

# **LEWIS & CLARK**

## **Graduate School of Education and Counseling**

### **School Counseling Program**

[www.lclark.edu/graduate/departments/  
educational\\_leadership/school\\_counseling/](http://www.lclark.edu/graduate/departments/educational_leadership/school_counseling/)

## **Student Handbook**

Students are requested to make periodical visits to the website  
[www.lclark.edu/graduate/departments/educational\\_leadership/  
school\\_counseling/documents/](http://www.lclark.edu/graduate/departments/educational_leadership/school_counseling/documents/)  
for updated/current Student Handbook and departmental information.

(Updated September, 2011)

# **Lewis & Clark College School Counseling Program Student Handbook**

## **Welcome!**

Welcome to Lewis & Clark College, the Graduate School of Education, and the School Counseling Program! This handbook is a resource for students in School Counseling. It is designed to serve as a reference to answer a variety of questions during a student's time here. As one can see from the contents of this handbook, there are many things to consider when entering the life of a graduate student. And, of course, this handbook is not intended as the only resource: professors, advisors, and the office staff are also available and ready to support you during your time here.

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## SECTION I

### **The Graduate School of Education: An Overview**

The School Counseling Program at Lewis & Clark resides in the Graduate School of Education, which is located in Rogers Hall on the South Campus. The North Campus (Undergraduate) contains classroom and office buildings, an impressive library, a student center, athletic fields, a chapel, and other features, all set in the beautiful setting of the historic Frank Manor estate. Students, faculty, and staff all benefit from the facilities on this campus. The South Campus, located on the site of the former Franciscan Renewal Center, is comprised of Rogers Hall, which contains offices and classrooms, The South Campus Conference Center, with dining area, computer lab and classrooms, Corbett House, the chapel, and other historic and beautiful buildings.

Lewis & Clark's Graduate School of Education provides graduate degrees and licensure in four areas. Students in any of the programs of the graduate school are provided with educational experiences designed to prepare them to meet the complex challenges of professional life within a diverse and changing society. (See the current Catalog for information on Graduate School degree/licensure offerings.)

Lewis & Clark College is accredited by the Northwestern Association of Schools and Colleges. It is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, the Northwest Association of Private Colleges and Universities, and the United Presbyterian College Union. Graduate programs in counseling, education and psychology are fully approved and accredited by appropriate associations and agencies, including the Oregon Teacher Standards and Practices Commission (TSPC), and the Oregon Board of Licensed Professional Counselors and Therapists.

The Lewis & Clark Graduate School of Education and Counseling is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

## SECTION II

### The School Counseling Department: An Overview

#### **Belief Statement**

We believe school counseling programs will:

- Benefit all students---pre-K-12
- Be an integral part of the **entire** school program
- Help all students succeed in school
- Help students succeed in meeting benchmarks/state standards
- Connect with community resources...provide a liaison to services
- Be in partnership with: school staff, parents and community...a "team" concept
- Be an inviting program...encouraging participation by all: children, school staff, parents and community
- Develop effective outreach via contacts/resources
- Assist school personnel in communicating with parents
- Be innovative in problem-solving
- Be leaders in education; connected to humanistic solutions
- Be culturally and socio-economically sensitive to needs...especially of changing populations
- Be pro-active...leading the way
- Provide a framework for all areas: academic, career, personal/social
- Make a difference in the school and community
- Address issues of equity and fairness within the school system

#### **Mission Statement**

The Lewis & Clark school counseling program will develop school counselors committed to lifelong learning, confident in their professionalism and sensitive and responsive to the needs of ALL students. The graduates of the program will be able to develop a comprehensive school counseling program that benefits all students (preK-12) and their families.

#### **Philosophy**

The Lewis & Clark competency based School Counseling Program prepares school counselors to deliver comprehensive school counseling programs promoting success for all students (preK-12) in the areas of academic, career and personal/social development. Through leadership, advocacy, collaboration, use of data and counseling interventions, school counselors will enhance students' achievement and create a more equitable education system. School counselors are professionals using resiliency/assets based strategies and national standards based programs to enable students to become full participants in our diverse society. Ensuring academic, career and personal/ social success for all students defines the school counselor's role within the school and community. This leadership is extended through collaboration and recognizes education as a community endeavor requiring the best efforts of students, educators and community members. Careful attention is given to student recruitment, advising and direct learning experiences. The School Counseling Program continually reviews and improves course offerings to reflect the changing expectations occurring at local, regional and national levels while maintaining academic and philosophical integrity.

