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 Counseling

Ensuring academic, career, personal, and social success for all students defines the school counselor’s role in the school and community. Lewis & Clark’s School Counseling programs prepare well-qualified school counselors who will deliver comprehensive school counseling services based on national standards in these areas of development. Candidates come to perceive education as a community endeavor requiring the best collaborative efforts of students, educators, families, and community members. Program participants develop close relationships with practitioners and faculty in small-class settings while learning how to promote this collaboration through leadership and advocacy.

Lewis & Clark’s innovative school counseling program offers both a master’s degree with licensure option and a licensure-only option for those interested in becoming school counselors. Candidates begin working in schools during their first semester of coursework. This on-site involvement continues throughout the program and emphasizes a commitment to diversity and social justice issues and to the use of data, assessment, and technology.

The program continually reviews and improves course offerings to reflect changing expectations at the local, state, and national levels while maintaining academic and philosophical integrity.

The School Counseling programs:

- Provide a high-quality academic experience that develops knowledge and skills and reflects school counseling in the 21st century.
- Provide professional support and assistance for all candidates to meet state requirements for licensure.
- Focus on the individual needs of candidates, their students, their schools, and their communities.
- Provide opportunities to work collaboratively with families, volunteers, colleagues, and community members in applying course content to actual work situations, beginning during the first semester of coursework.
- Promote success for all participants through continued formal and informal feedback and evaluations.
- Provide an arena for multiple professional growth opportunities.

Candidates are prepared to:

- Develop advocacy, leadership, and collaboration skills through a comprehensive and challenging curriculum.
- Understand culturally diverse populations and issues of social justice and equity through field placements and hands-on work.
- Explore and foster collaborative efforts between schools and communities.
- Be critical thinkers, lifelong learners, and visionaries for their schools and communities.
- Analyze, synthesize, and evaluate a broad and comprehensive knowledge base of best practices in school settings, particularly those that apply to ensuring equity for all students.

The Oregon Teacher Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE) have approved Lewis & Clark’s licensure programs in school counseling. Licensure-only candidates meet with their advisors to develop individualized programs that fulfill the licensure requirements set out by TSPC.

Ongoing Candidate Evaluation

Candidates for all school counseling programs are evaluated each semester by course professors. Evaluation criteria include successful completion of courses (e.g., timeliness of work, cooperation with peers, quality of academic work) and performance rubrics developed according to the performance objectives approved by the Oregon Teacher Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE). (Instructors address these in class.) Candidates must begin a professional portfolio during the first semester of coursework. The portfolio includes documentation of the following:

- All completed coursework/projects (e.g., an evaluation summary for each course)
- Micro-internships (e.g., academic development and consultation internships)
- Professional organizational membership beginning in the first semester of coursework
- Completion of all prerequisite coursework prior to the final internship
- Completion of all courses (i.e., no outstanding Incompletes prior to the final internship)
- Applicable coursework in the development of a comprehensive school counseling program plan.

Master of Education in School Counseling with Initial I License

Track I

Candidates who hold a current Oregon Basic, Standard, Initial I, or Continuing teaching license and have completed two years of successful teaching on that license are eligible for the Track I program in school counseling.

Degree Requirements for Track I

Passing grade on the NES subject test in school counseling
Passing grade on the ORELA exam, “Protecting Student and Civil Rights in the Educational Environment”
Candidates must complete 42 semester hours, distributed as follows:

Required Courses for Track I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 500</td>
<td>Introduction to School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>SCED 501</td>
<td>Academic Development and Consultation</td>
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<tr>
<td>SCED 502</td>
<td>Internship: Academic Development and Consultation</td>
<td>1.5</td>
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<tr>
<td>SCED 503</td>
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<tr>
<td>SCED 505</td>
<td>Personal/Social Development and Consultation</td>
<td>2</td>
</tr>
<tr>
<td>SCED 506</td>
<td>Internship: Personal/Social Development and Consultation</td>
<td>1.5</td>
</tr>
</tbody>
</table>
SCED 507  Development of the Learner: Children and Adolescents  2
SCED 508  Social Justice, Diversity, and Cultural Issues  2
SCED 509  Ethical and Legal Issues in Education and School Counseling  3
SCED 510  Family Dynamics, Community Resources, and Consultation  3
SCED 511  Group Leadership Skills for School Counselors  2
SCED 512  Special-Needs Populations in Schools  2
SCED 513  Educational Research, Assessment, and Technology  3
SCED 516  School Counseling Internship (two semesters, 4 semester hours each)  8

Elective Requirement for Track I
A minimum of 3 semester hours

Graduate Core Requirement for Track I
A minimum of 2 semester hours, including one Core conversation

Track II
Candidates who do not hold a valid Oregon teaching license—or who do hold such a license but have less than two years of teaching experience in an accredited school for grades K-12—are eligible for the Track II program in school counseling.

