Course Catalog
2011-2012

Lewis & Clark
Graduate School of
Education and Counseling

http://docs.lclark.edu/graduate/
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To view the full text of Lewis & Clark's disability policy, visit go.lclark.edu/student/disability/policy.

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

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

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

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

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About the Graduate School

Welcome to Our Community

The Lewis & Clark Graduate School of Education and Counseling offers students an innovative curriculum combining academic study and field experiences in dynamic learning environments. We celebrate intellectual discourse, an atmosphere of rigorous learning, individual growth, and a commitment to social justice. Lewis & Clark’s Graduate School of Education and Counseling prepares students to meet the complex challenges of professional life within a diverse and changing society.

Students work closely with faculty recognized for academic scholarship and engaging instruction, as well as for ongoing service in their respective fields. Our graduates enter the field well-prepared to become change agents who transform society through education and counseling.

We offer present and future practitioners the following:

- Critical knowledge, relevant skills, and practical experiences needed to reach their potential and succeed as leaders in their professions.
- Awareness of the broader social, economic, and political contexts in which professionals practice.
- Learning opportunities that integrate academic work with field-based experiences, communication, cross-fertilization of ideas between related fields, and understanding of the ethical and legal issues integral to their professions.

The Graduate School of Education and Counseling enrolls approximately 1100 part-time and full-time students each year. Many students are new to the study of the professions while others are experienced practitioners. To meet their diverse needs, classes are offered days, evenings, and weekends and are located on campus, off campus, and at worksites. Some program specifics apply.

Vision

We join with students to learn, to serve, and to lead through deep engagement with the self and the world. Together we reach for wisdom, justice, compassion, and bold ideas in education and counseling.

Mission

The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of adults and children.

Guiding Principles

The Lewis & Clark graduate school community has identified nine guiding principles that support our vision and mission. These principles build upon the fundamental commitment, which is at the heart of our mission, to cultural competence and advocacy based on knowledge and respect for the vitality of diverse cultural, linguistic, and ethnic groups we serve. Through the development of competencies in each of these areas, our students attain the aims of the graduate school. These guiding principals are:

- Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.
- Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.
- Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
- Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.
- Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.
- Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.
- Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.
- Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.
- Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).

Diversity within the intellectual, linguistic, gender, sexual, ethno-cultural, regional, aesthetic, physical, and ethical domains produces abundant promise—as well as challenges—that communities must address. The strength of democratic learning environments is their ability to prepare citizens who can sustain a public culture that honors both difference and commonality. We prepare professionals...
to lead, teach, and provide support services in ways that promote the cultivation of caring; the development of empathy and ethical reasoning; an increasing understanding of and commitment to social justice; fair, inclusive, and responsive approaches to all; equity in the treatment of all persons; and the recognition, exploration, and support of diverse perspectives within classrooms, communities, and the world at large.

Professional and technological resources should support and improve the teaching and learning of faculty and students. School and community professionals need to view resources in relation to how they serve the user and this goal. We recognize and address the importance of preparing our students to enter their professions with adequate skills for using information and technology, an ability to critically evaluate that technology and its implementation in a given context, and a commitment to use these resources in the service of purposes and goals, rather than as ends in themselves.

The Educational Benefits of Diversity
At its best, liberal education empowers students intellectually to understand the complex geopolitical, socioeconomic, ethical, and technological challenges confronting humanity at this juncture in history. Numerous studies grounded in the principles and methods of social psychology indicate that this intellectual transformation happens most effectively in a learning environment where personal interactions, both in the classroom and generally around campus, promote open discussion of new ideas and exposure to social environments previously unknown to students. These studies demonstrate that cognitive development is measurably and permanently enhanced in students who in the course of their daily lives have frequent and intense interactions with others whose backgrounds and whose world views are profoundly different from their own. This growing body of scholarly work also shows that all students in a diverse social environment engage more effectively in discussions about complex issues, becoming more adept at understanding multiple perspectives and more capable of critical thinking in ways that will enhance the quality of their lives and their success within their careers long after graduation.

Lewis & Clark is an institution of liberal learning that aims to educate its students for successful and fulfilling lives in their chosen fields of endeavor. To honor this promise, Lewis & Clark gives its students the opportunity to engage actively and critically in dialogue informed by those richly diverse cultural traditions that constitute our American heritage. Therefore, the institution explicitly acknowledges and affirms its conviction that diversity with respect to race, ethnicity, national origin, socioeconomic background, religious orientation or spirituality, physical or sensory disability, gender, and sexual orientation on the Lewis & Clark campuses provides an educational benefit for all students that can be realized only by enhancing and preserving the presence of students and education professionals from diverse backgrounds within our learning community. In creating and sustaining such a community, we engage, to the extent possible, in practices that will ensure a high degree of diversity on our campuses, simultaneously meeting the highest standards of academic excellence of which we are capable.

History of the Graduate School
Although Lewis & Clark has educated teachers and counselors since its earliest days, the Graduate School of Education and Counseling in its present form dates from 1984. That year, graduate programs were consolidated into a single administrative unit and faculty collaborated on a unified vision for educating students and joining together as a community of scholars and learners. Through this vision, the Graduate School of Education and Counseling has supported the mission of Lewis & Clark by educating thoughtful leaders, innovative decision makers, and agents of positive change in the fields of education and counseling: leaders who actively engage with the communities they serve.

The establishment of Rogers Hall supported the Graduate School of Education and Counseling's transformational vision and fulfills a need inherent to graduate study: community. It has allowed Lewis & Clark graduate faculty and students to come together through dialogue, reflection, and collaboration, producing innovative leaders prepared to make significant contributions in the fields of education and counseling.

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Equal Employment Opportunity Policy
Lewis & Clark seeks to build a diverse community of highly qualified faculty and staff. Lewis & Clark does not discriminate on the basis of race, color, sex, religion, age, marital status, national origin, the presence of any physical disability, veterans status, sexual orientation, or any other basis prohibited by applicable federal, state, and local laws. To view the complete policy and related procedures, visit go.lclark.edu/equal_employment_opportunity.

Family Educational Rights and Privacy Act (FERPA)
Lewis & Clark’s policy regarding the maintenance and distribution of student records conforms to the Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment). To view the full policy, please visit go.lclark.edu/ferpa.