## **School Counseling Program**

The Lewis & Clark Oregon Teacher Standards and Practices Commission (TSPC) competency based School Counselor Program prepares candidates to deliver comprehensive School Counseling Programs based on National Standards in the areas of academic, career and personal/social development. In small classes, candidates develop close relationships with fellow students, counselor-practitioners, and faculty while learning to promote student, school and community collaboration through resiliency and asset based leadership and advocacy.

Lewis & Clark's School Counselor Program offers both a Masters in Education degree and Initial licensure only programs in School Counseling. Candidates begin working in the schools during their first year of coursework. This on-site involvement continues throughout the program.

## **Faculty**

The School Counseling faculty has responsibility for developing and maintaining programs. Most adjunct faculty members are practicing school counselors. Additionally, some adjunct and visiting professors are scholars in specific fields related to our curriculum. All faculty members can be reached or given a message by calling their direct line or the general office number: (503) 768-6040.

## **Programs of Study**

Completion of a degree program or licensure concentration fulfills the education requirements necessary for related licensure applications. State and national licensing boards and accrediting agencies periodically change the academic requirements for licensure/certification. The School Counseling curriculum is consistently reviewed and revised to ensure that graduates meet eligibility requirements. Throughout all programs, considerations of diversity and ethics are central to academic inquiry and field experience.

## **Degree and Certification Programs**

All programs in School Counseling (Masters in Education both tracks and Initial License Only programs) have been fully approved by the Oregon Teachers Standards and Practices Commission (TSPC) and NCATE.

***Master of Education in School Counseling:*** This degree prepares and trains students who wish to become school counselors. Two options are available for students entering this degree program.

***Track I*** is available for individuals who hold a valid Oregon teaching certificate or license and who have completed two years of successful teaching. To be eligible for the Master's degree, students must complete the entire program of study.

***Track II*** addresses the needs of applicants without a background in teaching. Students in this track complete the appropriate school counseling courses and also complete a 5-semester hour teaching practicum (3 semester hours Fall term and 2 semester hours Spring term). The objective of this practicum experience is to provide a sense of school culture and an understanding of the demands, stresses, and rewards encountered by teachers. To be eligible for the Master's degree, students must complete the entire program of study. ***Track IIB Option*** may be available in the event that a student meets the criteria for admission as a Track II student, but has previously fulfilled the Teaching Practicum requirements as outlined by TSPC and the School Counseling Program. Students who may qualify for the Track IIB program

should meet with an advisor to determine eligibility and program of study. To be eligible for the Master's degree, students must complete the entire program of study.

***License Only Programs - School Counseling:*** The School Counseling Program provides both Initial and Continuing License-only programs in School Counseling.

***Initial License Only Program*** is available for persons with a Master's degree in counseling or related fields who wish to pursue the profession of school counseling. Students admitted to the Initial License Only Program must complete a credential and transcript review, and course petitions (transfers or equivalency) prior to or during the first term of course registration. This process results in an individualized program of study based on past educational and professional experiences, and the requirements for licensure set forth by the Oregon Teacher Standards and Practices Commission (TSPC).

## SECTION III

### GETTING INTO THE SCHOOL COUNSELING PROGRAM

#### Admission to School Counseling

In order to take classes in the graduate programs in School Counseling, students must either obtain Full Admission to the program or Special Student Status. Students are admitted to the program four times a year. Please visit the website: [www.lclark.edu/graduate/offices/admissions/](http://www.lclark.edu/graduate/offices/admissions/) for further information.

If a student has been recently admitted, and has received a letter to that effect, the student will also have been notified of the faculty advisor to whom she or he has been assigned. It is very important to consult your faculty advisor at the earliest opportunity. If the assigned advisor is not available, contact the general office number at 503-768-6140.

