Disclaimer
Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective when approved and shall apply not only to prospective students but also to those who are matriculated in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Nondiscrimination Statement
Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

ADA Statement
Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark’s disability policy, visit go.lclark.edu/student/disability/policy.

Please route undergraduate and graduate student requests for accommodations through Student Support Services at www.lclark.edu/offices/student_support_services.

Security
The security of all members of the campus community is of vital concern to Lewis & Clark. Information about safety, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) for the most recent three-year period is available at www.lclark.edu/about/campus_safety. You may also request this information from the Office of Campus Safety at 503-768-7855.

Accreditation
Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Graduate programs in education and counseling psychology are approved and accredited by the appropriate associations and agencies including:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- National Association of School Psychologists (NASP)
- National Council for Accreditation of Teacher Education (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT)
- Oregon Teacher Standards and Practices Commission (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.

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School Psychology

School psychologists work in deeply engaged and collaborative ways with students, teachers, families, administrators, and other professionals to address the social, emotional, and learning needs of children in schools. School psychologists possess not only an in-depth understanding of children, families, and schools, but also a highly-developed set of relational and communication skills. In this way, school psychologists are able to see and understand children in rich and comprehensive ways (through observation, consultation, data collection, and assessment) and share those understandings in helpful ways with parents, teachers, and other school personnel. The primary goal of school psychologists is to help children flourish in schools, at home, and in life.

In our nationally-approved School Psychology program, we emphasize the development of this deep understanding of children, families, and schools as well as the development of these effective relational and communication skills. Through coursework and practica in counseling, consultation, assessment, and intervention, our students learn to work effectively with individual children, whole families, special education teams, as well as whole school communities to help create learning environments that foster the healthy development of all children.

Accreditation and Licensure

Lewis & Clark's School Psychology program is approved by the National Association of School Psychologists (NASP) and has also been approved by the Oregon Teacher Standards and Practices Commission (TSPC) and National Council for Accreditation of Teacher Education (NCATE). Graduates of the School Psychology program earn the educational specialist degree (Ed.S.). Because of the School Psychology program's NASP approval, graduates are able to apply for the National Certificate of School Psychology (NCSP), enabling them to apply for licensure in many states offering reciprocity.

Other states, including Washington, grant eligibility for licensing to graduates of our School Psychology, Professional Mental Health Counseling, Professional Mental Health Counseling—Addictions, and Marriage, Couple, and Family Therapy programs. However, some states may have additional educational requirements that must be met prior to licensure.

Educational Specialist in School Psychology

The Educational Specialist degree program is designed for students seeking initial licensure as school psychologists. The Ed.S. degree demands a level of preparation significantly greater than that called for by a master's degree. The Ed.S. is widely regarded as the intermediary degree between a master's and a doctorate. Completion of our program requires a minimum of three years (including coursework in fall, spring, and summer semesters), with a second-year practicum, and a third-year, full-time internship in a public school setting.

Degree Requirements

A minimum of 63 semester hours, distributed as follows:

Required Degree Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 504</td>
<td>Family Therapy: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 506</td>
<td>Life Span Development</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 507</td>
<td>Introduction to School Psychology I</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 508</td>
<td>Introduction to School Psychology II</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 514</td>
<td>Group Counseling With Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 517</td>
<td>The Exceptional Child in Schools</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 523</td>
<td>Counseling and Interventions With Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 530</td>
<td>Research Methods and Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 531</td>
<td>Research Methods and Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 540</td>
<td>Applied Developmental Neuropsychology</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 541</td>
<td>Assessment and Intervention I</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 542</td>
<td>Assessment and Intervention II</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 543</td>
<td>Assessment and Intervention III</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 550</td>
<td>Diversity and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 571</td>
<td>Prevention in Educational Settings</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 573</td>
<td>School-Based Consultation</td>
<td>3</td>
</tr>
<tr>
<td>CPSY 574</td>
<td>Advanced Consultation and Program Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 581</td>
<td>Ethical and Legal Issues for School Psychology Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CPSY 585</td>
<td>Practicum in School Psychology</td>
<td>5</td>
</tr>
<tr>
<td>CPSY 586</td>
<td>Internship in School Psychology</td>
<td>7</td>
</tr>
</tbody>
</table>

Elective Courses

Students are expected to complete one hour of elective credit from any program in the Graduate School.

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

Initial License Only in School Psychology

Note: Applications for the licensure-only program will not be accepted for 2011-2012, pending program review.

Students with a master’s, specialist’s, or doctoral degree in counseling, psychology, special education, or a related field may qualify for admission into the Initial License Only program. Students in the licensure program who are not seeking a master’s or specialist’s degree may petition to waive required coursework based on competence, experience, and/or equivalent graduate credits from other institutions. Upon admission, transcripts of previous graduate work and supporting documentation are evaluated by a faculty committee to determine which courses will be waived and to develop an individualized program plan for licensure as a school psychologist.

Licensure Requirements

A minimum of 7 semester hours of coursework

CPSY 586 Internship in School Psychology
Passing scores on the Praxis I, CBEST, or WEST-B test of basic skills*
Passing scores on the Praxis II specialty area test in school psychology*
* These test scores must be on file in the Counseling Psychology department office prior to program completion.

