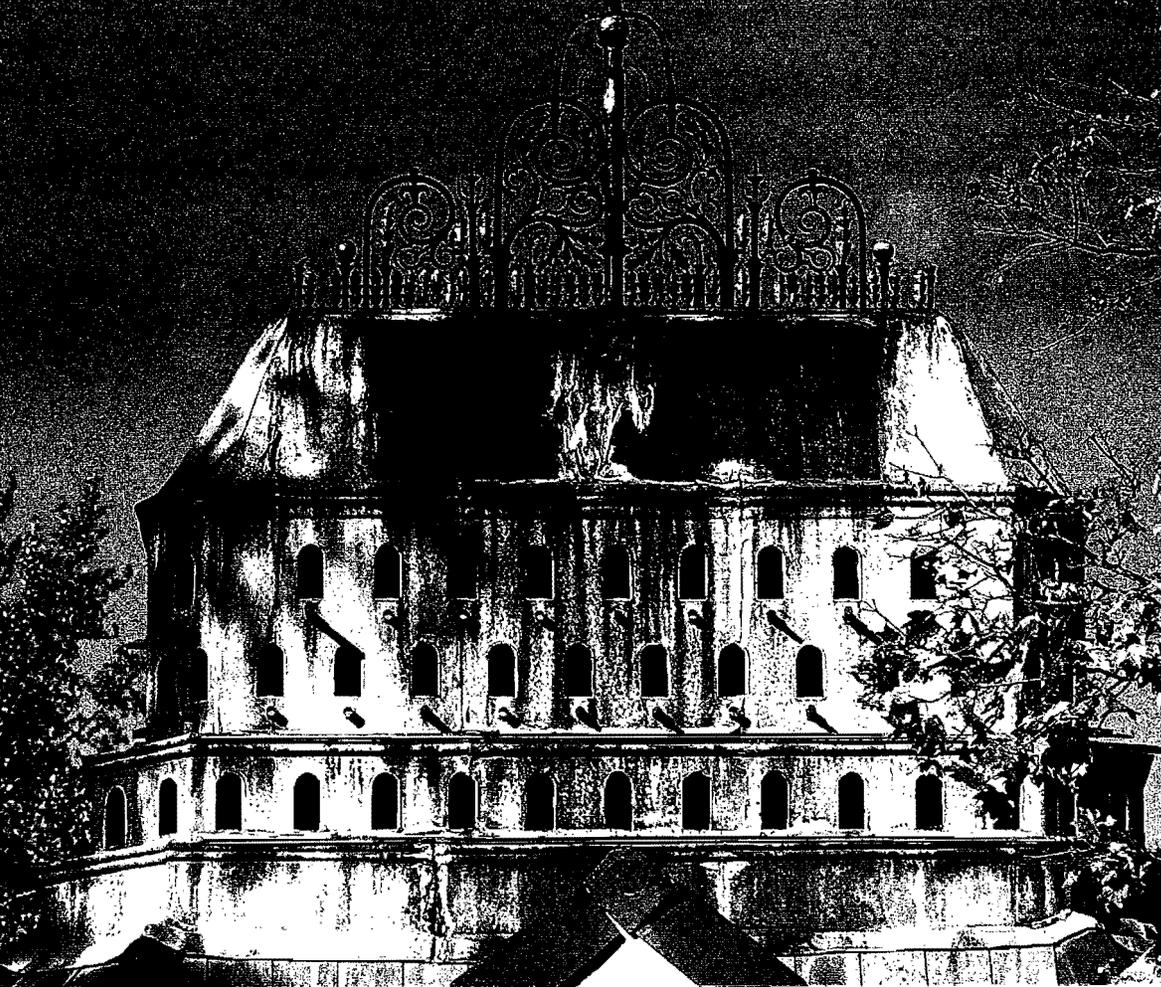


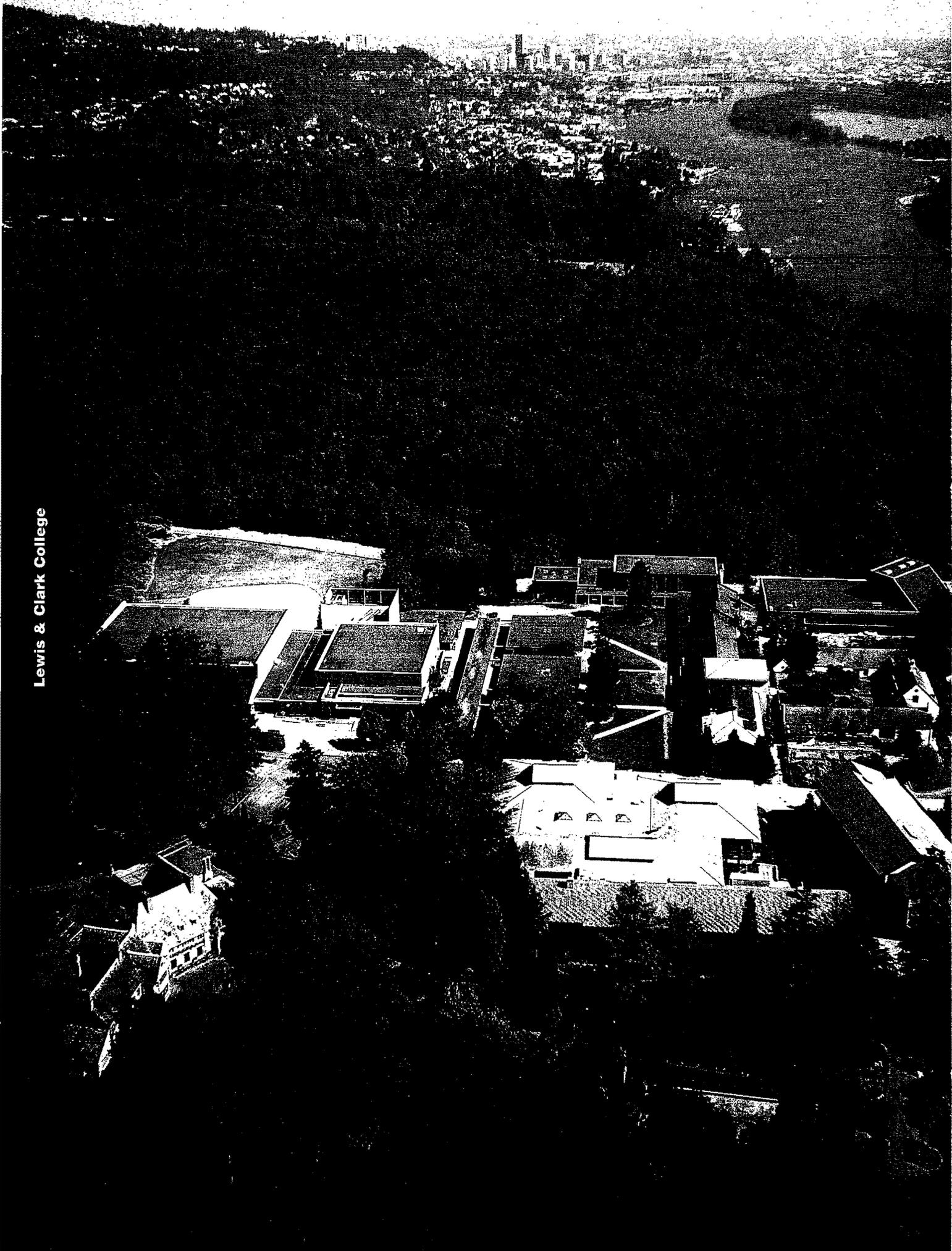
# Lewis & Clark College Graduate School of Professional Studies