#### **Full Admission**

Students who are fully admitted to the program may attend classes either full-time or part-time. A course load of six semester hours or more per term is considered to be full-time, while a minimum of three semester hours per term is considered half-time. In order to maintain eligibility for federal student aid, graduate students must maintain satisfactory progress. Please visit the website financial aid section for more information: [www.lclark.edu/offices/student\\_financial\\_services/](http://www.lclark.edu/offices/student_financial_services/)

#### **Special Student Status**

Students who are not fully admitted to the program may apply for Special Student Status (see the website). The application process for this is an abbreviated version of the regular admission process. Once granted, Special Student Status is enforced for one non-renewable year, and allows students to complete up to nine semester hours. These nine semester hours may be chosen from among those designated courses (see website, or consult with the Program Director) as accessible to students on special status, and are available only as space allows. Special Student Status does NOT guarantee course enrollment as full time students have priority for available space.

Some students with this Special Student Status are interested in only a few of the courses in our curriculum, while others are interested in pursuing full admission but have missed application deadlines or have incomplete admissions files. For students desiring consideration for full admission, the application must be completed and admission granted prior to the end of a Special Student Status year if continuation of coursework (beyond nine semester hours) is to be possible.

*Please note: Students who are accepted on a Special Student Status basis are not eligible for financial aid. Also acceptance on a Special Student Status may not decrease the number of semesters required to complete the program of study and may in fact increase the number of semesters required.*

## SECTION IV

### COURSE REQUIREMENTS

#### **Masters in Education and Initial License Only School Counseling Coursework**

SCED 500	Introduction to School Counseling
SCED 501	Academic Development and Consultation
SCED 502	Internship: Academic Development
SCED 503	Career Development and Consultation
SCED 505	Personal/Social Dev. and Consultation
SCED 506	Internship: Personal/Social Development
SCED 507	Development of the Learner: Child/Adolescent
SCED 508	Social Justice, Diversity and Issues
SCED 509	Ethical and Legal Issues
SCED 510	Family Dynamics Consultation, Community Resources
SCED 511	Group Facilitation Skills
SCED 512	Special Needs Populations
SCED 513	Educational Research
SCED 516	School Counseling Internship (year long)
SCED 517	Practicum—Track II Students Only (year long)

#### **Masters in Education Core Curriculum (not required for Initial License Only Program)**

Students in each degree seeking program of the Graduate School of Education are required to take credits of Core components. The Core Curriculum provides the student with a foundation for understanding the complexities of professional growth and development. Core courses and critical issues seminars, taught by faculty teams, are interdisciplinary and include students from all programs. In particular, participants focus on the themes of adult development, social/cultural issues, and organizational life and ethics, as well as other factors that affect their work and professional life.

New students are also required to attend the CORE Convocation event at the start of the year. The event is free, but registration is required.

#### **Masters in Education Electives (not required for Initial License Only Program)**

Students in the 42-45 credit program are required to take 1-3 semester credits of Electives. Students should work with their advisors to determine appropriate coursework to take to satisfy the elective program requirements.

## SECTION V

### THE SCHOOL COUNSELING PROGRAM EXPERIENCE

#### Planning Coursework

##### **Advising**

Upon admission to the program, students are assigned an advisor by the department. This assignment provides each student with an identified faculty person within the department to contact as soon as the student is admitted.

*Upon admission, each student should make an appointment to see her or his advisor as soon as possible. This is important both for getting acquainted and for beginning program planning. If the assigned advisor is not available, contact the general office number at 503-768-6140.*

Advising serves several purposes including clarification of the curriculum, planning for successful progress through coursework, and consideration of students' professional goals. Advising is also a mentoring relationship in which the advisor may offer encouragement and assistance as a student progresses through the program. The advisor may also provide support with problem solving if difficulties are encountered. In addition, the advising relationship is a place for students to offer feedback to the department. Finally, advising is imperative for ensuring that students have met the necessary requirements at key points in their programs.

There are a range of student preferences regarding the frequency of advising and the topics taken to their advisors. Ethical standards surrounding dual relationships dictate that advisors will not serve as therapists to students in the program within the advisory relationship or outside the confines of the campus. Students desiring personal counseling may seek the confidential services of the Student Counseling Center on campus (503 768-7160).

