives	4
COUN 535 Addiction Theories, Prevention, and Treatment	4
COUN 542 Counseling Identity, Practice, and Ethics	4
COUN 553 Theory & Techniques of Counseling I	4
COUN 554 Theory & Techniques of Counseling II	4
COUN 561 Research Methods	4
COUN 565 Appraisal of the Individual	4
COUN 566 Lifestyle & Career Development	4
COUN 572 Group Counseling Procedures	4
COUN 573 Family Counseling	4
COUN 574 Crisis, Suicide, Grief, and Threat Interventions for Counselors	4
COUN 576 Diagnosis and Treatment: Applied Psychopathology & Psychopharmacology	4
COUN 583 Social Justice, Diversity, and Advocacy in the Counseling Profession	4
TOTAL REQUIRED CORE COURSEWORK	80
CREDITS:	
Specialization Option Coursework: Clinical Mental Health Counseling	
Course Name	Credits
COUN 521 Professional Practice in Clinical Mental Health Counseling	3
COUN 550 Foundations of Mental Health Counseling	3
COUN 593 Introduction to Clinical Supervision and Consultation	4
TOTAL SPECIALIZATION OPTION COURSEWORK CREDITS:	10
TOTAL REQUIRED DEGREE CREDITS:	
90	

Ecampus Hybrid Clinical Mental Health Counseling Course Sequence (cohorts 97-)

Term/Year	Courses
Summer, Y1	COUN 542 Counseling Identity, Practice, and Ethics (4) COUN 529 Developmental Perspectives (4)
Fall, Y1	COUN 534 Social and Cultural Foundations (4) COUN 561 Research Methods (4)
Winter, Y1	COUN 553 Counseling Theory I (4) COUN 565 Appraisal (4)
Spring, Y1	COUN 554 Counseling Theory II (4) COUN 566 Lifestyle and Career Development (4)
Summer, Y2	COUN 550 Foundations of Clinical Mental Health Counseling (4) COUN 572 Group Counseling Procedures (4)
Fall, Y2	COUN 535 Addiction Theories, Prevention, and Treatment (4) COUN 574 Crisis, Suicide, Grief and Threat Interventions (4)
Winter, Y2	COUN 511 Pre-Practicum (4) COUN 576 Diagnosis and Treatment: Applied Psychopathology and Psychopharmacology (4)
Spring, Y2	COUN 512 Practicum I (4) COUN 573 Family Counseling (4)
Summer, Y3	COUN 512 Practicum II (4) COUN 583 Social Justice, Diversity, and Advocacy in Counseling (4)
Fall, Y3	COUN 515 Counseling Internship (3) COUN 593 Intro to Clinical Supervision and Consultation (4)
Winter, Y3	COUN 515 Counseling Internship (4) COUN 521 Professional Practice (3)
Spring, Y3	COUN 515 Counseling Internship (5)

Ecampus Master of Counseling, School Counseling option (cohorts 97-)

Required Core Coursework	
Course Name	Credits
COUN 511 Pre-Practicum	4
COUN 512 Practicum in Counseling	8
COUN 515 Counseling Internship	12
COUN 529 Developmental Perspectives in Counseling	4
COUN 534 Social & Cultural Perspectives	4
COUN 535 Addiction Theories, Prevention, and Treatment	4
COUN 542 Counseling Identity, Practice, and Ethics	4
COUN 553 Theory & Techniques of Counseling I	4
COUN 554 Theory & Techniques of Counseling II	4
COUN 561 Research Methods	4
COUN 565 Appraisal of the Individual	4
COUN 566 Lifestyle & Career Development	4

COUN 572 Group Counseling Procedures	4
COUN 573 Family Counseling	4
COUN 574 Crisis, Suicide, Grief, and Threat Interventions for Counselors	4
COUN 576 Diagnosis and Treatment: Applied Psychopathology & Psychopharmacology	4
COUN 583 Social Justice, Diversity, and Advocacy in the Counseling Profession	4
TOTAL REQUIRED CORE COURSEWORK CREDITS:	80
Specialization Option Coursework: School Counseling	
Course Name	Credits
COUN 546 Leadership of School Counseling Programs	3
COUN 538 Supporting Special Populations in K-12 Schools	3
COUN 594 School Counselor Consultation and Supervision	4
TOTAL SPECIALIZATION OPTION COURSEWORK CREDITS:	10
TOTAL REQUIRED DEGREE CREDITS:	90

Ecampus Hybrid School Counseling Course Sequence (cohorts 97-)

Term/Year	Courses
Summer, Y1	COUN 542 Counseling Identity, Practice, and Ethics (4) COUN 529 Developmental Perspectives (4)
Fall, Y1	COUN 534 Social and Cultural Foundations (4) COUN 561 Research Methods (4)
Winter, Y1	COUN 553 Counseling Theory I (4) COUN 565 Appraisal (4)
Spring, Y1	COUN 554 Counseling Theory II (4) COUN 566 Lifestyle and Career Development (4)
Summer, Y2	COUN 511 Pre-Practicum (4) COUN 572 Group Counseling Procedures (4)
Fall, Y2	COUN 512 Practicum I (4) COUN 574 Crisis, Suicide, Grief and Threat Interventions (4)
Winter, Y2	COUN 512 Practicum II (4) COUN 576 Diagnosis and Treatment: Applied Psychopathology and Psychopharmacology (4)
Spring, Y2	COUN 535 Addiction Theories, Prevention, and Treatment (4) COUN 573 Family Counseling (4)
Summer, Y3	COUN 546 Leadership of School Counseling Programs (3) COUN 583 Social Justice, Diversity, and Advocacy in Counseling (4)
Fall, Y3	COUN 515 Counseling Internship (3) COUN 594 School Counselor Consultation and Supervision (4)
Winter, Y3	COUN 515 Counseling Internship (4) COUN 538 Supporting Special Populations in K-12 Schools (3)
Spring, Y3	COUN 515 Counseling Internship (5)

G. Location, Times, & Days of Counseling Programs

All counseling degree programs are cohort based. A new cohort starts each summer quarter. Ecampus Hybrid School and CMHC students take two courses per quarter. OSU-Corvallis does not offer a full-time schedule to students. All hybrid courses involve face time (either in-person or synchronous online meetings) and online learning activities.

All cohorts start summer term.

Summer session in counselor education offered via Ecampus is 8 to 10 weeks in length. CMHC internship (COUN 515) runs for 11 weeks in the summer.

Courses in fall, winter, and spring terms, are normally 11 weeks long. "Finals week," the 11th week, reserved for completion of final project, assignments, and hours at the internship sites.

Face-to-face class meetings for content courses (i.e., other than practicum and internship) take place on Fridays and Saturdays, full day (i.e., 9a-5p), on two weeks of the term (typically a meeting in weeks 1-3 and a meeting in weeks 6-9). Currently, these class meetings are off-site (i.e., not at OSU-Corvallis), at locations to be communicated by program faculty. Students from the School and CMH programs will share many courses together. Students will also have courses as School or a CMHC cohort by themselves. See the statement below about cross-registration.

Other than the face-to-face meetings, content courses may involve several **synchronous online meetings via Zoom** per term. In such cases, students will be informed in advance in the syllabus.

Practicum and **internship** classes will be conducted synchronously online via Zoom weekly for both group supervision and/or individual/triadic supervision. Group supervision normally runs a minimum of 1.5 hours to a maximum of 3 hours on a weeknight evening (typically Monday), whereas individual/triadic supervision normally runs for an hour per week. More details on practicum and internship are found in the Clinical Manual. Students and faculty members will work collaborative together on practicum and internship field placement.

Notes: Time, Dates, Location and Program Format

1. The information about class schedules and locations is subject to change. The information about Face-To-Face meetings twice a term will be available during registration. Information regarding additional synchronous meeting will be provide by each course instructor on their syllabus.
2. A "cohort" is a group of students admitted together at the same time who move through the program jointly. Two great advantages to learning in a cohort are: (1) you have a community to support you, and (2) you establish a network with other professionals that will increase your mobility across organizational boundaries for

employment opportunities and career growth.