Practicum and Internship Information
Each school psychology student will complete a practicum during his or her second year in the program. The practicum, which runs for three semesters during the school year, generally requires eight to 10 onsite hours per week as well as additional coursework. Students will be provided with a list of schools at which previous students have completed practica. Students may also find their own sites, subject to approval.

During their third year in the program, school psychology students complete a full-time internship that runs the entire school year (August-June). It is designed as an opportunity to develop autonomous skills in direct services such as assessment, psychotherapy, and consultation. The internship requires 1,200 hours of supervised service in a public school setting at the elementary and secondary levels. Many school districts provide a small stipend for this work. On-campus group supervision is provided, as well. In preparation for this internship, students apply during their second year to districts that have requested interns through the department.

Prior to enrollment in a practicum or internship, students must complete a portfolio of their work in the program, including coursework, field work, and other professional activities. Details regarding field training can be found in the School Psychology Program Handbooks.

Licensure Requirements
In addition to fulfilling the following educational requirements, students seeking initial licensure must submit passing scores on the Praxis I, CBEST, or WEST-B test of basic skills, and the Praxis II specialty area test in school psychology. Those scores must be on file in the Counseling Psychology department office prior to program completion.

School Psychology Courses
CPSY 504 Family Therapy: Theory and Practice
Content: Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track.
Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535. For students in other programs, none.
Credits: 3 semester hours.

CPSY 506 Life Span Development
Content: Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.
Prerequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.
Credits: 2 semester hours.

CPSY 507 Introduction to School Psychology I
Content: Overview of the history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change.
Prerequisites: Admission to School Psychology Program.
Credits: 2 semester hours.

CPSY 508 Introduction to School Psychology II
Content: Overview of the history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format. Practicum in school-based systems. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change.
Prerequisites: CPSY 507.
Credits: 2 semester hours.

CPSY 514 Group Counseling With Children and Adolescents
Content: Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Students also gain experience constructing curricula for specific issues such as divorce, substance use, grief, and social skills.
Prerequisites: For students in the Professional Mental Health Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550, CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.
Credits: 3 semester hours.
**CPSY 517 The Exceptional Child in Schools**
Content: Overview of the exceptional child in today's educational setting. Provides a basic understanding of special educational law and public policy related to the birth-to-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.
Prerequisites: None.
Credits: 3 semester hours.

**CPSY 523 Counseling and Interventions With Children and Adolescents**
Content: Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.
Prerequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526. For School Psychology students, CPSY 507.
Credits: 3 semester hours.

**CPSY 530 Research Methods and Statistics I**
Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.
Prerequisites: None.
Credits: 3 semester hours.

**CPSY 531 Research Methods and Statistics II**
Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.
Prerequisites: CPSY 530.
Credits: 3 semester hours.

**CPSY 540 Applied Developmental Neuropsychology**
Content: Conceptual overview of the field of neuropsychology from developmental and applied perspectives. Explores the theories and principles of neuropsychology and their relationship to practice. Provides students with a basic understanding of the neurological underpinnings of challenges their clients face, the effects of medications and substance abuse, and the implications for assessment and treatment.
Prerequisites: Admission to School Psychology Program.
Credits: 2 semester hours.

**CPSY 541 Assessment and Intervention I**
Content: This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using observation, interviews, behavior rating scales, functional behavioral assessments, response to intervention, and assessments for children with pervasive developmental disabilities.
Prerequisites: CPSY 530, CPSY 531. Admission to School Psychology Program or consent of instructor.
Credits: 3 semester hours.

**CPSY 542 Assessment and Intervention II**
Content: This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret and present data using psychoeducational assessments involving cognitive, academic, and adaptive measures.
Prerequisites: CPSY 541 or consent of instructor.
Credits: 3 semester hours.

**CPSY 543 Assessment and Intervention III**
Content: This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats.
Prerequisites: CPSY 542 or consent of instructor.
Credits: 3 semester hours.
CPSY 550 Diversity and Social Justice
Content: Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices. Prerequisites: Professional Mental Health Counseling and Professional Mental Health Counseling-Addictions students, CPSY 503, CPSY 513.
Credits: 3 semester hours.

CPSY 571 Prevention in Educational Settings
Content: Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school and community settings. Students also examine the cultural, social, psychological, family, and political factors bearing on children's understanding of and experiences with alcohol and other drugs. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals and to small-group and classroom-based settings. Prerequisites: CPSY 585 and admission to School Psychology Program.
Credits: 3 semester hours.

CPSY 573 School-Based Consultation
Content: Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students’ understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Addresses issues of cultural, linguistic, and socioeconomic differences.
Prerequisites: CPSY 508.
Credits: 3 semester hours.

CPSY 574 Advanced Consultation and Program Evaluation
Content: Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory.
Prerequisites: CPSY 573 or consent of instructor.
Credits: 2 semester hours.

CPSY 581 Ethical and Legal Issues for School Psychology Practicum
Content: Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.
Prerequisites: CPSY 506, CPSY 507, CPSY 508, and consent of advisor.
Corequisites: CPSY 523.
Credits: 2 semester hours.

CPSY 585 Practicum in School Psychology
Content: Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as the skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice. Students also present audio- and/or videotapes of their counseling for supervisory review.
Prerequisites: CPSY 581 and consent of advisor.
Credits: 5 semester hours.

CPSY 586 Internship in School Psychology
Content: Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.
Prerequisites: Consent of instructor.
Credits: 1-4 semester hours.