*There are certain mandatory advising points, where students are required to meet face to face with their advisors. At other times, the advising process is dependent on student initiative.*

*Mandatory advising times are:*

1. The initial advising appointment after admission. The student and advisor will sign and advising sheet (i.e., program plan) and place it in the student's file. Many advisors forecast coursework with their advisees at this time and take note of any special interests students identify. If the student plans to petitions for course waivers the process will begin at the initial advising session.
2. An advisor's meeting is suggested prior to enrollment in the year long internship. A completed checklist form must be on file prior to enrollment. This form is addressed during spring meetings prior to the year long internship.

Many students find it helpful to see their advisors once a semester prior to registering for classes. In other instances, students and advisors have forecast their entire degree schedule and students seek course advising only when deviating from this plan. Students can schedule advising appointments at any point in the term. The time of greatest demand on advisors is when students are registering for classes, so advanced planning can make for more relaxed visits.

It is wise to make appointments instead of dropping by faculty offices. Faculty members have many departmental responsibilities beyond teaching and advising. At times, they may be working or making supervision visits in the community. Students desiring advising time may call, email, or stop by to request an appointment. In general, 30-minute sessions are scheduled, although a longer period of time may be requested. Phone appointments may also be scheduled.

Advising appointments may be cancelled by informing the departmental staff. For quick, uncomplicated questions, or for relaying information to your advisor, students may use e-mail or voice mail. Students who need to speak personally with their advisors, and who find scheduled advising times impossible to make, may arrange with their advisors for appointments outside of those hours.

***Try to avoid time-urgent situations by planning ahead.*** Students who postpone advising may be frustrated with finding their advisors fully scheduled.

## **Taking Classes**

### **Academic Calendar**

Lewis & Clark College operates on the semester system. There are three semesters in a calendar year: Fall (September through December), Spring (January through April), and Summer (May through August). During the Fall and Spring semesters, classes are typically offered once a week for three hours. The majority of classes are offered at night, and attempts are made to compact daytime classes during the summer session.

Depending on the schedule of courses each term, students may be required to follow a calendar consistent with sequenced courses.

### **Registering for Classes**

In order to register for classes, students consult Webadvisor from the Graduate Registrar's site ([www.lclark.edu/graduate/offices/registrar](http://www.lclark.edu/graduate/offices/registrar)). Registration announcements and schedules come out regularly throughout the year, mostly via e-mail to students' lclark accounts. Students may pre-register for classes in advance, which means they may sign up for classes during the pre-registration period on line through Webadvisor without paying tuition until it is due. The beginning and ending dates for the pre-registration period are included in the registration announcement. Registrar's website [www.lclark.edu/graduate/offices/registrar/](http://www.lclark.edu/graduate/offices/registrar/)

Because the Registration Announcement is created and comes out several months in advance of each semester or term, times, locations, and professors may change before the term actually begins. Students should check the Graduate Registrar's site for current course offerings and Web Advisor prior to the beginning of the semester for their current course schedule.

### **Campus Policies (Discrimination, Workplace Violence, Sexual Harassment, Etc.)**

These policies, among others, can be found in the on-line student handbook [www.lclark.edu/graduate/student\\_life/handbook/college\\_policies/](http://www.lclark.edu/graduate/student_life/handbook/college_policies/)

### **Deferred Grades**

Deferred grades are typically given the first term of a two-term course (e.g., practicum or internship). This may affect a student's financial aid eligibility—check with Student Financial Aid for details.

## **Parking**

There is no charge for parking during the summer session. Enforcement will continue throughout the summer for Faculty/Staff spaces, fire lane, reserved spaces, handicap, and loading zone violations. For more information, including parking policies, please go to the Transportation and Parking website at [http://www.lclark.edu/offices/transportation\\_and\\_parking/](http://www.lclark.edu/offices/transportation_and_parking/).

## **School Closure**

Lewis & Clark's school closure policy states: "Lewis & Clark College will remain open unless conditions are so severe as to require closure. This policy applies to day, evening, weekday, and Saturday classes. Individuals are advised to take all necessary precautions and avoid dangerous conditions in traveling to or from, and around, the campus. Individuals are advised not to try to reach the campus if, in their judgment, conditions are such that they cannot do so with safety."

Call 503-768-SNOW (7669) for the latest campus conditions. Information will be available from this number *before* our office is informed. If you call this number and there is no mention of current weather conditions, consider the campus open for business. You may also check the Lewis and Clark homepage for this information.