3. Courses always involve web instruction and Internet-supported learning activities. As such, students are expected to have knowledge and skills in using the computer, information technology, and the Internet. Students are also expected to have **high speed, broadband Internet access**. Because of regular synchronous online meetings via Zoom or other Internet-supported communication platforms, **students are expected to have a webcam and microphone (e.g., integrated into most modern laptops) and a headset with a microphone is suggested due to privacy around reviewing private information (e.g., counseling sessions)**.

OSU Ecampus provides resources such as online training on the use of Canvas, our current learning management system, Zoom, and technology support Helpdesk. Please visit the following Ecampus sites as you begin your studies:

Newly Admitted & Returning Students:

<http://ecampus.oregonstate.edu/students/newly-admitted/>

Getting Started: Degree-Seeking Graduate Students:

<http://ecampus.oregonstate.edu/students/newly-admitted/graduate.htm>

Starting Your Course Checklist:

<http://ecampus.oregonstate.edu/services/start/checklist.htm>

Student Services: <http://ecampus.oregonstate.edu/students/>

4. Students need to plan to complete a **100 hour practicum** (COUN 514 I & II) (average of five hours per week) over two terms and complete a **600 hour internship** (COUN 515 I, II, & III) in Years 3 of their program in order to fulfill CACREP requirements.

H. Cross-Registration

The Oregon State University Counseling Program in Corvallis strives to prepare professional counselors with strong counselor identities and grounding in the attitudes, knowledge, and skills common to all counseling specialties. The program also prioritizes the unique experiential needs of the specialization areas, which include School Counseling and Clinical Mental Health Counseling. We believe that interprofessional training is essential to counselor knowledge and skill development, as professional counselors in both school and clinical settings often work collaboratively to meet the needs of students and clients in their communities.

You should know that there are dialogues within our profession regarding how counselors should identify. Our beliefs as a program are consistent with many national groups within the counseling profession, including CACREP, ACA, and NBCC. We believe in a "unified" counselor identity wherein we are counselors first, specialists second. We believe that all counselors - clinical mental health counselors, career counselors, couples and family counselors, rehabilitation counselors, and school counselors - have similar foundational values, orientations, and attitudes/behaviors that shape their work. For example, all counselors:

- hold a humanistic sense of presence when being in the "room" with clients and students

- take a developmental and wellness-oriented approach to understanding client/student struggles and challenges
- practice from a culturally affirming and social justice oriented framework

All professional counselors possess qualities like these regardless of specialty. Thus, all counselors should be trained in the core fundamentals of professional counseling before starting to specialize in knowledge and skills specific to their areas of practice. Having a strong core sense of intraprofessional and interprofessional identity prepares students for later preparation in the specialized roles and tasks of their future professional practice settings (e.g., clinics, schools, etc.)

Consistent with this belief, our students in both specializations share early classes that address key common components of professional identity, knowledge, and skills. The shared courses promote collaboration across specializations, comprehensive understanding of student and client needs across the lifespan and settings, access to increased career opportunities, and enhanced professionalism. Later in the program, School Counseling and Clinical Mental Health Counseling students take courses separately to prepare students for specialty-specific knowledge and skills in their respective future practice areas.

I. Classroom Attendance

Seat time (time spent in class) is an important part of your learning, and is governed, in part, by counselor education best practices in pedagogy, CACREP standards, university, and professional licensing requirements. Students are expected to attend and actively participate in all class meetings. In hybrid courses, students are expected to attend all scheduled face-to-face weekend class meetings and synchronous online meetings. Missing any portion of these face-to-face class time (e.g., assigned seat time), may result in the loss of a full letter grade, except in the case of unforeseen medical or family emergency (please see university policy regarding [FMLA](#) and grad school [leave of absence](#) linked here). Note that internship, work, family, and personal activities do not constitute as medical or family emergencies. When a student experiences an unforeseen medical or family emergency, the student must communicate this to the instructor ASAP, ideally at least 24 hours prior to the class session. The instructor has full discretion in how to address the student's requested absence. Instructor options include (a) declining to grant an excused absence, (b) providing an alternative experience to makeup the in-person class session, such as a link to a web-based platform for the student to participate virtually, (c) recording the class session, and/or (d) assigning readings/projects that the student completes asynchronously. In cases of foreseen medical or family emergencies, students should consult with the instructor about whether to continue with the course or withdraw. Please review the syllabus for assigned seat time for each course. Consult with the instructor if you have any questions about the attendance policy.

J. Personal/Professional Growth Plan Requirement

Professional counseling graduate programs prepare students for independent licensure and

credentialing for public service with vulnerable populations. As counselor educators, we have an ethical responsibility to prepare you not only academically in the knowledge and skills that counselors must possess, but also the professional dispositions required for successful practice as a professional counselor. CACREP, the accreditation body for counseling, thus requires graduate counseling programs to assess students on professional counseling dispositions on a regular and systematic basis.

We, as a program, recognize the importance self-awareness and personal identity. During the program, starting during new student orientation, you will self-assess your professional dispositions and identify personal and professional goals to address them. We require students to identify goals in each of our given dispositional categories: self-awareness, personal characteristics of a helping professional, emotional and relational skills of a helping professional, professional behaviors, and learning behaviors of a graduate student in counseling. The Personal/Professional Growth Plan (PPGP) is a tool for you to identify a healthy progression towards identified goals. Our goal as a faculty is to help you demonstrate the professional dispositions of professional counselors. This self-assessment and personal actions toward working on dispositional goals is critical to your success as a future professional counselor. If faculty believe you have growth edges as a counselor that you have not self-assessed, faculty may request that you adjust your goals to address these areas.

Students will share their progress toward their Personal/Professional Growth Plan goals during their annual meeting with their faculty advisor in spring term. Students are expected to share their plan and their reflection responses to quarterly end-of-term prompts in designated courses. Towards the conclusion of the program, students must turn in their PPGP to the Program Chair as a graduation requirement.

K. Group Counseling Requirement

As per CACREP 2016 Standard 2.F.6.h., students participate in 10 hours of group counseling over the course of one academic term. The group counseling requirement can be met through engagement in an online group experience facilitated by PhD students during students' second summer in the program in conjunction with the COUN 572 course. This is provided free of cost to students. Students may also pursue their own group counseling experience provided that (a) it lasts for 10 hours over the course of one academic term and occurs prior to or during summer term of the second year of study, (b) the experience is pre-approved by their faculty advisor. Examples of groups that meet this requirement include process groups and counseling/psychotherapy groups. Examples of groups that do not meet this requirement include self-help/12 step/support groups (they are often leaderless and too unstructured). Couples and family counseling does not count as group membership.

Students who complete these 10 hours outside of OSU are required to provide written verification (see student advising site) of at least 10 sessions of group counseling/experience to their COUN 572 Instructor. Written verification is defined as a statement by the qualified counselor of consistent attendance. Specifics of the counseling relationship will be kept

confidential between student/client and counselor in accordance with the ethical guidelines of the American Counseling Association (ACA).

L. Conference Attendance Requirement

Feeling a sense of belonging in the counseling profession can be fostered by engagement in professional development activities. Students in the Master of Counseling program are required to (a) attend a state, national, or international professional counseling conference (e.g., ORCA, OSCA, ACA, ASCA), and (b) obtain 6 hours of Continuing Education (CEs) at this conference and to present documentation of participation (e.g., CE certificate). These hours must be obtained by attending a professional counseling conference and must be completed prior to graduation. In-person or virtual attendance is acceptable, though our recommendation is in-person because the opportunities for professional networking are superior to online attendance. At least one hour must be dedicated to interaction with professional colleagues (e.g., graduate student social or new professionals networking). Learners may present or co-present posters or education sessions at the conference, although presentation is not required.

