

SCHOOL COUNSELING

Ensuring academic, career, social-emotional success for all students defines the school counselor's role in the school and community. School counselors are mental health advocates, school leaders, change agents, and are highly skilled in collaborative practices and consultation. Lewis & Clark's School Counseling programs prepare well-qualified social justice oriented school counselors who will deliver comprehensive school counseling services and create affirming spaces for K-12 students. 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 second semester. This on-site internship involvement emphasizes a commitment to diversity, anti-racism, social justice, and to the use of data driven practices that drives equity work.

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 program:

- Provides a high-quality academic experience that develops knowledge and skills and reflects school counseling in the 21st century.
- Provides training in basic and advanced counseling skills.
- Provides training in comprehensive school counseling program development.
- Provides professional support and assistance for all candidates to meet Oregon state requirements for licensure.
- Focuses on the individual needs of candidates, their students, their schools, and their communities.
- Provides opportunities to work collaboratively with fellow graduate students and K-12 school based colleagues in applying course content to actual school counseling program development.
- Promotes success for all candidates through continued formal and informal feedback and evaluations.
- Provides 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 coursework, field placements and action research 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.

Ongoing Candidate Evaluation

Candidates for all school counseling programs are evaluated each semester by course professors using the Professional Dispositions document which is based on performance criteria specific to the field of counseling. Evaluation criteria also includes successful completion of courses (e.g., timeliness of work, cooperation with peers and faculty, 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 Council for the Accreditation of Educator Preparation (CAEP) (instructors address these in class). Candidates must begin a professional portfolio during the second semester of coursework. The portfolio includes documentation of the following:

- Selected assignments that meet the portfolio criteria
- Counseling Practicum documents
- Final Internship documents
- All professional documentation
- Completion of all prerequisite coursework prior to the final internship
- Completion of all courses (i.e., no outstanding incomplete grades prior to the final internship)
- Applicable coursework in the development of a comprehensive school counseling program plan.

About the Oregon School Counselor License

Candidates seeking school counselor licensure in Oregon who successfully complete, in good standing, Lewis & Clark's approved licensure program and any state-required tests receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC) for an Oregon School Counselor License.

Applying for Licensure

Candidates must apply for the Oregon School Counselor License directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about applying for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

Master of Education in School Counseling with School Counselor License

Degree Requirements

Candidates must complete 45 semester hours, distributed as follows, and all required tests (p. 2):

Required Courses

SCED 540	Introduction to School Counseling	2
SCED 524	Fundamental Counseling Skills and Techniques	3
SCED 526	Theoretical Foundations in Counseling	3
SCED 530	Crisis Counseling and Intervention	1
SCED 523	Counseling Practicum	3

SCED 503	Career Development and Consultation	2
SCED 527	Human Development Across the Lifespan	3
SCED 508	Social Justice, Diversity, and Cultural Issues	2
SCED 509	Ethical and Legal Issues in Education and School Counseling	3
SCED 521	Family Dynamics, Community Resources, and Consultation	2
SCED 531	Group Counseling Skills for School Counselors	3
SCED 512	Critical Disability Perspectives in Counseling	2
SCED 513	Educational Research and Assessment	3
SCED 516	School Counseling Internship (two semesters, 4 semester hours each)	8

Elective Courses

Any remaining semester hours may be earned by taking elective courses.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

School Counselor 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 School Counselor License-Only Program. Students are held accountable to each course in the program as outlined below. After admission, the candidate works closely with a faculty advisor to design an individual program of study that fulfills the licensure requirements set out by Oregon Teacher Standards and Practices Commission (TSPC). The program of study is created after review of petitions submitted by the candidate to waive coursework based on competence equivalency.

Applications for course waivers in the graduate program for School Counseling are carefully reviewed on a case-by-case basis. Due to the specialized nature of the curriculum and accreditation requirements, waivers are not readily granted. Applicants must provide substantial evidence that prior coursework meets the rigor, content, and credit hour requirements of the course(s) they wish to waive. The counseling practicum and internship can not be waived. Contact the school counseling office (http://www.lclark.edu/graduate/departments/educational_leadership/school_counseling/) for further information.

NOTE: License-only candidates are not eligible for federal financial aid.