## **Security**

The non-emergency number for Campus Safety is 503-768-7755. The emergency number is x7777 from any campus phone.

## **Being a Student**

By the time a student enters a graduate program, he or she has been a student long enough to know a great deal about what it means to be in that role. There are a few things it seems important to clarify here and we outline those below. Please review this general advice and related policies and feel free to discuss any of them with an advisor or any other faculty member.

## **Length of Program**

Students should take several items into consideration when planning a program schedule. Students will take an average of two years to complete the MEd program. Some students finish in two and some take up to five. Completion time for students in the initial licensure only program vary depending on the number of approved competency petitions. Following are some factors to consider:

- Most people want to preserve some quality of life while in graduate school. Students in our program must take many hours of academic coursework prior to beginning their two-term internship or practicum, which begins only in the fall. The micro internships and practicum must run from the first week of fall semester and conclude, at the earliest, the last week of spring semester. Many people find the twenty hours per week required for internship is an underestimate of what is truly needed when you are working with students in a school setting. The work is arduous, exciting, and time-consuming. For the year long internship interns are expected to be at their school sites for the entire pre K-12 academic year. Finally, the need to complete the minimum number of direct service hours can take longer than two terms, depending on a variety of circumstances.

- Some students or family members may become ill, or other unanticipated events might occur. The unexpected quite often happens during this time, perhaps because of the intensity of the commitment required. The unexpected is not unusual and student progress through the program is usually affected.
- Students who take longer to complete their degree might find themselves able to acquire more extensive experience and therefore might be more confident in their skill base. They might find they are more marketable because of their richer background in the field.
- Most students must work while in the program to support themselves and their families. It is impossible to have a full-time day job, while completing internship and practicum obligations.
- Finally, the range, of knowledge and skill gained in the courses making up this curriculum, has immediate implications for services provided during internships and practicum. Students who rush to complete their programs find themselves taking classes during their field experiences that would be better completed prior to those experiences. The more thorough a student's understanding prior to internship/practicum, the more instructive and useful those field experiences will be.

*For these reasons and many others, students must complete certain prerequisites to SCED 516 which includes completing a majority of the major coursework, attend a mandatory pre-internship meeting and complete a prerequisite checklist prior to being allowed to register for the internship.*

### **Self-Disclosure**

A major assumption in the application of psychological thought to counseling is that individuals are able to grow and change. However, the graduate students of School Counseling must also carefully consider the issue of personal safety and well-being for self and others – students, teachers, staff, the professional community, and clients.

Students are advised to carefully consider what they choose to disclose about themselves as part of their admission process as well as throughout their academic career. Counseling involves integrating personal characteristics and experience into a professional identity of helping others. The understanding and use of appropriate boundaries (including self-disclosure) is an essential element of academic training and professional growth.

The faculty of the School Counseling Department take their responsibility, to protect the welfare of students, faculty and community, seriously. Therefore, students should be aware that their behavior and their judgment of if, when, and how much to disclose in class discussions, role-plays, advising, written assignments, and/or a practicum or internship site may be taken into account as part of the ongoing evaluation of a student's appropriateness for continuance in the graduate program.

### **Understanding Program Policies and Procedures**

There are several policies/practices that have bearing on life as a student in the School Counseling Program. As found below, many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member.

## **Working with Students for Whom Concern Has Been Expressed With Regard to Academic or Developmental Skill**

One of the greatest responsibilities of a graduate faculty in the service professions is to ensure, to the extent possible, the qualification of its graduates, particularly as service providers who will do no harm. Over the course of students' enrollment in the School Counseling Program at Lewis & Clark College, faculty pay consistent and close attention to indicators that students are gaining theoretical understanding, developing practical skills, demonstrating professional behavior, and avoiding behavior harmful to self or others.