Please note: Live online or pre-recorded webinars with one-way communication (i.e., presenter to audience) or self-paced continuing education or training activities do not qualify; however, learners wishing to pursue these opportunities may apply for Professional Development funds (up to \$500 for registration).

Please contact your advisor if you have any questions as to whether a training opportunity meets the requirement. Verification of attendance should be provided to your advisor through a certificate of attendance (other verification of attendance might include a registration receipt and name badge, or the workshop program with your name listed, if you presented).

M. Comprehensive Exam Requirement

Students admitted to the MCoun degree program must successfully pass the [Counselor Preparation Comprehensive Examination](#) exam as determined by program faculty. Students are responsible financially for the exam. The written exam will evaluate all three OSU Graduate Learning Outcomes (G.L.O.). Successful completion of the national exam will evidence the candidate's mastery of M.Coun. subject material (G.L.O.b.) covered in the program and assess the candidate's ability to apply research (G.L.O.a.) and ethical (G.L.O.c.) proficiencies on the exam. The exam will assess the 8 CACREP areas, in which the MCoun learning outcome objectives are based. These areas include:

1. Human growth and development
2. Social and cultural foundations
3. Helping relationships
4. Group work
5. Career and lifestyle development
6. Appraisal
7. Research and program evaluation

8. Professional orientation and ethics

The minimum passing score for the national exam is defined as one standard deviation below the national mean at the time of administration. Candidates who do not pass the national exam are allowed to take re-examination. No more than two re-takes are permitted totaling a maximum of three (3) attempts.

If a student does not pass the exam after the third attempt, they will need to consult with their faculty advisor regarding next steps (ex. opportunity to complete a portfolio that addresses all 8 CACREP standards or dismissal).

N. Advisors and Advising Information

Your advisor is very willing to meet with you and to respond to your e-mails seeking advising information. At the same time, we recommend that you also learn to rely on your own understanding and on your own ability to find information in this Counseling Handbook, on the Office of Graduate Education website, and on the Counselor Education website. Your classmates could also be a way to verify your understanding of information provided. MCoun Advisors list is below.

School Counseling		Clinical Mental Health	
Cohort 100	Dr. LaGue	Cohort 100	Dr. Wood
		Cohort 100	Dr. Eissenstat

Statement of University, College of Education, and Counselor Education Unit Responsibility

The advisors and other faculty in the Master of Counseling program will inform Counselor Education students of major programmatic changes as far in advance as possible. At the same time, the University administration, College of Education Administration, and/or the Counselor Education Unit must fulfill their respective and collective responsibility to respond to financial exigencies; Teacher Standards and Practices Commission Changes, CACREP, or Oregon Board of Licensed Professional Counselor and Therapist Changes; and/or professional best practices that necessitate changes in the delivery of the program and/or the funding of the program.

OSU Counseling program faculty and staff strive to respond to email inquiries from students within two business days (i.e., 48 hours). If you email an OSU employee on the weekend, please give 2 business days to anticipate response. If you have not heard back from a faculty member or administrative staff member within 2 business days, you may contact the Program Chair as a next step.

O. Written Endorsement Policy

The Ecampus Master of Counseling curriculum has been carefully designed to prepare counselors who are competent to enter the work force. For credentialing and employment purposes, graduates may need to provide verification of clinical hours. Please contact the

Clinical Coordinator for verification of these hours.

Graduates often ask faculty members to serve as references for employment. Prior to listing any Oregon State University faculty member as a reference, you will need to obtain permission from that individual. Note that attendance of the OSU Ecampus counseling program does not automatically guarantee endorsement by any/all faculty.

P. Counseling Related Professional Organizations

Participation in discipline-related professional organizations demonstrates a commitment toward developing and maintaining a counseling professional identity. Students are expected to be familiar with counseling-related professional organizations. Below are links to significant state, national, and international counseling organizations:

[American Counseling Association](#)

[Oregon Counseling Association](#)

[National Board for Certified Counselors](#)

[Association for Counselor Education and Supervision](#)

[American Mental Health Counselors Association](#)

[CACREP](#)

[Oregon School Counselor Association](#)

[American School Counselor Association](#)

Q. Counseling Resources for Students

We recognize that many students seek their own personal counseling services during graduate study in counseling. OSU has several resources available for students to seek personal counseling. For example, the [OSU Counseling and Psychological Services \(CAPS\) MySSP Anytime Anywhere program](#) provides free telehealth counseling sessions to students.

SECTION III. FIELD EXPERIENCES, CERTIFICATION, AND LICENSURE

A. Field Experiences

As per CACREP, all Masters in Counseling students completed two sequential field experiences during the program to meet professional practice requirements for competency as a counselor. Students complete a Practicum of 100 hours (40 direct client contact hours) over the course of two quarters. Students complete an Internship of 600 hours (240 direct client contact hours) over the course of 3 quarters. Note that students cannot count practicum hour overages as internship hours. Students seek out these placements under the direction and guidance of faculty advisors and the clinical coordinator. The requirements for sites and site supervisors, for students (e.g., individual liability insurance), the placement process, and field placement evaluation processes are detailed in the MCoun Clinical Handbook.

B. SupervisionAssist

The Masters in Counseling program uses the online clinical placement and assessment tool, SupervisionAssist, for managing clinical site placement and tracking CACREP requirements, clinical assessments, and licensure requirements. This management system was adopted by the Corvallis program in the summer of 2019. Students will be responsible for creating their own SupervisionAssist account and providing on-time payment (**\$197.00**) directly to SupervisionAssist to maintain their account. Students will be provided sign-up instruction by the Clinical Coordinator during the beginning of fall term of year 1. Students will be notified in their syllabi of requirements associated with SupervisionAssist.

C. Licensure and Certification

The process of becoming a licensed professional in the counseling field can be one of the most stressful parts of the program. However, a little advance preparation and understanding of the basics will go a long way to help.

Each state or government agency has its own specific procedures for acquiring licensure, but most have the same basic components. For school and CMHC counselors, there is (a) an application form or checklist for applicants to complete, and (b) An application processing fee. Note that the Ecampus hybrid Master of Counseling program primarily prepares counselors for licensure in Oregon as clinical mental health and school counselors, though our program also meets educational requirements for licensure in most U.S. states. A rare exception is that the Master of Counseling program does not meet all of the California or Florida educational requirements for the LPCC credential. You can access this website for more information on various states' licensure requirements:

<https://ecampus.oregonstate.edu/services/doe/licensure.htm>

We strongly encourage you to research the licensure requirements and process of the state you will be working in before you graduate so you are prepared to apply when you are done.

We also recommend you gather official (unopened and not photocopied) copies of test scores and transcripts from all secondary schools, colleges, and universities you have attended, and store them in a single secure location.

School Counselor License Requirements

Eligibility for the Preliminary School Counselor License includes:

- Request for proof that you completed the program. Proof will consist either of official transcripts showing all your program coursework, a recommendation from the Placement and Licensure Officer (issued on behalf of the Dean of the College of Education), or both. A \$100 service fee will be charged by OSU for any recommendations requested. The fee covers all recommendations requested for a period of 90 days.
- Comply with Standards for Competent and Ethical Performance of Oregon Educators as defined in OAR 584, Division 20. This OAR requirement will be covered in both COUN 541 in the first summer and then again in when you do your first practicum in the fall of year two.
- Meet the standards set forth in OAR 584-018-0305 – Personnel Service Licensure Programs School Counselors – students will demonstrate the professional knowledge, skills, abilities, cultural competencies and professional disposition for the Preliminary School Counselor License. These standards align with the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) school counselor standards.
- In addition to the standards for school counselors, students will demonstrate knowledge, skills and cultural competence in the CACREP common core standards for all counselors.

Eligibility for the Restricted School Counselor License:

- You may seek employment and be hired and work on the Restricted School Counselor License after you have completed half of the credits in the program.