Degree Requirements for Track II
Passing grade on the Praxis I, CBEST, or WEST-B tests of basic skills
Passing grade on the NES subject test in school counseling
Passing grade on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"
Candidates must complete 45 semester hours, distributed as follows:

Additional Required Courses for Track II
All of the required courses for Track I, 37 semester hours
SCED 517  Practicum in Classroom Instruction  5

Elective Requirement for Track II
A minimum of 1 semester hour

Graduate Core Requirement for Track II
A minimum of 2 semester hours, including one Core conversation

Initial I School Counseling License Only
Candidates who hold a master's degree in a closely related field (e.g., education, psychology, or social work) may apply for admission to the Initial I School Counseling License Only program. Students are held accountable to each course in the program as outlined below, but after admission, the candidate works closely with a faculty advisor to design an individual program of study leading to licensure. The program of study is created from review of petitions submitted by the candidate to waive coursework based on competence equivalency or examination (restricted to certain courses). Contact the School Counseling office for further information.

Track I
Candidates who hold a current Oregon Basic, Standard, Initial I, or Continuing Teaching license and have completed two years of successful teaching on that license are eligible for the Track I program in school counseling.

Licensure Requirements for Track I
Passing grade on the NES subject test in school counseling
Passing grade on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"
Candidates must complete 37 semester hours, distributed as follows:

Required Courses for Track I
SCED 500  Introduction to School Counseling  3
SCED 501  Academic Development and Consultation  2
SCED 502  Internship: Academic Development and Consultation  1.5
SCED 503  Career Development and Consultation  2
SCED 505  Personal/Social Development and Consultation  2
SCED 506  Internship: Personal/Social Development and Consultation  1.5
SCED 507  Development of the Learner: Children and Adolescents  2
SCED 508  Social Justice, Diversity, and Cultural Issues  2
SCED 509  Ethical and Legal Issues in Education and School Counseling  3
SCED 510  Family Dynamics, Community Resources, and Consultation  3
SCED 511  Group Leadership Skills for School Counselors  2
SCED 512  Special-Needs Populations in Schools  2
SCED 513  Educational Research, Assessment, and Technology  3
SCED 516  School Counseling Internship (two semesters, 4 semester hours each)  8

Track II
Candidates who do not hold a valid Oregon teaching license—or who do hold such a license but have less than two years of teaching experience in an accredited school for grades K-12—are eligible for the Track II program in school counseling.

Licensure Requirements for Track II
Passing grade on the NES subject test in school counseling
Passing grade on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"
Candidates must complete 42 semester hours, distributed as follows:
Required Courses for Track II
All of the required courses for Track I, 37 semester hours

SCED 517 Practicum in Classroom Instruction (3 semester hours fall, 2 semester hours spring)

Obtaining a Permanent License (Initial II License)
The state licensing board (the Oregon Teacher Standards and Practices Commission, or TSPC) has recently revised the requirements for obtaining a permanent license. The new requirement is for practicing school counselors to take the equivalent of six semester hours in the nine years following the issuance of their initial school counseling license. In order to satisfy the criteria for the Initial II (permanent) license, a course must be graduate-level and must be related to your professional development. The School Counseling program’s elective classes therefore satisfy the requirement and may be taken by practicing school counselors who are working toward the Initial II license. Please contact the School Counseling office with any questions or to find out more about how you can fulfill the requirements for the Initial II license at Lewis & Clark.

School Counseling

SCED 500 Introduction to School Counseling
Content: Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling skill development with an emphasis on solution-focused, cognitive-behavioral, and microskills approaches.
Prerequisites: None.
Credits: 3 semester hours.

SCED 501 Academic Development and Consultation
Content: First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisites: None.
Corequisites: SCED 500, SCED 502.
Credits: 2 semester hours.

SCED 502 Internship: Academic Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups.
Prerequisites: None.
Corequisites: SCED 500, SCED 501.
Credits: 1.5 semester hours.

