

ABOUT THE GRADUATE SCHOOL

Welcome to Our Community

The Lewis & Clark Graduate School of Education and Counseling offers graduate degree, licensure, certificate, and additional endorsement programs for prospective and for practicing teachers, Pre-K-12 education leaders, school counselors, school psychologists, student affairs professionals in higher education, addiction counselors, licensed professional counselors, and marriage, couple, and family therapists. Our students are diverse in age, culture, income, sexual orientation/gender identity, prior experience, and educational background. To meet our students' needs, classes are offered days, evenings, and weekends and are located on campus, off campus, and at work sites.

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 combine rigorous academic work with challenging field-based experiences; students spend nearly 200,000 hours working in schools and mental health agencies each year, beginning in their first semester of study. The curriculum reflects the theories, techniques, research, modes of application, and contemporary reform movements within each professional field. Our graduates are change agents who transform society through education and counseling.

Graduate school faculty 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.

The graduate school enjoys ongoing relationships with a wide range of professional and community organizations, including schools, agencies, clinics, nonprofit organizations, and legislative bodies. Diverse continuing education experiences for educators, counselors, writers, and community members are also offered through the courses and programming available in the Center for Community Engagement (https://graduate.lclark.edu/programs/continuing_education).

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.

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.

Accreditation

Lewis & Clark College is accredited by the Northwest Commission on Colleges and Universities (**NWCCU**). Lewis & Clark is a member of the American Council on Education, the College Entrance Examination Board, the Northwest Five Consortium, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

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>) (**CACREP**)*
- Commission on Accreditation for Marriage and Family Therapy Education (http://www.aamft.org/imis15/content/coamfte/About_COAMFTE.aspx) (**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.oregon.gov/tspc/Pages>) (**TSPC**)

*The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling and Professional Mental Health Counseling—Specialization in Addictions

programs, which are currently accredited under the 2001 standards for Community Counseling Programs.

**The School Psychology Program at Lewis & Clark Graduate School of Education and Counseling has achieved National Recognition by the National Association of School Psychologists (NASP) under the aegis of the National Council for Accreditation of Teacher Education (NCATE). The status of National Recognition indicates that the program has substantially met the standards of NASP and is a mark of distinction for the program. The program is listed on the NCATE website as Nationally Recognized.

***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-12 educators for professional development, relicensure, or other purposes. July 1, 2013, marked the *de facto* consolidation of the **National Council for Accreditation of Teacher Education (NCATE)** and the **Teacher Education Accreditation Council (TEAC)**, making the **Council for the Accreditation of Educator Preparation (CAEP)** the new, sole specialized accreditor for educator preparation. CAEP accreditation is specific to educator preparation and is different from regional accreditation (http://en.wikipedia.org/wiki/Regional_accreditation). It is the educator preparation provider, specifically, that receives CAEP accreditation—not the larger organization or institution of higher education that may house the provider. Under *de facto* consolidation, NCATE and TEAC are subsidiaries of CAEP, maintaining their recognition by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) for the purpose of maintaining the accreditation of educator preparation providers until such time as said providers come up for accreditation under CAEP.