About the Graduate School

Welcome to Our Community

The Lewis & Clark Graduate School of Education and Counseling offers graduate degrees, licensure, and additional endorsements for teachers, educational leaders, school counselors, school psychologists, addiction counselors, licensed professional counselors, and marriage, couple, and family therapists. Our students are diverse in age, income, experience, and educational and cultural backgrounds. They go on to serve communities through successful careers across the nation as well as the globe.

The graduate school is committed to serving every student by providing a learning environment built around the values and practices associated with critical thinking, individual growth, and social justice. Our programs prepare you to meet the complex challenges of professional life within a diverse and changing society. Programs combine rigorous academic work with challenging field-based experiences, integrating innovative research from related fields and considering the complex ethical and legal issues that rest at the heart of each profession. The curriculum reflects the theories, techniques, research, modes of application, and contemporary reform movements within each professional field.

Students work closely with faculty who are recognized for their academic scholarship and engaging instruction, as well as for the ongoing service they provide in their respective fields. Faculty employ effective instructional approaches that engage students in critical thinking, creative problem solving, collaboration, and inquiry. Adjunct faculty members who are active practitioners join the regular faculty in providing important links between theory and practice.

Our graduates enter the field as change agents who transform society through education and counseling. The graduate school enjoys ongoing relationships with a wide range of professional and community organizations, including schools, agencies, clinics, nonprofit organizations, and legislative bodies.

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 work sites. Programs differ in their structures and prospective students are encouraged to review the particular options available.

Guiding Principles and Statements

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.

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.

Conceptual Framework 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 principles 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.

Motto
        Creativity, Compassion, Commitment

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 dialog
        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.

Resources
        A wide array of resources and services are available
        for graduate students, including access to library and
        athletics facilities, career and licensing support, and
        much more.

Visit the graduate school website for a full list of
        resources (http://graduate.lclark.edu/student_life/
        resources/).

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 graduate school was originally housed in the Albany
        Quadrangle on the undergraduate campus.

The establishment of the Graduate Campus (formerly
        South Campus) in 2000 brought faculty and students
        together in both a community and physical location
        dedicated to the professional fields represented in the
        school. The graduate campus consists of administrative,
        classroom, and event space in four buildings: Rogers
        Hall, the South Campus Conference Center, the historic
        Corbett House (currently off-line in anticipation of
        renovation), and the South Campus Chapel.

The 18-acre site of the graduate campus was acquired
        in 2000 from the Sisters of St. Francis, who used it
        from 1943 until its sale to Lewis & Clark. The Sisters
        purchased the property from the family of Hamilton
and Harriet Corbett (considered one of Portland’s founding families), who built the Corbett estate in 1929. It was known as Our Lady of Angels Convent. Though Lewis & Clark is religiously unaffiliated, this history of ownership explains the stained glass and other religious details that observant visitors will notice across campus. The graduate school is proud to carry on the tradition of deep reflection and commitment to learning and the welfare of others that the Sisters originally brought to the site.

Accreditation
Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (http://www.nwccu.org/) (NWCCU). Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities.

Graduate programs are approved and accredited by their respective associations and agencies:
- Council for Accreditation of Counseling and Related Educational Programs (http://www.cacrep.org/template/index.cfm) (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (http://www.aamft.org/about/coamfte/AboutCOAMFTE.asp) (COAMFTE)
- National Association of School Psychologists (http://www.nasponline.org/) (NASP)
- National Council for Accreditation of Teacher Education (http://www.ncate.org/) (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (http://www.oblpct.state.or.us/) (OBLPCT)
- Oregon Teacher Standards and Practices Commission (http://www.tspc.state.or.us/) (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P.K-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.

Disclaimer
Lewis & Clark College reserves the right to withdraw courses at any time, change the fees, change the rules and calendar regulating admission and graduation requirements, and change any other regulations affecting the student body. Changes shall become effective when approved and shall apply not only to prospective students but also to those who are matriculated in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Nondiscrimination Statement
Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, as well as their implementing regulations.

ADA Statement
Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark’s disability policy, visit go.lclark.edu/student/disability/policy.

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

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, veteran 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.