

LEWIS & CLARK COLLEGE

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 4, 2022)
Lewis & Clark College
School Counseling Program
Student Handbook

Welcome!

Welcome to Lewis & Clark College, the Graduate School of Education and Counseling, 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 and Counseling, 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, is comprised of Rogers Hall, which contains offices and classrooms, York Conference Center, with dining area, computer lab and classrooms, Corbett House, the grad chapel, and other historic and beautiful buildings.

Lewis & Clark's Graduate School of Education and Counseling 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 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 Council for the Accreditation of Educator Preparation (CAEP). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. CAEP 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 Program: An Overview

Belief Statement

We believe school counseling programs will:

- Benefit all students---pre-K-12
- Provide mental supports to K-12 students
- Provide brief individual and small group counseling deemed appropriate for the school context
- Be an integral part of the **entire** school program
- Help all students succeed in school
- Recognize the oppressive structures that exist in schools
- Promote systemic change
- 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
- Recognize the ways in which oppressive structures, racism, and white supremacy are operating in school systems
- Be pro-active...leading the way
- Make a difference in the school and community
- Address issues of equity and systemic change within the school system

Mission Statement

The Educational Leadership Department at Lewis & Clark aims to be a rigorous environment where students, faculty, and staff are open to being uncomfortable/challenged/wrong. By choosing to be in this space, we learn to practice leadership as collective discourse, inquiry, and action designed to disrupt the status quo, make structural disparities visible, and create fairness in opportunities and outcomes for minoritized students, families, and communities across the P-20 spectrum. The school counseling program emphasizes a democratic, systemic approach to school counseling that gives you the skills to reach out to students whose needs are not being met, and to involve all members of the community—parents, educators, administrators, peers—in ensuring student success.

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, individual and group counseling, use of data-driven interventions, school counselors

will enhance students' achievement and create a more equitable education system. School counselors are professionals using strength-based strategies and social justice based programs to ensure that K-12 students are affirmed and supported in their school community. 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 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 strength/asset-based leadership, collaboration, and advocacy.

Lewis & Clark's School Counselor Program offers both a Masters in Education degree and licensure only programs in School Counseling. Candidates begin their field experiences in the schools during their first spring semester.

Faculty

The School Counseling core 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 core faculty members can be reached via email or given a message by calling their direct line or the general office number: (503) 768-6142.

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 (MEd and License Only programs) have been fully approved by the Oregon Teachers Standards and Practices Commission (TSPC) and CAEP.

Master of Education in School Counseling: This degree prepares and trains students who wish to become school counselors. Students complete the appropriate school counseling courses and also in the spring of their first year in the program students complete a 3 credit spring semester counseling practicum. During their final year in the program students complete an 8 credit final year-long internship (4 semester hours Fall term and 4 semester hours Spring term). To be eligible for the Master's degree, students must complete the entire program of study including the counseling practicum and the year-

long internship. Upon successful completion of the MEd program and all program requirements, a student will be endorsed to TSPC for the school counseling license.

License Only Programs - School Counseling: The School Counseling Program provides a license only program in School Counseling.

License Only Program is available for persons with a Master's degree in counseling, or a closely related field, who wish to pursue the profession of school counseling. Students admitted to the 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). If interested in the licensure program, students should be in communication with core faculty prior to admission to the program.

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 once a year. Please visit the website: 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 they have 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 503-768-6142.

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: http://www.lclark.edu/offices/financial_aid/grad/

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 semester, up to six semester hours. These six 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 term if continuation of coursework (beyond six 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 License Only School Counseling Coursework

- SCED 500 Introduction to School Counseling
- SCED 524 Fundamental Counseling Skills and Techniques
- SCED 527 Human Growth and Development Across the Lifespan
- SCED 526 Theoretical Foundations in Counseling
- SCED 523. Counseling Practicum
- SCED 503 Career Development and Consultation
- SCED 508 Social Justice, Diversity and Issues
- SCED 509 Ethical and Legal Issues
- SCED 521 Family Dynamics Consultation, Community Resources
- SCED 531 Group Counseling Skills for School Counselors
- SCED 512 Critical Disability Perspectives in Counseling
- SCED 513 Educational Research
- SCED 516 School Counseling Internship (year long)

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 License Only Program students)

Students in the 45 credit program are required to take 5 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

After committing to the program and submitting a deposit, the admissions office will assign each student a core faculty that will be their advisor during their program of study.

This advising assignment provides each student with an identified core faculty person within the department to for any questions and concerns throughout the program.

Upon admission and if the student is unable to attend New Student Orientation, each student should make an appointment to see their 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 503-768-6142.

Professional Dispositions Document: The *professional dispositions document* will be used to evaluate student performance at entry point, pre-internship, during program completion, and at any time deemed appropriate by the department faculty. The *professional dispositions document* will be provided and discussed during the on-campus cohort kick off meeting prior to the fall semester. During mid fall semester, students will be required to complete and sign this document and then upload to their Taskstream account.

Professional Behavior & Dispositions

Cooperativeness: Cooperates with peers, faculty, supervisors, and others.