*Portland, Oregon USA*

Catalog 1999-2000



Lewis & Clark College



Lewis & Clark College is accredited by the Northwest 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 Association of Presbyterian Colleges and Universities. The College is on the approved lists of the American Chemical Society and the American Association of University Women. Graduate programs in education and psychology are fully approved and accredited by appropriate associations and agencies, including the Oregon Teacher Standards and Practices Commission, the Oregon Board of Licensed Professional Counselors and Therapists, and the Committee on Teacher Preparation and Certification of the Council on the Education of the Deaf.

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 whenever the proper authorities so determine and shall apply not only to prospective students but also to those who at the time are matriculated in the Graduate School of Professional Studies. This catalog is correct according to information available to the administration of the Graduate School of Professional Studies at the time of publication.

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status 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, the Americans with Disabilities Act of 1990, and their implementing regulations.

Questions or complaints regarding the College's equal opportunity policies and practices may be directed to Mervyn Brockett, Secretary of the College, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899; 503-768-7691. The secretary of the College is responsible for referring all complaints of discrimination to the chief administrative officer of the College of Arts and Sciences, Graduate School of Professional Studies, or Northwestern School of Law, as appropriate.

The security of all members of the campus community is of vital concern to Lewis & Clark College. Information about safety advice, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics for the most recent three-year period may be requested from the Office of Campus Safety, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899; 503-768-7855; [www.lclark.edu/~safety](http://www.lclark.edu/~safety).

#### **Mission of the College**

The mission of Lewis & Clark College is to know the traditions of the liberal arts, to test their boundaries through constant exploration, and to hand on to successive generations the tools and results of this quest. By these means the College pursues the aims of all liberal learning: to seek knowledge for its own sake and to prepare for civic leadership.

The College carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. The College mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

#### **The Graduate School Catalog**

This catalog is a basic guide to the Graduate School of Professional Studies at Lewis & Clark College. It provides admission and graduation requirements, program and course descriptions, policies and procedures, and other information related to study in the graduate school.

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*"Will you ever bring  
a better gift for the  
world than the breath-  
ing respect that you  
carry wherever you  
go right now?"*

*—William Stafford,  
from "You Reading This,  
Be Ready." Reprinted by  
permission of the estate  
of William Stafford, from  
The Way It Is: New  
and Selected Poems  
(Graywolf Press, 1998).*

## The Graduate School

Lewis & Clark's Graduate School of Professional Studies provides graduate degree and licensure students with an educational experience that will prepare them to meet the complex challenges of professional life within a diverse and changing society.

The graduate school provides present and future practitioners with:

- 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 across related fields, and understanding of the ethical issues integral to their professions.

Lewis & Clark's faculty members place teaching as their highest priority. Their scholarly interests reflect dedication to the development of new knowledge in their respective fields. They serve their professional communities through assistance to local, regional, and national organizations and participate in collegial service to the graduate school and the College.

The graduate school enjoys ongoing relationships with hundreds of organizations including schools, agencies, clinics, nonprofit organizations, and legislative bodies.

The curriculum reflects the theories, techniques, research, modes of application, and national movements within each professional field. Faculty employ effective instructional models 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 of Professional Studies enrolls approximately 600 students in its degree and licensure programs 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. Students choose to pursue their degrees on either a part-time or full-time basis.

## **Program Offerings**

The Graduate School of Professional Studies offers the following programs:

### **Counseling Psychology**

- Master of Arts in Counseling Psychology (emphasis on child-adolescent-family, adult, or addictions treatment)
- Master of Arts in Counseling Psychology: School Counseling\*
- Master of Science in Counseling Psychology
- Master of Science in School Psychology\*
- Initial and Continuing Licensure (School Counseling and School Psychology—prior master's degree required)

### **Educational Administration**

- Initial and Continuing Licensure (Administrator and Superintendent)
- Joint Program: Master of Arts in Teaching and Initial Administrator Licensure

### **Special Education: Deaf and Hard-of-Hearing**

- Master of Education in Special Education: Deaf and Hard-of-Hearing (Elementary/Secondary)\*
- Master of Education in Special Education: Deaf and Hard-of-Hearing (Early Intervention/Early Childhood)\*

### **Teacher Education**

- Master of Arts in Teaching\*
- Master of Arts in Teaching: Liberal Studies
- Master of Education
- Initial, Standard, and Continuing Licensure
- Concentration areas include: art, foreign languages (French, German, Spanish), language arts, mathematics, music, science education (biology, chemistry, integrated science, physics), social studies, elementary education
- Educating Students With Special Needs: Special Educator I endorsement only (teaching license required)
- ESOL/Bilingual Education endorsement
- Reading endorsement (Language and Literacy Program)
- Joint Program: Master of Arts in Teaching and Initial Administrator Licensure

\*Graduates of these programs are also eligible to apply for licenses issued by the Oregon Teacher Standards and Practices Commission.