Licensure Requirements

Candidates must complete 40 semester hours, distributed as follows, and all required tests (p. 2):

Required Courses

SCED 540	Introduction to School Counseling	2
SCED 524	Fundamental Counseling Skills and Techniques	3
SCED 526	Theoretical Foundations in Counseling	3
SCED 530	Crisis Counseling and Intervention	1
SCED 523	Counseling Practicum	3
SCED 503	Career Development and Consultation	2
SCED 527	Human Development Across the Lifespan	3
SCED 508	Social Justice, Diversity, and Cultural Issues	2
SCED 509	Ethical and Legal Issues in Education and School Counseling	3
SCED 521	Family Dynamics, Community Resources, and Consultation	2
SCED 531	Group Counseling Skills for School Counselors	3
SCED 512	Critical Disability Perspectives in Counseling	2

2	SCED 513	Educational Research and Assessment	3
3	SCED 516	School Counseling Internship (two semesters, 4 semester hours each)	8

Becoming an Oregon Licensed Professional Counselor (LPC)

Graduates of Lewis & Clark's school counseling program interested in becoming an Oregon Licensed Professional Counselor (LPC) should contact the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) (<https://www.oregon.gov/oblpc/Pages/>) for information on the licensure process.

While faculty from Lewis & Clark's school counseling program or staff in the graduate registrar's office may be able to complete OBLPCT licensure application forms on a graduate's behalf, the OBLPCT will make the final determination as to whether the graduate's school counseling program meets the degree and course work requirements for registration as a LPC associate. Graduates of the school counseling program can anticipate additional post-program coursework and internship hours.

Testing Requirements

The following test must be passed prior to the first field placement in the school counseling program and is required in order to be eligible for a recommendation by Lewis & Clark for school counseling licensure in any state:

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2}

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

- ¹ Students who hold a current Oregon TSPC-issued regular, non-restricted teaching, personnel services, or administrator license may waive the *ORELA: Protecting Student and Civil Rights in the Educational Environment* test.
- ² Starting in January 2022, the Oregon Teacher Standards and Practices Commission (TSPC) has added additional options for meeting the state's "Civil Rights and Professional Ethics Responsibilities" requirement. Check with your faculty program director for the option required for your program.

School Counseling Courses

Note: Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the WebAdvisor course schedule, available online (http://graduate.lclark.edu/academics/courses/course_schedule/).

SCED 500 Introduction to School Counseling

Content: This course will address the following school counseling topics: history of the school counseling profession, professional organizations, leadership for educational equity, perspectives and practices for school counseling in the 21st century, professional identity, personhood of the counselor, systemic racism and social justice issues impacting school counseling, and comprehensive school counseling program development.

Prerequisites: None.

Restrictions: Admission to the school counseling program
Credits: 3 semester hours.

SCED 503 Career Development and Consultation

Content: This course equips students with the knowledge and skills needed for effective career counseling and consultation in educational settings. Students will explore a comprehensive range of topics related to the interrelationships between work, mental well-being, relationships, and other life roles and factors. Key standards covered include career theories, ethical and culturally relevant strategies for addressing career development, career information systems, career-focused assessments, core curriculum planning, and advocacy. Students will become proficient career-focused school counselors prepared to work with diverse K-12 students' needs in school environments through the integration of theory and practice. By the end of the course, students will be well-prepared to serve as knowledgeable and ethical career-focused school counselors and consultants in school settings.

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 Counseling Skills for School Counselors

Content: This counseling skill development course will cover principles and practices of group counseling in the school context, theories of group counseling, addressing group dynamics, group counseling skills and group counseling processes. Candidates will learn to assess students' needs, plan, organize, facilitate and evaluate the success of small groups within the K-12 educational setting. Ethical considerations in group work with all children and adolescents will be addressed utilizing the ASCA and ACA Code of Ethics. In addition, the ASGW: Multicultural and social justice competence principles for group workers will be infused throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

SCED 512 Critical Disability Perspectives in Counseling

Content: This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Emphasis will be placed on challenging and countering hegemonic narratives of disability, especially the view that disabled individuals are somehow defective or deficient in some way and need to be "fixed". Students will be encouraged to develop awareness of their own ableism, identify various models of disability, and learn skills and strategies for effective and affirmative counseling with youth and adults with disabilities.

Prerequisites: SCED-508.

Credits: 2 semester hours.

SCED 513 Educational Research and Assessment

Content: This course will address how school counselors gather and interpret information needed for effective decision making through the use of research and assessment. Students will explore components of school-based research processes with attention to data-driven decision making and equity-based program development. Topics to be discussed include the personhood of the researcher, quantitative and qualitative approaches, and the connection between educational research and comprehensive school counseling programs. Students will critique common educational research practices, apply survey and needs assessment development strategies, and integrate consultation strategies. This course will include discussions of cultural assumptions held by researchers and their impacts on research practices and results. Students will develop a research proposal that includes a clear equity-based plan to implement a data-driven intervention program.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

SCED 516 School Counseling Internship

Content: School counseling internship is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, continuation of skill development, and opportunities for reflective inquiry. The internship seeks to enhance the development of counseling and consulting skills that are grounded in theory and research and necessary to facilitate positive human development within a school setting.