1. A student who is having difficulty in any of these above areas may come to the attention of faculty by one of the following routes:
  - Faculty referral
  - Staff referral
  - Peer referral
  - Supervisor referral
  - Self referral
2. Faculty determine if the concerns raised are significant to the student's academic and personal progress or in building counseling skills. Significant concerns may be linked with a student's persistent and severe difficulty with academic progress. Significant concerns may also be linked with a student's inappropriate or unprofessional behavior in class, in interactions with faculty or staff, or in an internship or practicum placement. These behaviors would include, for example, any action or inaction that contributes to a hostile academic or clinical environment.
3. If concerns are significant, the following process is employed:
  - Student is contacted by his or her advisor or program administrator and plans (may include a Plan of Assistance) are made for addressing the concerns.
  - If this process is unsuccessful, i.e., does not result in satisfactory resolution of the initial concern, a faculty committee of three is formed to continue working toward resolution of the concern in collaboration with the student. This committee may interview faculty and/or site supervisors who have worked with the student, and may also interview peers who have observed the student.
4. If there is no resolution of the concerns identified with this process, the student may be asked to take a leave of absence or may be withdrawn from the program.

## **Procedures for Resolution of Student Grievances**

The faculty believe that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes she or he has been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of her or his grievance(s). In all matters of grievance (ex., conduct of professors and fellow students, academic, site or field supervisors, problematic classes), the student should first speak directly to the professor and attempt to resolve the matter with the individual faculty person. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from (1) the program director, then (2) the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean. In most matters of grievance the decision of the graduate dean is final. Please consult the Graduate School Official Student Handbook for the resolution of student grievance policy.

## SECTION VI

### PRACTICUM AND INTERNSHIP

*Students should consult the handbooks received in class or on the website for specific documentation requirements and time commitments*  
([http://www.lclark.edu/graduate/departments/educational\\_leadership/school\\_counseling/documents/](http://www.lclark.edu/graduate/departments/educational_leadership/school_counseling/documents/))

Practicum and internships are formal examples of the fieldwork required as a part of the curricula of the program in the School Counseling Program. Prior to enrollment in any practicum or internship, the student must complete all of the required paperwork for that course.

#### **Practicum**

A teaching practicum is required of students in the School Counseling, Track II program. These are students interested in becoming school counselors who are not certified as teachers. Students are generally required to commit seven hours per week to this practicum over the course of the Fall and Spring semesters (200 total hours over the year).

#### **Internships**

All students enroll in internships as the capstone experiences of their degree or licensure programs. These internships allow application of the knowledge and skill gained in prerequisite coursework.

Internships provide the opportunity for the integration of this knowledge and skill in supervised situations. In this way, internships provide students with both the practical settings and the initial experiences necessary for moving into roles as practicing professionals. During the internships, students have the opportunity to apply basic skills as school counselors to develop more advanced skills in preparation for employment. Students in internships are provided with lists of competencies to help guide formation and actualization of professional goals.

In all programs, placement in an internship site usually involves consultation with advisors and internship site placement coordinators. School counseling macro-internships require part-time commitments for two semesters. Micro-internships are completed in one semester. In all internships, the total hours comprise direct service to students and others (slightly over half the hours), supervision from college and on-site mentors, and other activities related to counseling.

#### **Internship/Practicum Seminars and Meetings**

Concurrent with participation in the field experience of internship or practicum, students attend classes on campus. In these, students review cases, consider related readings, discuss key topics and issues, complete action research projects, and participate in group, individual, and peer supervision. Internship work is videotaped for review and training in these courses. Those in the year long macro internship (SCED 516) also meet with their site supervisors and Lewis & Clark supervisors at least four times at their sites.

## SECTION VII

### COMPLETION OF THE SCHOOL COUNSELING PROGRAM AND LICENSURE

#### **Masters Degree Candidacy**

For degree application instructions, application form, and filing deadlines, please go to registrar's website [http://www.lclark.edu/graduate/offices/registrar/forms\\_and\\_resources/degree\\_application/](http://www.lclark.edu/graduate/offices/registrar/forms_and_resources/degree_application/)

#### **Masters in Education or Initial Licensure Only Programs**

##### Program Completion Requirements

- Passing Scores on one of the following competency tests; NES/EAS Test, CBEST, WEST-B or Praxis I (Reading, Writing, Math), completed prior to or during first term of course registration. Official test scores must be submitted to department office. (Not required for Licensure Only and Track I students.)
- Completed and signed documentation for internships and practicum (pre-agreement, resume, hour summary and individual hour logs showing at least minimum log hour requirements, and rubric evaluations from student, instructor and school mentor/supervisor).
- Student Academic Program Portfolio (SAPP) for students admitted to the Master's Program. Please see website for SAPP Guidelines.
- Passing scores on the NES/ORELA School Counseling Exam and the NES/ORELA Protecting Student and Civil Rights in the Educational Environment Exam.