## **Mission of the Graduate School of Professional Studies**

*The Lewis & Clark College Graduate School of Professional Studies 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 in the practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of children and adults.*



*Jay Casbon, dean of the graduate school*

*"I'm convinced that the hands-on work I did during my internship at Lewis & Clark opened the door to my current job. Through internships and practica, Lewis & Clark gives students the opportunity to apply and polish skills that other students are just learning about in the classroom. It makes you very valuable to prospective employers."*

*—Colleen Hanson, Ed.D., specialist in traumatic brain injuries for Portland Public Schools*

## Counseling Psychology

Lewis & Clark's Department of Counseling Psychology prepares well-educated, dedicated professional counselors to lead and serve in community mental health and school settings. Faculty are committed to using and expanding the best current knowledge in support of this mission, promoting the use of effective counseling and prevention procedures, and adhering to high ethical standards.

The master's degree and licensure programs prepare professionals for work in community counseling, school counseling, school psychology, and addictions counseling. Graduates use their skills in a wide range of public and private agencies, schools, and private practice. Students who wish to pursue research may select a thesis option that leads to a master of science degree in counseling psychology.

Lewis & Clark's graduate study is augmented by experiential learning that fosters the attitudes and skills essential to practitioners. Internship work complements classroom experience in all department programs and is videotaped for review and training in supervision seminars.

The Oregon Board of Licensed Counselors and Therapists extends approval to Lewis & Clark's programs leading to the master of arts and master of science in counseling psychology, considering them CACREP-equivalent.\*

Graduates who have earned the M.A. and M.S. degrees in counseling psychology, as well as the M.A. in counseling psychology: school counseling, are eligible to pursue professional counselor licensing in Oregon. In addition, the Oregon Teacher Standards and Practices Commission has approved the programs in school counseling and school psychology for licensing in Oregon.

Other states including Washington and California routinely grant eligibility for licensing in the schools and community to students who graduate from this department. Some states add specific requirements that must be met in addition to these degrees.

### Admission

The admission requirements for graduate study in the counseling psychology programs are:

- 1) A baccalaureate degree from an accredited institution.
- 2) Satisfactory scores within the last five years on the Graduate Record Exam.
- 3) Preparation for graduate study in psychology. This requirement may be met in any one of three ways:
  - a) A bachelor's degree in psychology earned within the last 10 years.
  - b) A score of 550 or higher on the Psychology Section, Graduate Record Exam.

\*Recognized in the 39 states with licensing standards set by Counseling and Counseling Related Programs.



- c) Completion of two courses, CPSY 500 and 501, Fundamentals of Psychology I and II, offered to prepare incoming students for graduate-level study in psychology. (See Prerequisites, Waivers, and Transfers, below.)
- 4) Completion of the application form, three academic or professional references, a personal statement of philosophy and purpose, and a resume or vita.
- 5) Official transcripts of all undergraduate and graduate work.
- 6) Documented personal experience in providing helping services. (Admissions materials provide information regarding the kinds of experience the department recognizes and how they can be documented.)

The counseling psychology department admits students each semester. Students may enroll for classes in the semester immediately after their admission, or may choose to delay enrollment to a later semester. The deadlines for receipt of applications in the department office are July 15, November 1, February 1, and April 15.

### Special Student Status

Special Student status serves the needs of students who:

- are not admitted to a degree program but wish to begin taking courses while completing a full application.
- wish to take introductory courses to decide whether to pursue a full degree program.
- hold a master's or higher degree in an appropriate field and wish to take a specific course or limited number of courses.

Special Student status is valid for one year. Beginning students admitted to Special Student status (first two categories above) may complete up to 9 semester hours of credit in selected introductory courses in that year. Students holding prior master's degrees work out a specific plan of study with a faculty adviser.

Students applying for Special Student status should submit an application form, resume, transcripts of all undergraduate and graduate work, a statement of purpose, and two letters of recommendation. Application materials should be submitted as early as possible, at least three weeks before the start of the semester in which the student wishes to enroll. Application forms and information may be obtained from the department office.

*Courses open to beginning Special Students are identified in the curriculum listing in this section of the catalog.*

### Prerequisites, Waivers, and Transfers

Students who complete CPSY 500 and 501 to prepare for graduate-level work in counseling psychology earn 6 semester hours of graduate credit. Because of their general psychology emphasis, these credit hours do not count toward the requirements for the master's degree.

Students seeking master's degrees may petition to waive courses based on competence or experience. All required or elective courses that are waived must be replaced by elective coursework with equivalent credit.

Students seeking master's degrees may petition to transfer credits from another institution. The maximum number of transfer credits allowed is 10 semester hours. This restriction on transfer credit does not apply to students in school psychology or school counseling licensure programs who are not seeking master's degrees.

### Core Program

The Core Program, a requirement of all master's degree students in the graduate school, is described in detail in this catalog. Students should consult their advisers or the department chair for the specific Core requirements for counseling psychology.

### Information Meetings

Anyone wishing additional information about the department, its programs, and application procedures is encouraged to attend an information meeting, where a faculty member describes the programs and is available for questions. These are scheduled three times each semester. Please call the counseling psychology office for information.

### Midprogram Evaluation

Counseling psychology students are evaluated at two points before they may undertake an internship (or practicum for school psychology students).

*Portfolio and coursework review:* All students are to maintain portfolios of their course and field work while they are enrolled in a counseling psychology program. Prior to enrollment in Preinternship/Prepracticum, all students must provide documentation of the following as part of their portfolios:

- 1) Completion of all prerequisite courses.
- 2) No outstanding incomplete courses.
- 3) Experience prior to acceptance by the department or during the first year (or equivalent):
  - a) As a client receiving therapeutic service from a mental health professional (a minimum of 12 sessions).
  - b) Providing a helping relationship in a school or community setting (a minimum of 300 hours).
  - c) Working collaboratively with peers and other professionals.

### Satisfactory Completion of Preinternship/

*Prepracticum:* To be admitted into Internship/Practicum, students must complete the Preinternship/Prepracticum course to the satisfaction of their instructor, their adviser, and themselves.