Prerequisites: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

SCED 520 Motivational Strategies for School Counselors

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

SCED 521 Family Dynamics, Community Resources, and Consultation

Content: The ASCA Ethical Standards and ACA Code of Ethics state that counselors should practice only within the boundaries of their competence, based on education, training, supervised experience, state and national credentials, and appropriate experience. Professional school counselors' relationships with families is vital to the consulting and collaborating duties expected of school counselors, therefore, it is necessary that school counseling students gain knowledge and understanding of family systems to utilize in their work as future school counselors.

Prerequisites: None.

Restrictions: Admission to the SCED program

Credits: 2 semester hours.

SCED 523 Counseling Practicum

Content: The counseling practicum experience is designed to provide school counseling candidates 100 hours of direct experience in a K-12 school setting working with students and staff. Under the direction of the site supervisor/licensed school counselor, the candidate will support a small caseload of students, continue to develop conceptual and professional skills related to their transformative school counseling practice, engage in a variety of counseling program interventions and activities, provide individualized support for students and staff, and attend a variety of school counseling program activities. The counseling practicum weekly course is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, case conceptualization, video review, role play, continuation of skill development/practice, and opportunities for reflective inquiry.

Prerequisites: SCED-524

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 524 Fundamental Counseling Skills and Techniques

Content: This course provides foundational education in core counseling skills and techniques from therapeutic listening and empathy to invitational, reflecting, and challenging skills. The course is aimed at helping counselors develop a foundation as strong, effective, and multiculturally attuned therapeutic agents for their work with youth and adults. Students can expect to examine multidimensional aspects of their own racial, social, and cultural identities, intrapersonal issues, and their potential impact on helping relationships. This course is experiential, and learning experiences include observing, practicing, and applying various skills and techniques in the helping process, and giving peer and receiving peer and instructor feedback.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 526 Theoretical Foundations in Counseling

Content: This course is designed to help students master the key components of the major dominant counseling theories and approaches. A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for diverse populations. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises. Moreover, theoretical exploration will facilitate students' evolving understanding of human behavior and psychological development. Emphasis will be placed on understanding and analyzing the applications of these theories in school counseling practice. This course is designed to stimulate critical thinking, discussion, and promote self-exploration. Students will be encouraged to view theories and the counseling process within a cultural context, not only from the counselor's perspective, but from the client point of view.

Prerequisites: Prerequisite SCED-524.

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 527 Human Development Across the Lifespan

Content: The lifespan development course will include discussion: critique of developmental theories, and appropriate application of theories of development and learning. Application of theory to the school setting in the areas of human development across the lifespan, learner styles/differences, the nature of the learner, and learner motivation will be explored through a social justice lens. In addition, considerations for counseling individuals and small groups are addressed and connected to developmental stages. Topics include: the oppressive, systemic, affirming and environmental factors that affect human development, functioning, and learning. The role of the school counselor will be embedded in all course discussions and instruction.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 3 semester hours.

SCED 530 Crisis Counseling and Intervention

Content: This course offers an exploration of crisis counseling and intervention strategies specifically designed for school counselors. Students will develop foundational knowledge in crisis counseling theory, techniques, and practical applications to address various crises effectively within diverse school environments. This course takes a trauma-informed approach, preparing students to handle prevention, intervention, and postvention to support the emotional and mental health of students and school communities.

Prerequisites: SCED 540.

Restrictions: Admission to School Counseling program

Credits: 1 semester hour.

SCED 531 Group Counseling Skills for School Counselors

Content: This advanced counseling skills course covers, in-depth, both the practice and process of group work in the school context. The course content includes: principles and practices of group counseling, group dynamics, group leadership and group processes. The course will specifically address group approaches for promoting academic, college/career and emotional/social success for all students. Candidates will learn to plan, organize, facilitate and evaluate the success of small groups within the educational setting. Self exploration of one's own group leadership style and group member experiences will be woven throughout all class sessions. Ethical and social justice considerations in group work, including an intentional focus on the empowerment and affirming practices, will be discussed in depth. Under-served and marginalized populations will be addressed utilizing ASGW Multicultural and Social Justice Competence Principles for Group Workers and ASCA Code of Ethics.

Prerequisites: SCED-524

Restrictions: Admission to the School Counseling program

Credits: 3 semester hours.

SCED 540 Introduction to School Counseling

Content: This course will address the following school counseling topics: history of the school counseling profession, professional organizations, leadership for educational equity, perspectives and practices for school counseling in the 21st century, professional identity, personhood of the counselor, systemic racism and social justice issues impacting school counseling, and comprehensive school counseling program development.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 2 semester hours.

SCED 544 Practicum

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office. .

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, behavioral disorders, 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-5 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.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

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 consults with the faculty member before 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: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SCED 649 Independent Study

Prerequisites: None.

Credits: 1-4 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 consults with the faculty member before 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: None.

Restrictions: 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.