For more information:

Oregon – Teachers Standards and Practice Commission (TSPC)
250 Division St. NE, Salem, OR 97301-1012
503-378-3586 web site: <http://www.oregon.gov/tspc>

Clinical Mental Health Counselor License Requirements

Licensure requirements typically include:

- Request for proof that you completed the program. Proof will consist either of official transcripts showing all your program coursework, a recommendation from the Placement and Licensure Officer (issued on behalf of the Dean of the College of Education), or both. A \$100 service fee will be charged by OSU for any recommendations requested. The fee covers all recommendations requested for a period of 90 days.
- Request for proof that you have passed the required testing for the state or agency. Official score reports are generally requested as proof.
- A criminal history background check, including fingerprinting. Some states may accept Oregon's background check, but most require you to follow their own state's process.

For more information:

Oregon Board of Licensed Professional Counselors and Therapists
 3218 Pringle Rd SE Ste. 250 Salem, OR 97302-6312 (503) 378-5499
http://www.oblpct.state.or.us/OBLPCT/about_us.shtml

Dual Licensures Requests:

The MCoun Program allows a student to specialize in a specific field within counseling field, either school or clinical mental health. These programs share core curriculum courses, and they also have specialized coursework required towards fulfilling the specific licensure requirements of the granting organization, i.e. TSPC or OBLPCT. Graduates interested in obtaining licenses on the field outside their MCoun specialty can request the certification of program completion form after the completion of their degrees. The students are responsible for providing all their signed Practicum and Internship logs at the moment of the request. The Counseling Program reserves the right to recommend to the licensing boards additional training for the candidates with specific licensure areas deficiencies, as well as the right to decide the number of hours to certified in the request for program certification form.

Certification

The National Board for Certified Counselors (NBCC) is the nation's premier certification board devoted to credentialing counselors. National counselor certification from NBCC proves to the public and employers that the counselor has met the national standards set by the counseling profession. **It is not a license to practice.** In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The basic national certification offered by NBCC is the NCC (National Certified Counselor). <http://www.nbcc.org/>

All students in the Master's in Counseling Program are eligible to take the National Counselor Examination.

D. Prohibition on Conducting Private Practice While Enrolled in the Program

The faculty of the Counseling Program subscribes to the ethical standards of the American Counseling Association (2014). In an effort to encourage professionalism among its students, the faculty requires its students to adhere to these same standards while engaged in providing counseling services to clients. The ACA standards read, in part:

Counselors claim or imply only professional credentials possessed and are responsible for correcting any known misrepresentations of these credentials by others [ACA Ethical Standard, C.4.a].

With regard to the delivery of professional services, members should accept only those positions for which they are professionally qualified [ACA Ethical Standard, C.2.a].

Consistent with these standards, students may not independently offer mental health diagnosis, counseling, or consultation services, either free or for remuneration. If it should come to the attention of the faculty that a student is offering such services, an investigation of the student's activities will be conducted by a committee appointed for this purpose. The committee will present its findings and recommendations to the faculty for decision on retention of the student in the program.

SECTION IV. STUDENT ASSESSMENT AND RETENTION PROCEDURES

Professional counseling graduate programs prepare students for independent licensure and credentialing for public service with vulnerable populations. As counselor educators, we have an ethical responsibility to prepare you not only academically in the knowledge and skills that counselors must possess, but also the professional dispositions required for successful practice as a professional counselor. CACREP, the accreditation body for counseling, thus requires graduate counseling programs to assess students on professional counseling dispositions on a regular and systematic basis.

In agreement with the Ethical Guidelines of the American Counseling Association and the Oregon Code of Ethics and as required by the accreditation standards of the Council for the Accreditation of Counseling and Related Educational Programs, the Oregon State Counseling Academic Unit (CAU) has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has demonstrated professional dispositions expected of counselors such as self-awareness, characteristics of a helping professional, emotional and relational skills of a helping professional, professional behaviors, and learning behaviors expected of a graduate student in counseling.

A. Student Assessment, Remediation, and Retention Procedures

Faculty in the CAU at Corvallis has put into place an evaluation plan that is meant to assist students to be aware of their developmental process in order to help them to be successful in completing their educational goals.

1. *Ongoing Student Assessment*

Students will be evaluated on an ongoing basis from the time they enter the Counseling Program. Faculty members and practicum/internship supervisors will continually evaluate each student's progress in three areas: academic work, key knowledge and skills, and professional dispositions.

- a) If a student is assessed as having difficulty, the faculty member or student's supervisor (i.e., whether full- or part-time) will meet with the student, document the issue and the outcome of the meeting, including any actions recommended to the student or supports offered to the student. If the issue is resolved, no further action is necessary.
- b) In the event that the same concern continues or a significant dispositional concern arises, e.g., ethical violation, the faculty member with the concern will complete a Professional Disposition Evaluation and present the student staffing concern to the MCoun faculty committee to discuss next steps.

- c) At the meeting, the committee members will review the PDE form and make recommendations of potential remediation to require of the student or strategies faculty can employ to support the student. This may result in a recommendation for the faculty member to create a written Plan for Success with the student as well as implementing suggestions from the MCoun Committee. If a Plan for Success is recommended, the MCoun Committee will determine who will attend that meeting to support the faculty member/supervisor with the concern.

The Plan for Success is a tool to assist students in identifying areas of concern and measuring students' progress toward stated program objectives. The Plan for Success meeting will be scheduled with the student, the faculty member or supervisor, and a third faculty or staff member in Counseling. In the Plan for Success, a time frame for change will be determined along with a plan for follow up and monitoring. The final Plan for Success will be sent to the student and their faculty advisor via email. The student's signature on the Plan for Success acknowledges its receipt and does not necessarily constitute agreement. A copy of the form will be placed in the student's advising file. At the end of the designated time frame, the instructor will report on the student's progress and submit an update to the student's advisor and Program Chair.

Many students have developmental challenges in their transition to becoming professional counselors. When this occurs, students are expected to make the necessary changes required to be ready for post-graduate public service as a professional counselor. Our commitment to you, as graduate counseling students at OSU, is to nurture and support your development and address challenges from a growth-oriented, developmental, strengths-and-assets based framework.

If the student continues to have difficulties, the concern will be raised to the Program Chair by the student's faculty advisor (see Recurring Problem, Step 3, below).

2. *Yearly Evaluation*

A yearly formal evaluation will take place for each student in the Counseling program each Spring term in an MCoun committee meeting. The Counseling faculty (i.e., full- and part-time) will evaluate each student's progress in academic work, key knowledge and skills, and professional dispositions at that meeting.

Each student is expected to present their Personal Growth Plans and associated journaling (once per quarter) to their faculty advisor during the spring meeting. This document, along with feedback from instructors, inform the annual evaluation of professional disposition for that student.

In addition to the annual completion of the student disposition evaluation, it can also be completed at the discretion of an instructor and/or advisor if there is concern about a student's dispositional growth and development. The Professional Disposition Evaluation form is included

in the handbook. Each student will receive a copy of the PDE for their signature and the PDE will be placed in the student's advising file.

If an area of concern arises in the annual PDE meeting, the student will meet 1:1 with their faculty advisor to discuss the concern and the student will be advised of the procedure for due process. Situations that occur in one class or with one instructor have steps for resolution (see Step 1.a, above).

3. *Recurring or Critical Problems*

If the situation is a continuing one, or is critical (i.e., potentially harmful to clients or peers), the student's faculty advisor and the Program Chair will meet with the student and give specific examples of the difficulties that have been identified. Explanation is made at this time as to the seriousness of the problems, recommended steps for resolution, and a time frame for change that is agreed upon by the student and faculty. Any previous Plans for Success and the outcomes of those plans will be referenced. The Associate Dean of the College of Education will be consulted and the student will be advised of the due process procedure.

4. *Insufficient Progress and Dismissal*

If the student does not make expeditious progress toward resolution of the identified problem(s) and the faculty agrees that the student will not be able to successfully achieve the academic performance, knowledge and skills, and professional dispositions needed to be successful in the program, then recommendation for dismissal of the student from the program is considered. The CAU faculty will make the decision.