*"Current professional theory concerning the preparation of practitioners in counseling, educational leadership, and teaching often underestimates the complexity of human nature and people's capacity to be motivated by factors other than self-interest. At Lewis & Clark, a driving force is the power of collaboration and common interest."*

*— Jay Casbon, dean of the graduate school*



### Master of Arts in Counseling Psychology

This degree program is for students who wish to become mental health and addictions counselors in community mental health clinics, hospitals, the juvenile justice system, alcohol and drug treatment settings, and other community service settings. It offers three tracks—adult; child and family; or addictions—from which students typically select one. The Oregon Board of Licensed Professional Counselors and Therapists has determined that students who graduate with this degree have met the educational requirements for licensure.

#### *Degree Requirements*

A minimum of 50 semester hours, distributed as follows.

#### *Preliminary Courses (not applicable to the degree)*

500 Fundamentals of Psychology I,

3 semester hours\*

501 Fundamentals of Psychology II,

3 semester hours\*

#### *Degree Courses*

503 Introduction to Counseling Individuals, 3 semester hours

504 Introduction to Family Counseling, 3 semester hours

506 Life-Span Development, 3 semester hours

512 Theories of Counseling and Behavior Change With Children, 3 semester hours, or  
513 Theory and Philosophy of Counseling, 3 semester hours

514 Group Counseling With Children and Adolescents, 3 semester hours, or  
515 Group Counseling With Adults, 3 semester hours

520 Career Counseling, 3 semester hours

523 Treatment and Diagnosis of Mental Disorders, 3 semester hours

524 Treatment and Diagnosis of Mental and Addictive Disorders, 3 semester hours (adult track)

532 Introduction to Assessment, 3 semester hours

535 Research Methods in Counseling, 3 semester hours

550 Clinical Work With Diverse Populations, 3 semester hours

580 Preinternship Training in Counseling Techniques, 3 semester hours

582 Mental Health Internship: Emphasis on Adult Psychopathology, two semesters, 6 semester hours, or

583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours

#### *Graduate Core Requirement*

A minimum of 4 semester hours

#### *Elective Courses*

Remaining credits may be used for elective courses.

### Addictions Treatment

The addictions program integrates preparation for addictions counseling with general mental health/community counseling and meets the academic requirements of the Oregon Board of Licensed Professional Counselors and Therapists as well as several organizations that grant credentials in the field of addictions. Students wishing to work with adolescents who have substance-abuse problems may plan a program of study with their adviser to incorporate this special emphasis. Students completing this course of study receive a master of arts in counseling psychology or, if they complete a thesis, a master of science in counseling psychology.

#### *Degree Requirements*

A minimum of 55 semester hours, distributed as follows.

#### *Preliminary Courses (not applicable to the degree)*

500 Fundamentals of Psychology I,

3 semester hours\*

501 Fundamentals of Psychology II,

3 semester hours\*

#### *Degree Courses*

503 Introduction to Counseling Individuals, 3 semester hours

504 Introduction to Family Counseling, 3 semester hours

506 Life-Span Development, 3 semester hours

513 Theory and Philosophy of Counseling, 3 semester hours

515 Group Counseling With Adults, 3 semester hours

520 Career Counseling, 3 semester hours

523 Treatment and Diagnosis of Mental Disorders, 3 semester hours, and

524 Treatment and Diagnosis of Mental and Addictive Disorders, 3 semester hours

532 Introduction to Assessment, 3 semester hours

535 Research Methods in Counseling, 3 semester hours

545 Drugs, the Brain, and Behavior, 3 semester hours

546 Models of Addiction and Recovery, 3 semester hours

547 Addictions Treatment: Procedure, Skills, and Case Management, 3 semester hours

550 Clinical Work With Diverse Populations, 3 semester hours

580 Preinternship Training in Counseling Techniques, 3 semester hours

582 Mental Health Internship: Emphasis on Adult Psychopathology, 3 semester hours

\*Required if other background qualifications are not met. See Counseling Psychology Admission, item 3. Must be completed in first year of study.

### **Master of Arts in Counseling Psychology: School Counseling**

The school counseling master of arts program has been fully approved by the Oregon Teacher Standards and Practices Commission (TSPC), and provides instruction for students seeking a license as a school counselor in Oregon.\* In addition to fulfilling the following requirements, students wishing to be licensed must submit to the TSPC a passing score on the Praxis II Specialty Area Test in Guidance and School Counseling. Scores for those tests must be filed in the counseling psychology office prior to graduation. The Oregon Board of Licensed Professional Counselors and Therapists has determined that students who graduate with the M.A. in school counseling meet the majority of educational requirements for this licensure as well.

Teachers who expect to pursue preparation for school counseling during a sabbatical year should seek advising early and allow enough time to complete initial licensure requirements. Students often need to complete at least two semesters of coursework on a part-time basis before becoming full-time students during their sabbatical year. They may also need to complete some coursework following their sabbatical year, including summers.

#### *Track I*

Students who hold a valid Oregon teaching certificate or license and have completed two years of successful teaching complete the Track I program in school counseling.

#### *Degree Requirements*

A minimum of 53 semester hours distributed as follows.

#### *Preliminary Courses (not applicable to the degree)*

500 Fundamentals of Psychology I,

3 semester hours†

501 Fundamentals of Psychology II,

3 semester hours†

#### *Required Courses*

503 Introduction to Counseling Individuals,  
3 semester hours

504 Introduction to Family Counseling,  
3 semester hours

505 Introduction to School Counseling,  
3 semester hours

506 Life-Span Development, 3 semester  
hours

512 Theories of Counseling and Behavior  
Change With Children, 3 semester hours

514 Group Counseling With Children and  
Adolescents, 3 semester hours

517 The Exceptional Child in Schools,  
3 semester hours

520 Career Counseling, 3 semester hours

523 Treatment and Diagnosis of Mental

Disorders, 3 semester hours

532 Introduction to Assessment, 3 semester  
hours

535 Research Methods in Counseling,  
3 semester hours

550 Clinical Work With Diverse  
Populations, 3 semester hours

570 School Counseling Proseminar,  
3 semester hours

571 Prevention in Educational Settings,  
3 semester hours

573 School-Based Consultation, 3 semester  
hours

584 School Counseling Internship, two  
semesters, 6 semester hours

#### *Graduate Core Requirements*

A minimum of 4 semester hours

#### *Track II*

Students who do not have a background  
in teaching complete the Track II program  
in school counseling.