Feedback: Demonstrates the ability to receive and integrate feedback from peers, faculty, supervisors, and others.

Respect: Respects the fundamental rights, dignity and worth of all people. Maintains respectful relationships and boundaries with peers, faculty, supervisors, and others.

Self-Awareness: Considers the impact of their actions on others and the group (e.g., class, program, school) as a whole. Behavior promotes well-being of self and others.

Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.

Conflict Resolution: Appropriately handles tension and conflict with peers, faculty, supervisors, and others. Initiates contact to address the person whom the conflict is with first. Maintains positive regard for others.

Personal Responsibility, Emotional Stability, & Self-Control: Takes responsibility for own thoughts, choices, moods, reactions, and mental health and wellness. Takes initiative to address personal issues that potentially impact growth and professional relationships.

Professional: Attitudes and behaviors are ethical and professional, and align with *ASCA and ACA Code of Ethics*, including professional use of technology.

Initiative: Takes responsibility for own learning and needs and initiates tasks independently. Completes quality work in a timely manner. Maintains engagement in learning and development of self as a counselor.

Multiculturalism/Social Justice: Actively affirming of social and cultural diversity, and attitudes and behaviors promote a just world.

Cultural Humility: Is aware of one's own limitations in perspective. Cultivates an other-oriented approach, rather than a self-oriented one.

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 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 discuss an advising sheet (i.e., program plan), typically completed during orientation. Many advisors forecast coursework with their advisees at this time and take note of any special interests students identify.
2. An advisor's meeting is suggested prior to enrollment in 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. Also, faculty present at conference, participate on specific committees, serve as board members, provide training and consultation, conduct research, and present at the local and national level. At times, they also may be working or making supervision visits in the community. Students who would like to meet with their advisor 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 or Zoom appointments may also be scheduled.

Students can cancel advising appointments contacting their advisor directly. 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). Registration announcements and schedules come out regularly throughout the year, via e-mail to student's 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.

Because the Registration Announcement is created and comes out several months in advance of each semester, 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 http://graduate.lclark.edu/student_life/handbook/

Deferred Grades

Deferred grades are given the first term of a the two-term final internship course (SCED 516). 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/.

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 & 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, they have 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 licensure only program vary depending on the students' program plan. 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. The work is arduous, exciting, and time-consuming. For the year-long internship, interns are expected to be at their school sites 3 days a week over the course of their final year in the program.
 - 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.
 - 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 have immediate implications for services provided during their internship 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 final internship, the more instructive and useful the field experience 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 and attendance at a mandatory pre-internship meeting 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 K-12 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 dispositions, 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
 - L&C Staff referral
 - Peer referral
 - School-based Supervisor referral

- School-based administrative 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 they have been unfairly evaluated or is the victim of their grievance(s). In all matters of grievance (ex., conduct of professors and fellow students, academic, site 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 these attempts at resolution are 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/)

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.

Counseling Practicum

A counseling practicum is required of students in the School Counseling. Students are generally required to commit seven hours per week to this practicum over the course of the Fall and Spring semesters (100 total hours over the course of spring semester of their first year in the program).

Final Internship

All students enroll in the final internship which allows for capstone experiences of their degree or licensure program. This internship allows for application of the knowledge and skills gained in prerequisite coursework. Students will complete 600 hours over the course of their final fall and spring semester. During the final internship, 50 of the 600 hours need to be focused on k-12 classroom experience such as teaching guidance lessons, offering classroom support, or working in the classroom with individual students among other classroom interventions that a school counselor may integrate into their practice

The final internship experience provides the opportunity for the integration of knowledge and skills in supervised situations. In this way, internship provides students with both the practical settings and the initial experiences necessary for moving into roles as practicing professionals. During internship, 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. The total 600 hours comprise direct service to students and others (slightly over half the hours), supervision from college and on-site supervisor, and other activities related to counseling.

Internship/Practicum Seminars and Meetings

Concurrent with participation in the field experience of internship or counseling 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 internship (SCED 516) also meet with their site based supervisors and Lewis & Clark supervisors at least 3 times over the course of the fall and spring semesters.

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/

Masters in Education or Licensure Only Programs

Program Completion Requirements

- Completed and signed documentation for internship 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 supervisor).
- Student Academic Program Portfolio (SAPP)
- Complete the capstone Action Research Project

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/

The School Counseling License qualifies graduates for immediate licensing in Oregon. 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

School Counseling License: Program completion consisting of coursework completion, conferring and posting of degree if appropriate, portfolio, internship and counseling program requirements and a "Proficient" or better rating on the rubric evaluation for the year long internship (SCED 516).

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 electronic copies of all records and evaluations from internships/practicums. 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.**

Licensing in Other States

School Counseling license: Successful completion of the program and licensure requirements 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/.

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/) 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 in Rogers 308. Hours may vary, 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/) 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, program 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://graduate.lclark.edu/student_life/handbook/

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

<http://graduate.lclark.edu/catalog/> along with course descriptions and program requirements. Both publications also contain information about resources for students, ranging from academic calendars, 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 their circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