5. *Due Process Procedures*

Unless the difficulty involves a major disciplinary action, all of the preceding steps are handled within the Counseling Program. If a student wishes to challenge a decision of the program faculty, the student has the right to an appeal process as detailed in the Oregon State University catalog.

The Counseling program faculty in Corvallis believes that the stated procedures are in accord with accepted educational practices and the following national guidelines for ethical counseling practice in a variety of counseling specializations:

ACA 2014 Code of Ethics:

- **F.5.b. Impairment.** Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

- **F.6.b. Gatekeeping and Remediation.** Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients.
- **F.8.d. Addressing Personal Concerns.** Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.
- **F.9.b. Counselor Educators.** Throughout ongoing evaluation and appraisal are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselor Educators: 1. Assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program students/supervisees who are unable to prove competent service due to academic or personal limitations. 2. Seek professional consultation and document their decision to dismiss or refer students/supervisees for assistance. 3. Ensure that students and supervisees have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institution policies and procedures.
- **F.9.c. Counseling for Students.** If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

ASCA 2022 Code of Ethics

B.3. Responsibilities to Self

- d. Adhere to the profession's ethical standards and other official policy statements such as ASCA position statements and role statements, school board policies and relevant laws. When laws and ethical codes are in conflict, school counselors work to adhere to both as much as possible.
- h. Recognize the potential for stress and secondary trauma. Practice wellness and self-care through monitoring mental, emotional and physical health, while seeking consultation from an experienced school counseling practitioner and/or others when needed.
- i. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community.

B. Working through Conflict with Faculty/Advisors/Supervisors/Staff

Students in our program may encounter conflict with program faculty, staff, supervisors, or students from time to time throughout their program of study. Conflict, especially in the field of counseling, is a normal process, and we encourage healthy and intentional communication through any conflict that may emerge. This will only help our students on their paths to

becoming effective professional counselors. When encountering a conflict, we strongly encourage our students first to speak directly with the person with whom they experience disagreement. If unresolved, there may be times when outside supports may be helpful. Faculty, staff, students, and supervisors encourage students to use the following process to work through conflict. In cases where students believe they are experiencing discrimination, they are encouraged to follow the steps below:

- The student can discuss initially with the person at conflict, i.e., core faculty, program staff, adjunct/term hire faculty, site supervisor.
- 2a. If the conflict is with a **core faculty member** or **staff member**, the student can discuss with the Program Chair.
- 2a. If the conflict is with a **site supervisor**, the student can discuss with their faculty supervisor (i.e., practicum or internship course instructor). If needed, the Clinical Coordinator can also be involved in discussion. From there, the faculty supervisor (and at times, the Clinical Coordinator) may set up a meeting with the site supervisor to discuss. If there is still no resolution, the student can discuss with the Program Chair.
- 2c. If the conflict is with a **term hire/adjunct faculty member**, the student can discuss with the Program Chair.
- If there is no resolution following steps 1 and 2, the student can discuss with the Associate Dean of Academic Affairs in Corvallis.
- If there is no resolution following steps 1, 2, and 3, the student can discuss with the Dean of the College of Education in Corvallis
- If there is no resolution following steps 1, 2, and 3, the student can discuss with the Dean of the Graduate School.

Students can also contact the [Office of Equal Opportunity and Access](#).

C. Statement of Disposition

The Counseling Academic Unit at Corvallis is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective counselors. Therefore, your course work and clinical experience will prepare you to demonstrate that knowledge, skills, and *dispositions* expected of beginning counselors. Faculty and on-site supervisors will evaluate your demonstration of these dispositions and provide you with feedback about your progress.

Dispositions are defined as values, commitments, and professional ethics that influence behavior toward students, families, clients, colleagues, and communities and affect your learning, motivation, and development as well as your professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). Additionally, the CAU's values – social justice, innovation, intersection of practice and research, reflection, integrity - are in alignment with these dispositions. The dispositions listed below are expected of professional counseling candidates while in the university and in their future work sites.

Student Demonstrates Self-Awareness

1. *Student accurately self reports goals*
2. *Student accurately self-reports motives, strengths, and areas for growth*
3. *Student demonstrates capacity to predict the impact of their own behavior on others and/or on groups or organizations*
4. *Student demonstrates awareness of own cultural influences, belief systems, values, social positions, power, and privilege*
5. *Student demonstrates awareness of own relational effect on faculty, staff, supervisors, peers, and clients.*

Student Demonstrates Characteristics of a Helping Professional

1. *Student demonstrates honesty, fairness, and respect for others*
2. *Student demonstrates ability to identify and appropriately accept personal responsibility*
3. *Student demonstrates ability to adapt to requirements, changes, unexpected events, & new situations*
4. *Student demonstrates respect for cultural and lifestyle differences; appreciation for culture and cultural experiences.*

Student Demonstrates Emotional and Relational Skills of a Helping Professional

1. *Student demonstrates appropriate verbal and non-verbal communication while relating to faculty, staff, supervisors, peers, & clients*
2. *Student demonstrates ability to listen to others and appropriately communicate empathy and understanding*
3. *Student recognizes and maintains appropriate boundaries with faculty, staff, supervisors, peers, & clients.*

Student Demonstrates Professional Behaviors

1. *Student considers and adheres to the ethical guidelines of the profession in educational and professional settings.*
2. *Student communicates and responds in a prompt and professional manner when relating to faculty, staff, supervisors, peers & clients*
3. *Student is prompt and regularly attends class, program meetings, and clinical practice activities.*
4. *Student demonstrates understanding of and adherence to all program and site policies and procedures.*

Student Demonstrates Learning Behaviors of a Graduate Student in Counseling

1. *Student completes all assigned tasks in an ethical and effective manner, including all class assignments, clinical or supervision reports.*
2. *Student responds non-defensively to, reflects on, and integrates feedback from faculty, supervisors, and peers.*
3. *Student demonstrates engagement in developing cultural proficiency and social justice advocacy skills*

4. *Student is curious and actively seeks knowledge and experience that add to professional learning & development*

The Professional Counseling Disposition Evaluation assesses counseling students' professional dispositions in keeping with the CACREP Standards. This evaluation is intended to serve as a tool to facilitate feedback about professional disposition and document students' progress. It is a means to offer students practical support to facilitate their development as effective and ethical professional counselors. The evaluation is conducted at minimum once a year for the duration of the students' program by their advisor in consultation with program faculty and supervisors and may be conducted at any time when a student's development warrants evaluation.

SECTION V: STUDENT NOTICES

In addition to Counseling Academic Unit's policies and procedures, please note the following Oregon State University policies and procedures.

A. Office of Graduate Education

What is the Office of Graduate Education?

- The Office of Graduate Education at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. The [OSU Catalog](#) is the official source for information regarding OSU graduate education policy and procedures. It is the student's responsibility to refer to the catalog for this information.
- The Office of Graduate Education supports students throughout the academic [lifecycle](#), from admissions to degree completion.
- The Office of Graduate Education, and its campus partners, offer an array of [professional development opportunities](#) specific to the success of graduate students. Topics include research and ethics, teaching and facilitation, writing and communication, leadership and management, career skills, grad life and wellness. Please visit the Office of Graduate Education links to browse our student success offerings.

B. Role and Function of the Office of Graduate Education

The OSU Office of Graduate Education has important policies and procedures that students should become familiar with. Below is a quick summary of the role of the Office of Graduate Education in your educational experience.

The Office of Graduate Education at OSU assures quality and consistent interpretation of Graduate Council policies related to graduate education across all programs. The [Oregon State University Catalog](#) is the official source for information regarding OSU graduate education policy and procedures. It is the student's responsibility to refer to the catalog for this information. The Office of Graduate Education supports students throughout the academic [lifecycle](#), from admissions to degree completion. The Graduate Schools offers an array of [professional development opportunities](#) specific to the success of graduate students. Topics covered in these offerings include: research and ethics, teaching and facilitation, writing and communication, leadership and management, career skills, grad life and wellness. Please visit the Office of Graduate Education links to browse our student success offerings.