#### *Degree Requirements*

The 53 semester hours described above  
plus the following.

#### *Additional Required Courses*

CPSY 575, Practicum in Classroom  
Instruction I, 2 semester hours

CPSY 576, Practicum in Classroom  
Instruction II, 2 semester hours

### **Eligibility for Initial School Counselor Licensure, Track I**

Applicants who hold a valid Oregon teaching certificate or license and have completed two years of successful teaching are eligible for recommendation for the Oregon Initial School Counselor License prior to the completion of the master's degree. This recommendation may be made upon the successful completion of the following course of study.

#### *Preliminary Courses (not applicable to the degree)*

500 Fundamentals of Psychology I,  
3 semester hours†

501 Fundamentals of Psychology II,  
3 semester hours†

#### *Required Courses*

503 Introduction to Counseling Individuals,  
3 semester hours

504 Introduction to Family Counseling,  
3 semester hours

505 Introduction to School Counseling,  
3 semester hours

506 Life-Span Development, 3 semester  
hours

512 Theories of Counseling and Behavior  
Change With Children, 3 semester hours

514 Group Counseling With Children and  
Adolescents, 3 semester hours

\*Washington and most other states also accept this qualification.

†Required if other background criteria are not met. See Counseling Psychology Admission, item 3. Must be completed in first year of study.

*“School counseling programs are experiencing increased attention in the educational community. State and national efforts specifically address the integration of comprehensive school counseling. Currently, we are structuring our curriculum and field experiences to bring our program into the 21st century, and to meet the needs of all students (pre-K–12). This is an exciting time for Lewis & Clark’s graduate school.”*

*—Vicki Brooks, assistant professor of counseling psychology*

School psychologists counsel, tutor, and mentor learners and their families. They also take the lead in providing services to students and families of cultural and linguistic diversity. In all of these roles, school psychologists attend to the entire learning community to nurture healthy and positive learning environments.

517 The Exceptional Child in Schools, 3 semester hours  
 520 Career Counseling, 3 semester hours  
 523 Treatment and Diagnosis of Mental Disorders, 3 semester hours  
 532 Introduction to Assessment, 3 semester hours  
 570 School Counseling Proseminar, 3 semester hours  
 584 School Counseling Internship, one semester, 3 semester hours

#### **Eligibility for Continuing School Counselor Licensure, Track I**

Completion of the full course of study for the master's degree, as listed above, plus completion of an approved program for the continuing license, is required for individuals seeking the Continuing School Counselor License.

#### **Eligibility for Initial School Counselor License, Track II**

Students without two years of teaching experience in public schools have the Track II option for school counseling licensure. To be eligible for the Initial School Counselor License, students in Track II must complete a master's degree program that includes the requirements outlined above. In addition, before entering internship, students need to complete a practicum in classroom instruction. Upon completion of this program, students will have met requirements for the Initial School Counselor License.

#### **Licensure-Only Program in School Counseling**

Individuals who hold a master's degree in counseling or a related field may apply for admission to the licensure-only program in school counseling. Upon admission, the student will work with a faculty adviser to design an individual program of study leading to licensure.

#### **Master of Science in Counseling Psychology**

This curriculum is for students who have demonstrated interest and potential in psychological research. *Students must first be accepted into the M.A. program.* Admission to the M.S. program requires that the applicant:

- 1) Be an active student.
- 2) Successfully complete CPSY 530 with a grade of B or better.
- 3) Complete or be enrolled in CPSY 531.
- 4) Formally apply to the M.S. program.

5) Prepare a thesis proposal, including:  
 a) Commitment of a faculty adviser to chair a thesis committee. b) Approval of a thesis research project by a three-person faculty committee. c) A defined timeline for completing the project.

#### *Degree Requirements*

A minimum of 50 semester hours, distributed as follows.

#### *Preliminary Courses (not applicable to the degree)*

500 Fundamentals of Psychology I, 3 semester hours\*  
 501 Fundamentals of Psychology II, 3 semester hours\*

#### *Required Courses*

503 Introduction to Counseling Individuals, 3 semester hours  
 504 Introduction to Family Counseling, 3 semester hours  
 506 Life-Span Development, 3 semester hours  
 512 Theories of Counseling and Behavior Change With Children, 3 semester hours, or  
 513 Theory and Philosophy of Counseling, 3 semester hours  
 514 Group Counseling With Children and Adolescents, 3 semester hours, or  
 515 Group Counseling With Adults, 3 semester hours  
 520 Career Counseling, 3 semester hours  
 523 Treatment and Diagnosis of Mental Disorders, 3 semester hours  
 524 Treatment and Diagnosis of Mental and Addictive Disorders, 3 semester hours (adult and addictions)  
 530 Research Methods and Statistics I, 3 semester hours†  
 531 Research Methods and Statistics II, 3 semester hours†  
 532 Introduction to Assessment, 3 semester hours  
 550 Clinical Work With Diverse Populations, 3 semester hours  
 580 Preinternship Training in Counseling Techniques, 3 semester hours  
 582 Mental Health Internship: Emphasis on Adult Psychopathology, two semesters, 6 semester hours, or  
 583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours  
 595 Master's Thesis Research, 1-9 semester hours (minimum of 3 semester hours required for degree, maximum of 9 semester hours applicable to the degree)

#### *Graduate Core Requirements*

A minimum of 4 semester hours

\*Required if other background criteria are not met. See Counseling Psychology Admission, item 3. Must be completed in first year of study.

†These courses are taught as a two-semester sequence beginning in fall semester only. Students pursuing the thesis-option M.S. program should take this two-course sequence as early as possible in their course of study.

### **Master of Science in School Psychology**

This program is designed for students who want to qualify for licensing as a school psychologist. It can be completed in three years of full-time study, with the third year being a full-time internship in a public school.

The Lewis & Clark school psychology program is fully approved by the Oregon Teacher Standards and Practices Commission.