## SECTION VIII

### LICENSURE AND GETTING A JOB

#### Specific Information on School Licenses

Information, application forms, and other assistance for applying for school counseling licenses are available through the Educational Career and Licensing Services of the Graduate School (503 768-6008). The School Counseling Office provides verifying information to the Educational Career and Licensing Services after application materials are filed but does not evaluate or submit your application. This means the graduate should contact the Educational Career and Licensing Services directly when applying. ECLS website [http://www.lclark.edu/graduate/career\\_and\\_licensing/](http://www.lclark.edu/graduate/career_and_licensing/)

The School Counseling Initial License qualifies graduates for immediate licensing in most states by the terms of a reciprocity agreement completed in 1998. (A list of those states is available from Educational Career and Licensing Services.) Most, if not all, other states will also grant a license after a review of program preparation. Graduates must apply to them individually to secure their review.

#### Consideration of Eligibility for Licensure Recommendation

**Initial License:** Program completion (consisting of coursework completion, conferring and posting of degree if appropriate, and completion of testing, portfolio, internship and personal counseling program requirements and a “Proficient” or better rating on the rubric evaluation for the year long macro internship (SCED 516).

**Restricted Transitional License:** Student has completed at least half of the required SCED credits and passed the basic skills test, and the ORELA Protecting Student and Civil Rights in the Educational Environment Exam. To apply for this license, a ROLR (Request for Oregon Licensure Recommendation) must be submitted. For this form, go to this website, [www.lclark.edu/graduate/career\\_and\\_licensing/k-12/licenses\\_endorsements/school\\_counseling/](http://www.lclark.edu/graduate/career_and_licensing/k-12/licenses_endorsements/school_counseling/)

#### Applying for a School Counseling License

TSPC is set up by the state to be independent of college and university preparation programs. Their purpose is to regulate the profession and to protect the public from unqualified, incompetent, or unscrupulous persons. TSPC expects graduates to address them directly.

As a result, the School Counseling Office does not provide applications or submit applications on a graduate’s behalf. The Office of Educational Career and Licensing Services has the necessary information. TSPC contacts Lewis & Clark Graduate School to verify information submitted regarding graduates’ internship experiences.

Because TSPC requires documentation of graduates’ preparation, especially internship experiences, it is essential that students keep copies of all records and evaluations from internships/practicums. The School Counseling Office attempts to keep complete records of each student’s preparation, but cannot guarantee this or be the only or final repository for records. Failure to keep records could jeopardize graduates’ success in becoming licensed. Students should also retain course catalogs and course syllabi in the event of being asked to document courses taken. These materials may also be useful in the

instance of applying for licensure in another state. Many graduates retain copies of such records in safe deposit boxes or personal computer based systems.

### **Licensing in Other States**

*Initial:* Successful completion of one of the Initial programs makes students eligible to apply for appropriate licenses, in most states in the United States. Since individual states control licensing within their own boundaries, direct transfer of licenses is limited to states where specific reciprocal licensing agreements are in force. Some states may require additional requirements beyond those completed during the completion of the initial programs. Please see the ECLS website for links to each state [http://graduate.lclark.edu/career\\_and\\_licensing/](http://graduate.lclark.edu/career_and_licensing/).

### **Getting a Job**

The majority of students in this graduate program work part-time while going to school. That is why classes are scheduled in the evening. Working while going to school is a challenge for scheduling and balancing one's life, but makes it possible for many people to go to school who otherwise would not be able to do so. In addition, students who are working learn on the job in ways that contribute to their professional development. These students often transition directly into positions of new responsibility as they graduate.

If you are new graduate or are already a school counselor the Office of Educational Career and Licensing Services in the Graduate School ([www.lclark.edu/graduate/career\\_and\\_licensing/](http://www.lclark.edu/graduate/career_and_licensing/)) provides a great deal of helpful information regarding licensure requirements and job tips.