C. Academic Expectations of the Office of Graduate Education

Graduate students (regular, conditionally, and provisionally admitted) are expected to make satisfactory progress toward a specific academic degree. This includes maintaining a GPA of

3.00 or better for all courses taken as a graduate student and for courses included in the graduate program and meeting departmental requirements.

In some cases, a graduate program may allow use of an OSU grade below a B, but grades below C (2.00) cannot be used on a graduate program of study. A grade-point average of 3.00 is required before the exams or alternative summative assessments may be undertaken. Enforced graduate-level prerequisite courses must be completed with a minimum grade of C.

D. Deadlines related to Program of Study, Exam Paperwork, etc.

Please read the [minimum deadlines](#) as defined by the Office of Graduate Education. Programs can require a more rigorous set of deadlines. Students are expected to check with their program and the Office of Graduate Education regarding specific deadlines unique to the term and academic year they plan to complete their degree requirements.

E. Registration

The [OSU Schedule of Classes](#) is available online and contains academic regulations and registration procedures that apply to all students in the university, as well as the final examination week schedule. The online [catalog](#) is the source for up-to-date changes for the current and immediately upcoming term. It is your responsibility to register for the appropriate number of credits that may be required for any funding eligibility and/or to meet the requirements of the continuous enrollment policy. Problems arising from registration procedures, such as late registration, adding or withdrawing from courses after deadlines, or late changes from letter or S/U grading are resolved through the [petition for late change in registration](#) filed with the Office of Graduate Education. A late registration fee may be applied.

Students are responsible for staying current on registration requirements that may supersede the Office of Graduate Education requirements (i.e., international, financial aid, veteran's).

F. Continuous Enrollment and Leave of Absence Policy of the Office of Graduate Education

Unless on approved Leave of Absence (see Section II), all graduate students in graduate degree and certificate programs (level 02) must register continuously for a minimum of 3 graduate credits, excluding summer session, until their degree or certificate is granted or until their status as a credential seeking graduate student is terminated. This includes students who are taking only preliminary comprehensive or final examinations or presenting terminal projects. Students must register for a minimum of 3 credits and pay fees if they will be using University resources (e.g. facilities, equipment, computing and library services, or faculty or staff time) during any given term, regardless of the student's location. If degree requirements are completed between terms, the student must have been registered during the preceding term.

It should be noted that graduate assistantship eligibility requires enrollment levels that supersede those contained in this Continuous Enrollment Policy. Various agencies and offices maintain their own registration requirements that also may exceed those specified by this

Continuous Enrollment Policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student's responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

On-leave status is available to students who need to suspend their program of study for good cause. Students who desire a leave of absence will work with their major professor, program administrator, and the Office of Graduate Education to arrange authorized leave. [Leave of Absence/Intent to Resume Graduate Study Forms](#) must be received by the Office of Graduate Education at least 15 working days prior to the first day of the term involved.

The Office of Graduate Education Continuous Enrollment Policy and information about how to apply for a Leave of Absence can be found at <https://catalog.oregonstate.edu/college-departments/graduate-school/>

G. Student Conduct and Community Standards

Graduate students enrolled at Oregon State University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. The Office of Student Conduct and Community Standards (SCCS) is the central coordinating office for student conduct-related matters at Oregon State University. Choosing to join the Oregon State University community obligates each member to a code of responsible behavior which is outlined in the [Student Conduct Code](#). The assumption upon which this Code is based is that all persons must treat one another with dignity and respect in order for scholarship to thrive.

Violations of the regulations subject a student to appropriate disciplinary action.

H. Academic Dishonesty

Students are expected to conduct themselves honestly and professionally in the course of the program. Academic dishonesty is defined in the OSU Student Conduct and Community Standards as "any action that misrepresents a student or group's work, knowledge, or achievement, provides a potential or actual inequitable advantage, or compromises the integrity of the educational process." Prohibited behaviors include, but are not limited to doing or attempting the following actions:

- **CHEATING** - Unauthorized assistance, or access to or use of unauthorized materials, information, tools, or study aids. Examples include, but are not limited to, unauthorized collaboration or copying on a test or assignment, using prohibited materials and texts, unapproved use of cell phones, internet, or other electronic devices, etc.
- **PLAGIARISM**- Representing the words or ideas of another person or presenting someone else's words, data, expressed ideas, or artistry as one's own. Examples include, but are not limited to, presenting someone else's opinions and theories as one's own, using another person's work or words (including unpublished material) without

appropriate source documentation or citation, working jointly on a project and then submitting it as one's own, etc.

- **FALSIFICATION** - Fabrication or invention of any information. Examples include, but are not limited to, falsifying research, inventing or falsely altering data, citing fictitious references, falsely recording or reporting attendance, hours, or engagement in activities such as internships, externships, field experiences, clinical activities, etc.
- **ASSISTING** - Any action that helps another engage in academic misconduct. Examples include, but are not limited to, providing materials or assistance without approval, altering someone's work, grades or academic records, taking a test/doing an assignment for someone else, compelling acquisition, selling, bribing, paying or accepting payment for academic work or assistance that contributes to academic misconduct, etc.
- **TAMPERING** - Interfering with an instructor's evaluation of work by altering materials or documents tampering with evaluation tools, or other means of interfering.
- **MULTIPLE SUBMISSIONS OF WORK**- Using or submitting work completed for another or previous class or requirement, without appropriate disclosure, citation, and instructor approval.
- **UNAUTHORIZED RECORDING AND USE**- Recording and/or dissemination of instructional content without the express permission of the instructor(s), or an approved accommodation coordinated via Disability Access Services.

Academic dishonesty cases are handled initially by the program (collection of evidence and documentation of incident, meeting with student regarding the situation, determination of responsibility and academic penalty) but will also be referred to the Student Conduct Coordinator for action under university rules and guidelines.

For more information on academic honesty and other behavioral expectations at OSU that include the prohibition of discrimination and sexual/gender-based misconduct as per Title IX, please refer to OSU'S Student Conduct Rules and Regulations at:

<https://studentlife.oregonstate.edu/pre-student-conduct-community-standards>

Counseling Academic Unit at Corvallis Statement of Professional and Graduate School Conduct

You are experiencing a number of transitions as you enter the Oregon State University Counselor Education Program. You are entering Graduate School and you are entering your pre-professional educational experience as a professional school or community counselor. The faculty believes it is helpful to review with you generic expectations for Graduate School professional conduct.

Expectations for professional conduct including the legal-ethical considerations associated with being a professional counselor will be fully addressed in COUN 541 – Orientation to the Profession and, also reinforced in each class throughout the program. You are expected to meet the standards for professional conduct while in the program and your demonstration of professional dispositions will be evaluated accordingly. For now, the following guidelines should

serve you well in orienting you to the expectations of you as a Graduate School student and professional counselor:

1. The memorandum of agreement you signed upon entering the program.
2. Reminder that in the counselor education program, your performance is being assessed on four preparation components: academic excellence, competence in counseling knowledge and skills, demonstration of professional dispositions expected of counselors, and professional counselor identity.
3. The workload expectation in graduate school is three hours per week for each credit hour. This translates (with the exception of internship hours) to nine hours per week per three credit course and eighteen hours per week for the two three credit classes. You need to plan accordingly utilizing good time management skills and good self-care.
4. Professional Conduct starts in the classroom:
 - A. Be on time and limit break time to the time allotted by the instructor.
 - B. Complete the reading assignments and be prepared to participate in discussions.
 - C. Turn off (silence) cell phones.
 - D. Check the syllabus or check with the instructor regarding her/his preferences for the use of laptops in the classroom.
 - E. Respect the instructor's right to facilitate learning and the right of other students to learn.

Professional Conduct is also expected in interactions with office personnel in the College of Education and in interactions with faculty and administrators.

Counseling Academic Unit at Corvallis Statement about Student Use of AI-Generated Text

Newer AI technologies such as ChatGPT can be used to generate text-based responses. We recognize that in addition to spell checking and locating information, some students may use AI tools to assist them with written academic assignments. When students use AI platforms to craft written text used for academic assignments, we expect students to properly cite and attribute any information or ideas obtained from AI-generated text.