In addition to fulfilling the following requirements, students wishing to be licensed must submit passing scores on the Praxis II Specialty Area Test in School Psychology. Those scores must be on file in the counseling psychology office prior to graduation.

#### *Degree Requirements*

A minimum of 65 semester hours, distributed as follows.

#### *Preliminary Courses (not applicable to the degree)*

500 Fundamentals of Psychology I,

3 semester hours\*

501 Fundamentals of Psychology II,

3 semester hours\*

#### *Required Courses: Counseling Psychology*

504 Introduction to Family Counseling,

3 semester hours

506 Life-Span Development, 3 semester hours

507 Introduction to School Psychology I,

1 semester hour

508 Introduction to School Psychology II,

1 semester hour

512 Theories of Counseling and Behavior Change With Children, 3 semester hours

514 Group Counseling With Children and Adolescents, 3 semester hours

517 The Exceptional Child in Schools,

3 semester hours

523 Treatment and Diagnosis of Mental Disorders, 3 semester hours

530 Research Methods and Statistics I,

3 semester hours

531 Research Methods and Statistics II,

3 semester hours

537 Intellectual and Academic Assessment I,

3 semester hours

538 Intellectual and Academic Assessment II, 3 semester hours

539 Personality Assessment of Children,

1 semester hour

540 Applied Developmental Neuropsychology, 2 semester hours

550 Clinical Work With Diverse Populations, 3 semester hours

571 Prevention and Intervention in Schools and Community, 3 semester hours

573 School-Based Consultation, 3 semester hours

574 Advanced Consultation and Program Evaluation, 2 semester hours

581 Prepracticum in School Psychology, 2 semester hours

585 Practicum in School Psychology, two semesters, 4 semester hours

586-587 Internship in School Psychology I and II, two semesters, 8 semester hours

#### *Graduate Core Requirements*

A minimum of 4 semester hours

### **Licensure-Only Program in School Psychology**

Students with a master's or doctoral degree in a related field may qualify for admission into the licensure-only program. Transcripts of previous graduate work and supporting documentation are evaluated by a faculty committee to determine the amount and kind of credit a student will receive toward the requirements of the Lewis & Clark school psychology program. A minimum of 7 semester hours of coursework in addition to the School Psychology Internship (CPSY 586-587) is required.

#### **Faculty**

The counseling psychology faculty is composed of nine full-time and 22 adjunct faculty members, the majority of whom are practicing professionals. (See faculty list in this catalog.) The faculty's research interests include treatment of anxiety and stress disorders, midlife transition, religious and sociocultural variables in the psychotherapy process, group interventions, gender and self-esteem in children and youth, learning disabilities, assessment procedures, cross-cultural service delivery, addictions prevention and treatment, sexual identity development, ethics, supervision, psychotherapy outcome, family systems, integration of mental health and addictions treatment, teamwork, interpersonal conflict and work stress, and program evaluation. Faculty members encourage student involvement in their research. Counseling psychology programs seek to balance applied clinical training with a rigorous approach to psychological inquiry using qualitative and quantitative research methods.

## Curriculum

### **CPSY 500†**

#### **Fundamentals of Psychology I**

Introductory course providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. The course covers the basic concepts and methods of inquiry in social, personal, and clinical psychology.

*Prerequisite:* None.

*Credit:* 3 semester hours (not applicable toward the degree).

\*Required if other background criteria are not met. See Counseling Psychology Admission, item 3. Must be completed in first year of study.

†Open to those with Special Student status as space allows.





**CPSY 501\***  
**Fundamentals of Psychology II**

Introductory course providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. The course covers the basic concepts and methods of inquiry in biological, cognitive, learning, and perceptual psychology.

*Prerequisite:* None.

*Credit:* 3 semester hours (not applicable toward the degree).

**CPSY 503\***  
**Introduction to Counseling Individuals**

The basic concepts and skills of counseling individuals, and practice in applying those concepts in counseling situations in class. Emphasis is on conditions for an effective helping relationship, attending and interviewing skills, basic theoretical assumptions, social and cultural contexts, ethical principles, and professional orientation.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**CPSY 504\***  
**Introduction to Family Counseling**

An introduction to theoretical systems and to significant schools of family therapy. Theories covered include structural, behavioral, analytic, strategic, and experiential. This skill-building experiential course uses role-playing and demonstrations to illustrate the structural model of therapeutic intervention.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**CPSY 505**  
**Introduction to School Counseling**

Comprehensive school counseling and guidance programs, multicultural issues, collaboration and consultation, student appraisal and assessment, educational planning and career development, program evaluation, professional ethics and legal issues, and perspectives and practices for the 21st century. Students develop basic individual counseling skills through active class participation and videotaped role-play. The course includes on-site visits and observations of local practicing school counselors.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**CPSY 506\***  
**Life-Span Development**

Examination of social, cultural, cognitive, biological, and learning developmental theories throughout an individual's life span, and of research methods in life-span development. The course includes the application of theory and research in life-span development to clinical and other applied situations.

*Prerequisite:* CPSY 500 and 501.

*Credit:* 3 semester hours.

**CPSY 507-508**  
**Introduction to School Psychology I and II**

The history, systems, roles, and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format.

*Prerequisite:* For CPSY 507, none. For CPSY 508, CPSY 507.

*Credit:* 1 semester hour each.

**CPSY 512**  
**Theories of Counseling and Behavior Change With Children**

Introduction to the theories guiding mental health work with children in school and clinical settings. The course reviews classical and social learning theories. Participants explore the design and implementation of contingency management programs and classroom management procedures and review treatment procedures. Also considered are cognitive-systems, client-centered, and psychoanalytic theories of child counseling.

*Prerequisite:* CPSY 503 (except for school psychology program) and admission by counseling psychology department.

*Credit:* 3 semester hours.

**CPSY 513**  
**Theory and Philosophy of Counseling**

Within the context of understanding what makes people change, this course provides an overview of major historic and current counseling theories, including psychodynamic, humanistic, existential, behavioral, cognitive, cognitive constructivist, gestalt, feminist, and integrative approaches. The course explores counseling theory in the context of human development as a means of understanding oneself, others, and the profession.