## SECTION IX

### COMMUNICATION AND RESOURCES

#### **Communication**

The **Office of School Counseling** is located on the third floor of Rogers Hall on the South Campus. Normal office hours are from 8:30 am to 5:00 pm weekdays. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office is needed.

The School Counseling program makes every effort to communicate essential information via regular updates to its website and frequent e-mails to students via the listserv maintained by the office. Students should check the website often

([www.lclark.edu/graduate/departments/educational\\_leadership/school\\_counseling/](http://www.lclark.edu/graduate/departments/educational_leadership/school_counseling/)) and pay careful attention to announcements sent via e-mail. If any personal information changes, such as name change, home or work addresses, phones, or e-mail address changes, please notify the Graduate Registrar's office.

The office is managed and supported by a staff member who is on hand to answer questions and help students move through the program. The office staff member can assist students with questions about class schedules and locations, internship paperwork, the degree application process, etc. Students should make an appointment to see their advisor for academic and internship-related questions. Questions regarding licensure should be directed to Educational Career & Licensing Services.

#### **Graduate School Policies and Procedures**

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator, on the graduate school website

([http://www.lclark.edu/graduate/student\\_life/handbook/about\\_the\\_graduate\\_school/](http://www.lclark.edu/graduate/student_life/handbook/about_the_graduate_school/)). The handbook contains helpful information and critical policies that all students should be acquainted with. Many of these policies can also be found in the Graduate School catalog ([www.lclark.edu/graduate/catalog/](http://www.lclark.edu/graduate/catalog/)) along with course descriptions and program requirements. Both publications also contain information about resources for students, ranging from academic calendars, to writing assistance, to career and licensing support.

The Navigator handbook includes academic policies, such as:

- Academic Integrity
- Modification of Academic Requirements
- Appeal Review (appealing decisions related to academic standing)

Registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Transferring or Adding Programs
- Grading Policy and Grade Change Policy
- Repeated Courses and Grades
- Degree Candidacy

And College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Other Drugs Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment and Complaint Procedure
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Student, Involuntary Administrative

Every student is expected to know and comply with academic rules established in the Navigator and the catalog. A student who is uncertain about the application of the rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

## Quick Reference Phone Numbers

**School Counseling Office**    Office Hours 8:30 am – 5:30 pm Monday-Friday

308 Rogers Hall

Mailing Address: School Counseling Program, Lewis & Clark, 0615 S.W. Palatine Hill Road, MSC 98, Portland, OR 97219

Phone: 503-768-6140

Fax: 503-768-6085

E-mail: [schcoun@lclark.edu](mailto:schcoun@lclark.edu)

### Department Chair:

Carolyn S. Carr ..... 503-768-6081

### Program Co-Directors:

Laura Pedersen..... 503-768-6144

Danielle Torres ..... 503-768-6143

### Faculty Advisors:

Bill Layton ..... 503-768-6147

Heather Hadraba ..... 503-768-6138

Laura Pedersen ..... 503-768-6144

Danielle Torres ..... 503-768-6143

### Internship Placement Coordinator:

Marquita Guzman    [mguzman@lclark.edu](mailto:mguzman@lclark.edu)

### Practicum/Internship Site Supervisors:

Connie Crow ..... 503-936-6260

Lesley Langan..... 503-774-7967

Judy Large .....503-853-3212

Ann Schneider ..... 503-810-9728

**Bruce Hansen** .....

**Linda Schattauer**.....

### Staff:

Nicole Smithson..... 503-768-6142

## **Frequently Used Campus Numbers**

Bookstore .....503-768-7880

Campus Operator .....503-768-7000

Campus Safety .....503-768-7855

Campus Safety EMERGENCY .....503-768-7777

Chapel Office .....503-768-7085

Counseling Services.....503-768-7160

Educational Career & Licensing Services .....503-768-6008

Graduate Core Program .....503-768-6010

Graduate Dean's Office .....503-768-6004

Graduate Registrar's Office .....503-768-6030

Information Technology .....503-768-7020

Library-Aubrey Watzek.....503-768-7274

Northwest Writing Institute .....503-768-6160

Snow Closure Line .....503-768-SNOW (7669)

Student Account Services .....503-768-7829

Student Financial Services.....503-768-7090

Student Health Services .....503-768-7165