As a program, we value honesty, transparency, and integrity. It is important for individuals to take responsibility for their own work. We encourage students to use critical thinking when using AI platforms. AI platforms such as ChatGPT been noted by experts to provide incorrect, misleading or biased content. OpenAI itself has noted these and other limitations. Papers submitted by students that include AI generated content will be graded as the student's work as the student had full responsibility in reviewing and submitting the assignment. Students cannot appeal instructor grading (and request revisions) because their work was AI generated.

I. Academic Appeal and Grievance Procedures

All students desiring to appeal matters relating to their graduate education should request a copy of Grievance Procedures for Graduate Students at Oregon State University from the Office of Graduate Education. These procedures are also available on the web at <https://gradschool.oregonstate.edu/current-students/grievance-procedures>. Graduate assistants who are not represented by the Coalition of Graduate Employees, American Federation of Teachers Local 6069 who wish to appeal terms and conditions of their employment should also refer to these procedures. Graduate assistants whose terms and conditions of employment are prescribed by the Collective Bargaining Agreement between OSU, OUS, and the Coalition of Graduate Employees, American Federation of Teachers Local 6069 should also refer to that document.

J. Incomplete Grades

An “I” (incomplete) grade is granted only at the discretion of the instructor. The [incomplete](#) that is filed by the instructor at the end of the term must include an alternate/default grade to which the incomplete grade defaults at the end of the specified time period. The time allocated to complete the required tasks for the course may be extended by petition to the University Academic Requirements Committee. You can obtain the form from the Registrar’s Office. It is the student’s responsibility to see that “I” grades are removed within the allotted time.

K. Students with Disabilities

The OSU Counseling Academic Unit at Corvallis is committed to meeting the needs of students with disabilities. It is the policy of Oregon State University to comply with Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008, and other applicable federal and state regulations that prohibit discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

Oregon State University is committed to providing equal opportunity to higher education for academically qualified students without regard to a disability. Students and Faculty at Oregon State University are encouraged to become familiar with their rights and responsibilities.

The Faculty of OSU is committed to the retention of students while promoting academic success. Students are recruited to the university with the understanding that the Faculty is responsive to their needs and will provide reasonable accommodations. Providing reasonable accommodations is a cooperative effort between OSU Faculty and Disability Access Services (DAS).

Disability Access Services (DAS) has the responsibility for administering, reviewing, maintaining, and supervising a variety of support procedures and services for students in accordance with state and federal laws. When appropriate, DAS provides oral and sign language interpreters, note takers, taped textbooks, assistance in working with instructors, or equipment loans. Instruction in the OSU physical activity program, reading rooms for students with visual disabilities, and keys for elevator operation are available to students as needed. Faculty and DAS staff work cooperatively to decide when adjustments to academic requirements, testing formats and substitution of classes may be necessary.

From their initial contact with OSU, students with disabilities who need accommodations should contact the DAS office. It is the student's responsibility to acquire information concerning technological accommodations, resources on campus for parking, housing services and Student Health Services. Students are responsible for providing documentation, making timely requests for services and communicating with their professors regarding accommodations specific to the course.

Assistance is available to students whose disabilities have been documented by the appropriate professional and in accordance with the Americans with Disabilities Act. Disability verification is solely the responsibility of the DAS office. The student is responsible for providing appropriate documentation. Faculty should not be involved in the process of documenting a disability.

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Disability Access Services
A200 Kerr Administration
Corvallis, OR 97331-2133
Phone: (541)737-4098
Fax: (541)737-7354
Email Us

Students with disabilities have the **RIGHT** to:

- An equal opportunity to learn. If the location, delivery system, or instructional methodology limits your access, participation, or ability to benefit, you have a right to reasonable alterations in those aspects of the course (or program) to accommodate your disability, as long as it does not change the nature of the course.

- You have a right to an equal opportunity to participate in and benefit from the academic community. This includes access to services, extra-curricular activities, housing, and transportation at a comparable level as that provided to any student.

Students with disabilities shall be **RESPONSIBLE** for:

- Submitting appropriate documentation of a disability from an appropriate professional prior to receiving requested accommodations. Demonstrating and documenting how the disability affects a particular delivery system, instructional method, or evaluation criteria when requesting accommodations.
- Meeting and maintaining the University's fundamental academic and technical standards.
- Meeting with their professors and/or teaching assistants to state what accommodations they need. Doing so will help the professor to understand and meet the individual needs of students.
- Identifying themselves as needing accommodations in a timely fashion to Disability Access Services (DAS). In addition to registering with the DAS office, students with disabilities must submit a copy of their class schedule for each term, early enough for the DAS office to arrange accommodations. Check the guidelines to ensure you meet the minimum amount of notice our office needs to arrange accommodations.

L. Office of Equal Opportunity and Access

The OSU Office of Equal Opportunity and Access defines sexual harassment as the following:

- Unwelcome* sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- Submission to or reject of such conduct by an individual is used as the basis for employment of education –related decisions affecting such an individual; or
- Such conduct is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance because it has created an intimidating, hostile, or offensive environment and would have such an effect on a reasonable person of that individual's status.

**Employee conduct directed towards a student – whether unwelcome or welcome – can constitute sexual harassment under OAR.*

There are two confidential resources to discuss reporting options: Center Against Rape and Domestic Violence (CARDV) provides 24/7 confidential crisis response at 541-754-0110 or 800-927-0197, and OSU Sexual Assault Support Services is available weekdays at 541-737-7604.

M. Student Records

Both federal and state laws permit Oregon State University staff to release directory information (e.g. name, address, degree program, birth date) to the general public without your consent. You can prohibit the release of directory information to the public by signing the Confidentiality Restriction form available from the Registrar’s Office. It will not prohibit the release of directory information to entities of Oregon State University that have a “need to know” to accomplish their required tasks. It further will not prohibit Oregon State University departments from including your name on mailing lists for distribution of materials that are essential to your enrollment at Oregon State University.

Students have the right to access any materials contained within their files, with the exception of materials they have explicitly waived the right to view. Please refer to FERPA (Family Educational Rights and Privacy Act) for more information. Student records are housed in the department office in College of Education Forum Hall.

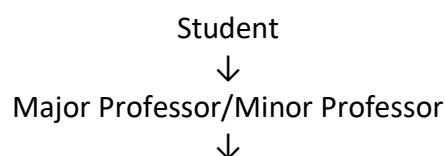
N. Administrative and Organizational Information

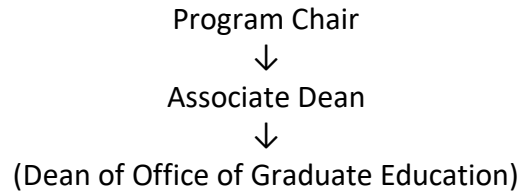
The Counseling Academic Unit in Corvallis is an academic unit within the College of Education (formerly the School of Education). Each unit is headed by a program chair. The College of Education is headed by the dean. There is also an Associate Dean of Academic Affairs and an Associate Dean of Research in Corvallis and an Associate Dean in Cascades.

Questions about the course schedule, registration, and most other issues related to your degree program should be directed to your academic advisor, who is assigned to you when you begin your studies, or the Student Success Coordinator who will then direct you to the appropriate personnel to assist you.

O. Administrative Processes

Most administrative forms in the department follow a chain of approval beginning with the student and ending with the Office of Graduate Education. It is important to review forms and documents carefully to ensure the appropriate people have signed them in the correct order before submitting them. Students are responsible for collecting **all** signatures within the department. Generally, paperwork follows the following chain of approval:





The Administrative Assistant makes a copy of all administrative forms before sending them outside the department. This copy is placed in the student’s file in case the original is lost. Students are **strongly** encouraged to make their own copies before submitting any paperwork to the Office of Admissions, the Office of Graduate Education, or the Registrar’s Office. Students are also encouraged to deliver paperwork in person rather than by campus mail to ensure it reaches its destination correctly and on time.