*Prerequisite:* CPSY 500, 501, and 503 and admission by counseling psychology department.

*Credit:* 3 semester hours.

**CPSY 514**  
**Group Counseling With Children and Adolescents**

Instruction and practice in developing group treatments for children and adolescents in clinical and school settings. Students explore group dynamics, potential problems encountered when running children's groups, and generalization and maintenance of behavioral change. The course introduces curriculum for specific issues including divorce, substance use, grief, and social skills.

*Prerequisite:* CPSY 503 (except for school psychology program) and admission by counseling psychology department.

*Credit:* 3 semester hours.

\*Open to those with Special Student status as space allows.

**CPSY 515****Group Counseling With Adults**

Introduction to the major schools of group therapy and the common factors associated with positive outcomes. The course covers group dynamics, obstacles to success in group therapy, and the stages of group process. Role-playing, outside group membership, and demonstrations illustrate principles of effective group leadership.

*Prerequisite:* CPSY 503 (except for school psychology program) and admission by counseling psychology department.

*Credit:* 3 semester hours.

**CPSY 517****The Exceptional Child in Schools**

An overview of the exceptional child in today's educational setting. The course provides a basic understanding of special educational law and public policy related to the birth-to-3 early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include: communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and gifted. Students gain an understanding of the criteria requirements for each category as outlined under Oregon Administrative Rules and some of the unique evaluation considerations for each.

*Prerequisite:* CPSY 523.

*Credit:* 3 semester hours.

**CPSY 520****Career Counseling**

Career development theories; current career trends, concerns, and programs/interventions; career counseling strategies, tools, and resources; facilitation of client awareness, choice, and action with respect to career-related issues. Emphasis is on developing a broad view of career as life-style, and on practical application of theory and information in a professional counseling context.

*Prerequisite:* CPSY 503 (except for school psychology program) and admission by counseling psychology department.

*Credit:* 3 semester hours.

**CPSY 523****Treatment and Diagnosis of Mental Disorders**

Assessment, diagnostic systems, and comprehensive treatment planning for mental, emotional, and behavioral disorders. Disorders of childhood and adolescence including attention-deficit; disruptive disorders; developmental disorders; and adjustment, mood, and anxiety disorders.

*Prerequisite:* CPSY 506, and 512 or 513.

*Credit:* 3 semester hours.

**CPSY 524****Treatment and Diagnosis of Mental and Addictive Disorders**

Comprehensive assessment, multiaxial diagnosis and treatment planning for mental disorders, including psychotic and schizophrenic, somatoform, dissociative, factitious, sexual and gender identity, and impulse control disorders. Special attention to personality disorders. Assessment, diagnosis, and treatment of addictive disorders, including substance abuse and dependence disorders, as well as nonsubstance disorders including gambling and eating disorders.

*Prerequisite:* CPSY 523.

*Credit:* 3 semester hours.

**CPSY 530****Research Methods and Statistics I**

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include: **1)** Research design: elements of the research process, types of designs, program evaluation. **2)** Basic measurement concepts: validity, reliability, norms, and score interpretation. **3)** Basic statistical concepts: frequency distributions, central tendency, measures of variability and correlation.

*Prerequisite:* None.

*Credit:* 3 semester hours.

*Note:* This course is taught in fall semester only as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

**CPSY 531****Research Methods and Statistics II**

Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test; analysis of variance, statistical power, simple regression; overview of nonparametric and multivariate analysis.

*Prerequisite:* CPSY 530.

*Credit:* 3 semester hours.

*Note:* This course is taught in spring semester only as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

**CPSY 532****Introduction to Assessment**

Principles of psychological assessment as employed in school, clinical, and applied settings. Psychometric concepts such as validity, reliability, norms, and score interpretation are addressed. The course surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions.

*Prerequisite:* CPSY 530 or 535.

*Credit:* 3 semester hours.

*School counselors are recognized as key members of school-community leadership teams. They play essential roles in creating pathways of hope and success for all students and their families throughout critical growth years.*

Today's addictions professionals draw on knowledge about biological influences, developmental experiences, and personality in abuse and addiction. Lewis & Clark's program in addictions counseling emphasizes that sensitivity to the influences of socioeconomic status, family, culture, ethnicity, and gender is critical in helping people succeed in recovery and establish new lives.

### **CPSY 535\***

#### **Research Methods in Counseling**

Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts. Topics include: **1)** Elements of the research process. **2)** Types of designs, including program evaluation. **3)** Basic measurement concepts: validity, reliability, norms, and score interpretation. **4)** Basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### **CPSY 537**

#### **Intellectual and Academic Assessment I**

The first in a two-course sequence on the theory, techniques, and issues regarding intelligence and achievement testing, including issues of cultural and linguistic diversity. Students gain extensive training in the use of mainstream intelligence measures such as the Wechsler Intelligence scales; the Stanford-Binet, Fourth Edition; the Kaufman Assessment Battery for children; and the Woodcock-Johnson measures. Students are also introduced to achievement measures such as the Woodcock-Johnson.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### **CPSY 538**

#### **Intellectual and Academic Assessment II**

The broad range of approaches to assessing learning with traditional and alternative techniques. Participants become skilled in evaluating students with a variety of learning problems and in evaluating adaptive behavior and learning environments. Particular attention is given to working with learners of culturally and linguistically diverse populations. The course focuses on the link between academic assessment and educational planning or intervention.

*Prerequisite:* CPSY 537.

*Credit:* 3 semester hours.

### **CPSY 539**

#### **Personality Assessment of Children**

Theory, techniques, and contemporary issues regarding personality assessment with children and adolescents. The course focuses on a variety of assessment devices including play and classroom observation, diagnostic interviewing, and collateral information gathering. Intensive training with selected personality tests includes practice administrations, test interpretation, and report writing.

*Prerequisite:* CPSY 538.

*Credit:* 2 semester hours.

### **CPSY 540**

#### **Applied Developmental Neuropsychology**

A conceptual overview of the field of neuropsychology from developmental and applied perspectives. The course explores the theories and principles of neuropsychology and their relationship to practice. It provides students in Lewis & Clark's school programs with a basic understanding of the neurological underpinnings of challenges that their clients face, the effects of medications and substance abuse, and the implications for assessment and treatment.