SCED 503 Career Development and Consultation
Content: Second of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the career development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Content knowledge is enhanced by technology. Participants practice consultation skills with students and faculty.
Prerequisites: SCED 500, SCED 501, SCED 502.
Credits: 2 semester hours.

SCED 504 Personal/Social Development and Consultation
Content: Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.
Prerequisites: SCED 500, SCED 501, SCED 502.
Credits: 2 semester hours.

SCED 506 Internship: Personal/Social Development and Consultation
Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.
Prerequisites: SCED 500, SCED 501, SCED 502.
Corequisites: SCED 505.
Credits: 1.5 semester hours.
SCED 507 Development of the Learner: Children and Adolescents  
Content: Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive. 
Prerequisites: None.  
Credits: 2 semester hours.

SCED 508 Social Justice, Diversity, and Cultural Issues  
Content: Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. Addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Content and methodology emphasize small-group activities, collaboration, and use of data to create equity for all students. Candidates practice taking an active role in supporting all students and focus on eliminating the achievement gap. 
Prerequisites: None.  
Credits: 2 semester hours.

SCED 509 Ethical and Legal Issues in Education and School Counseling  
Content: Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination. 
Prerequisites: None.  
Credits: 3 semester hours.

SCED 510 Family Dynamics, Community Resources, and Consultation  
Content: Effective ways to include family members as active contributors in their children's education. Examines concepts of family dynamics and dysfunction requiring referral and use of community resources. Topics include developmental assets as applicable to the family setting and impact of the special-needs child on the family organizational structure. Explores diversity inherent in families and focuses on ways of relating to families who differ from each other in terms of age, race, socioeconomic background, and/or family form. 
Prerequisites: None.  
Credits: 3 semester hours.

SCED 511 Group Leadership Skills for School Counselors  
Content: Principles and practices of group counseling, group dynamics, group leadership, and group processes with students and parents. Topics include group approaches for promoting academic, career, and personal/social success for all students. Candidates plan, organize, facilitate, and evaluate small groups within the educational setting. Addresses ethical considerations of group work with children and adolescents using the ethical codes of the American School Counselor Association and the American Counseling Association. 
Prerequisites: None.  
Credits: 2 semester hours.

SCED 512 Special-Needs Populations in Schools  
Content: Overview of the special-needs child in today's schools and the knowledge and skills necessary to better advocate on behalf of this student. Topics include exceptionalties including communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments, and special talents and giftedness. Participants review criteria for special-needs populations as outlined in the Oregon Administrative Rules. 
Prerequisites: None.  
Credits: 2 semester hours.

SCED 513 Educational Research, Assessment, and Technology  
Content: The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display. 
Prerequisites: None.  
Credits: 3 semester hours.
SCED 516 School Counseling Internship
Content: Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework. Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-Based Admissions Standards), including curriculum, instruction, leadership, and politics. Students take 4 semester hours in fall and 4 in spring for a total of 8 semester hours. Prerequisites: Portfolio meeting and sign-off with advisor, completion of all required coursework. Credits: 4 semester hours.

SCED 517 Practicum in Classroom Instruction
Content: Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours. Prerequisites: None. Credits: 2-3 semester hours.

SCED 544 Practicum
Prerequisites: None. Credits: 1-4 semester hours.

SCED 550 Clinical Issues in School Counseling
Content: This course will address various clinical issues frequently encountered by school counselors in a K-12 setting. Conducted as a seminar, the course is an overview primer of mental health issues affecting children and adolescents (for example, depression, anxiety, self-mutilating behavior, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-IV diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model. Prerequisites: None. Credits: 1 semester hour.

SCED 589 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice. Prerequisites: None. Credits: 1-4 semester hours.

SCED 598 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None. Credits: 1-4 semester hours.

SCED 599 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student must meet with the faculty member prior to registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure. Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office. Credits: 1-5 semester hours.

SCED 689 Professional Studies: Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice. Prerequisites: None. Credits: 1-4 semester hours.

SCED 698 Special Studies: New or Experimental Courses
Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None. Credits: 1-4 semester hours.

SCED 699 Independent Study
Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student must meet with the faculty member prior to registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure. Prerequisites: Consent of instructor and submission of application for Independent Study to academic department office. Credits: 1-5 semester hours.

SCED 989 Professional Studies: International Special Topics
Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice. Prerequisites: None. Credits: 1-4 semester hours.