Once a form has left the department, students should contact the office it has been sent to check on its status. The Program Assistant is **not** responsible for contacting other departments on the student’s behalf. Most forms and documents indicate the final destination and provide contact information at the top or bottom of the page. Students should familiarize themselves with this information to learn where their paperwork is sent and who to contact if there is a problem.

Most graduate forms are available online http://oregonstate.edu/dept/grad_school/current/forms.html. Students may select from Word, Adobe, or web versions, depending on their computer capabilities and personal preferences. Copies of commonly used forms are also included in this handbook in Appendix B. Students should allow a reasonable amount of time for the department and other university offices to process their paperwork. Generally, the department asks students to allow 48 hours for signatures from professors and the chair. The dean of the College of Education may require longer depending on his schedule. Other offices outside the department may require up to a week to process paperwork.

P. University Emergency Contacts

OSU is dedicated to providing a safe and secure learning and living environment for its community members. [The Department of Public Safety](#) provides resources, information, emergency phone numbers, and protocols for maintaining personal safety. Sign up for [OSU Alerts](#) to get timely messages delivered right to your phone or inbox regarding university closures and other emergency situations.

Q. Academic and Support Resources

OSU offers a wide array of academic and support resources designed to meet graduate student needs. Some of the more commonly used resources are included below. For a more complete list, please visit the Office of Graduate Education’s [Student Resources web page](#). Note that some services are campus-specific. See also [OSU Cascades Campus Life](#) and [Ecampus Student](#)

[Services](#) for services specifically provided to graduate students pursuing degrees or certificates via those specific venues.

- [Campus Safety](#) – Emergency phone numbers, university alerts
- [Career Development Center](#)– Resume/CV, networking, job search strategies
- [Childcare and Family Resources](#)– University child care centers, child care assistance
- [Counseling and Psychological Services \(CAPS\)](#)– Individual and group counseling
- [Cultural Resource Centers](#)– Cultural based community centers, social support
- [Disability Access Services \(DAS\)](#)– Academic accommodations
- [Equal Opportunity and Access \(EOA\)](#)– Employment accommodations, discrimination or bias response
- [Financing your education](#)– Funding options and information, graduate awards
- [Graduate Student Success Center \(GSSC\)](#)– Lounge, study space, printing, reservable meeting rooms
- [Graduate Writing Center](#)– Writing workshops, groups, and 1:1 writing coaching
- [Health Insurance](#)– Plans for graduate students and graduate employees
- [Human Services Resource Center \(HSRC\)](#)– Food pantry, housing and food stamp assistance
- [Institutional Review Board \(IRB\)](#)– Review for human subjects research
- [Office of International Services \(OIS\)](#)– Visa and immigration advising
- [Ombuds Conflict Management Services](#)– Informal, impartial conflict resolution advising
- [Recreational Sports](#)– Dixon Recreation Center, intramural sports
- [Statistics Consulting Service](#)– Graduate student research statistical advising
- [Student Health Services \(SHS\)](#)– Clinic and pharmacy
- [Student Multimedia Services \(SMS\)](#)– Poster printing, equipment and laptop loans
- [Transportation Alternatives](#)– Bike, bus, SafeRide
- [Transportation and Parking Services \(TAPS\)](#)– Parking permits, maps
- [Valley Library](#)– Reference and research assistance, study spaces, research tools

APPENDIX A: IMPORTANT LINKS

Students are responsible for informing themselves about university policies and procedures. In addition to reviewing this handbook, please take some time to review the information on the following websites:

OSU Office of Graduate Education

http://oregonstate.edu/dept/grad_school/

OSU Office of Graduate Education “Guide to Success”

http://oregonstate.edu/dept/grad_school/current/success.html

OSU Office of Graduate Education Forms

http://oregonstate.edu/dept/grad_school/current/forms.html

OSU Registrar’s Office

<http://oregonstate.edu/registrar/>

OSU Office of Admission

<http://oregonstate.edu/admissions/index.php>

OSU Office of Student Conduct

<https://intoosu.oregonstate.edu/osu-code-student-conduct>

OSU Academic Calendar

<https://registrar.oregonstate.edu/osu-academic-calendar>

OSU Ecampus

Newly Admitted & Returning Students

<http://ecampus.oregonstate.edu/students/newly-admitted/>

Starting Your Course Checklist

<http://ecampus.oregonstate.edu/services/start/checklist.htm>

Counseling

<https://education.oregonstate.edu/academics>

APPENDIX B: MCOUN PROFESSIONAL DISPOSITIONS EVALUATION FORM

**OSU College of Education
Master’s in Counseling Program
Professional Dispositions Evaluation**

Student Name:

Program: Sch or CMHC

Setting (select one): Course _____ or **Yearly Student Evaluation**

Term: _____

The Professional Counseling Disposition Evaluation assesses counseling students’ professional dispositions in keeping with the CACREP Standards. This evaluation is intended to serve as a tool to facilitate feedback about professional disposition and document students’ progress. It is a means to offer students practical support to facilitate their development as effective and ethical professional counselors. The evaluation is conducted at minimum once a year for the duration of the students’ program by their advisor in consultation with program faculty and supervisors and may be conducted at any time when a student’s development warrants evaluation.

Scale Evaluation Guidelines

Met: Student demonstrates expected attitudes/behaviors of a developing counselor in this area.

Not Met: Student does not demonstrate expected attitudes/behaviors of a developing counselor in this area.

Not observed: No opportunities for observation.

A Plan for Success will be initiated for students with “Not Met” ratings in any of the five areas below.

Professional Disposition	Corresponding attitudes/behaviors	Met/ Not Met
1. Student demonstrates self-awareness	<ul style="list-style-type: none"> • Student accurately self reports goals • Student accurately self-reports motives, strengths, and areas for growth • Student demonstrates capacity to predict the impact of their own behavior on others and/or on groups or organizations • Student demonstrates awareness of own cultural influences, belief systems, values, social positions, power, and privilege • Student demonstrates awareness of own relational effect on faculty, staff, supervisors, peers, and clients. 	
2. Student demonstrates personal	<ul style="list-style-type: none"> • Student demonstrates honesty, fairness, and respect for others 	

characteristics of a helping professional	<ul style="list-style-type: none"> • Student demonstrates ability to identify and appropriately accept personal responsibility • Student demonstrates ability to adapt to requirements, changes, unexpected events, & new situations • Respect for cultural and lifestyle differences; appreciation for culture and cultural experiences. 	
3. Student demonstrates emotional and relational skills of a helping professional	<ul style="list-style-type: none"> • Student demonstrates appropriate verbal and non-verbal communication while relating to faculty, staff, supervisors, peers, & clients • Student demonstrates ability to listen to others and appropriately communicate empathy and understanding • Student recognizes and maintains appropriate boundaries with faculty, staff, supervisors, peers, & clients. 	
4. Student demonstrates professional behaviors	<ul style="list-style-type: none"> • Student considers and adheres to the ethical guidelines of the profession in educational and professional settings. • Student communicates and responds in a prompt and professional manner when relating to faculty, staff, supervisors, peers & clients • Student is prompt and regularly attends class, program meetings, and clinical practice activities. • Student demonstrates understanding of and adherence to all program and site policies and procedures. 	
5. Student demonstrates learning behaviors of a graduate student in counseling	<ul style="list-style-type: none"> • Student completes all assigned tasks in an ethical and effective manner, including all class assignments, clinical or supervision reports. • Student responds non-defensively to, reflects on, and integrates feedback from faculty, supervisors, and peers. • Student demonstrates engagement in developing cultural proficiency and social justice advocacy skills • Student is curious and actively seeks knowledge and experiences that add to professional learning & development 	

Comments/Feedback:

The student's signature acknowledges its receipt and does not necessarily constitute agreement.

Faculty Signature: _____ Date: _____

Student Signature: _____ Date: _____