*Prerequisite:* CPSY 506, and 512 or 513, and 523.

*Credit:* 2 semester hours.

### **CPSY 545\***

#### **Drugs, the Brain, and Behavior**

Psychopharmacology of alcohol and drug abuse. Major drugs and classes of abused substances. Mechanisms of action in the brain, patterns of physiological response in abuse, addiction, and recovery. Impact on brain function, cognition, emotions, behavior; social effects. Pharmacological adjuncts to detoxification and treatment.

*Prerequisite:* Bachelor's degree in psychology or CPSY 500 and 501, or consent of instructor.

*Credit:* 3 semester hours.

### **CPSY 546**

#### **Models of Addiction and Recovery**

Theories of the nature, course, and effects of addiction to alcohol and drugs of abuse; conditions, processes, and patterns of recovery. Emphasis on physiological, social learning, and interpersonal models and theories. Natural history of onset, abuse, addiction, and recovery; effects of intergenerational transmission, genetic predilection, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.

*Prerequisite:* CPSY 545 (may be taken concurrently).

*Credit:* 3 semester hours.

### **CPSY 547**

#### **Addictions Treatment: Procedures, Skills, and Case Management**

Emphasis on developing detailed understanding and beginning skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and addictive disorders. Topics include: multiple modes and models of assessment, intervention and treatment, content and basic assumptions of different treatment modalities, organization of comprehensive treatment strategies, motivational interviewing in the context of stages-of-change models, contracting with clients, consultation, integration of medical and psychosocial treatments, referral processes and standards, issues

\*Open to those with Special Student status as space allows.

of moderation versus abstinence, relapse prevention, and case management. Also covered are documentation, record keeping and management, confidentiality, ethical and legal issues.

*Prerequisite:* CPSY 523, 524, 545, 546.

*Credit:* 3 semester hours.

### **CPSY 550**

#### **Clinical Work With Diverse Populations**

The development of counseling techniques for working with clients who are diverse in culture, gender, age, sexual orientation, or physical or mental ability. Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

*Prerequisite:* CPSY 503 (except for school psychology program).

*Credit:* 3 semester hours.

### **CPSY 552**

#### **Clinical Work With Women**

Current issues in the psychotherapeutic treatment of women. The course focuses on the role of sociocultural and biological factors in disorders prevalent among women. Attention is given to clinical skills specific to women's concerns.

*Prerequisite:* CPSY 503 (except for school psychology program).

*Credit:* 2 semester hours.

### **CPSY 554**

#### **Women at Midlife**

An overview of the issues faced by the current generation of midlife women. General themes of midlife, drawn from the literature on adult development, are considered as a theoretical backdrop to recent research on midlife women. Emphasis is on themes shown by recent research to be most significant to midlife women today. Students are encouraged to explore how the material applies to their personal or professional lives.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **CPSY 556**

#### **Gerontological Counseling: Issues in Aging**

Issues in aging including biological, social, and cultural factors in adult development. Topics include retirement, relationships, satisfaction, depression, and therapeutic strategies for working with older adults.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### **CPSY 557**

#### **Introduction to Supervision**

Introduction and overview of theory and practice of supervision of counselors. The course examines and evaluates major approaches including their goals, emphases, and methods. Topics include critical skills necessary to use these approaches effectively.

*Prerequisite:* Consent of instructor.

*Credit:* 2 semester hours.

### **CPSY 558**

#### **Brief Therapies**

Survey of the history and techniques of numerous approaches to brief therapy. Criteria for selecting or excluding brief therapy are explored. Psychodynamic and cognitive approaches to brief therapy are studied in detail.

*Prerequisite:* CPSY 512 or 513.

*Credit:* 2 semester hours.

### **CPSY 560**

#### **Couples Therapy**

Advanced techniques in couples counseling. Topics include parenting, conflict resolution, spouse abuse, dual-career marriages, substance-abuse issues, intimacy-enhancing techniques, and an introduction to divorce mediation and sex therapies. The course emphasizes brief therapy techniques.

*Prerequisite:* CPSY 504 and 523.

*Credit:* 2 semester hours.

### **CPSY 562**

#### **Advanced Family Counseling**

Major issues in treating families experiencing dysfunction. Topics include family violence, spouse abuse, physical and sexual abuse, and neglect; drug and alcohol addiction in the family; families with conduct-disordered and delinquent children; families and chronic illness; multicultural, gender, and ethical issues; and research on the effectiveness of family interventions. Emphasis is on selecting effective strategies for assessment and intervention.

*Prerequisite:* CPSY 504.

*Credit:* 2 semester hours.

### **CPSY 564**

#### **Advanced Group Counseling**

Advanced skills in design and management of psychoeducational, counseling, and psychotherapy groups. Emphasis on time-limited groups focused around themes including depression, anxiety, parenting, couples, social skills, adolescent depression, loss, ADHD for adults, dual diagnosis, and borderline personality disorder. Students learn critical group processes, central intervention skills, and the specific approaches most useful for different diagnostic groups.

*Prerequisite:* CPSY 514 or 515, and 523.

*Credit:* 2 semester hours.

### **CPSY 565**

#### **Human Sexuality and Counseling**

Recent research on sexual health issues of importance to counselors. Issues include sexual health in childhood, adolescence, adulthood, and aging; review of recent research on sexual preference; and common sexual dysfunction experienced by rape and incest victims and modes of treatment.

*Prerequisite:* None.

*Credit:* 2 semester hours.





**CPSY 567**  
**Health Psychology**

The impact of psychological factors (such as stress, coping styles, personality, and family environments) on health and illness. The course examines psychological issues regarding prevention, diagnosis, treatment, and rehabilitation in areas such as heart disease, cancer, eating disorders, obesity, and chronic pain. Students also examine the role of psychological providers in health care settings.  
*Prerequisite:* None.

*Credit:* 2 semester hours.

**CPSY 568**  
**Cognitive Behavior Therapy**

Review of the history, theory, and research on cognitive-behavioral methods in counseling and psychotherapy. Specific methods and applications are reviewed for children, adolescents, and adults in central mental and emotional disorders, personality disorders, and relationship and interpersonal functioning.  
*Prerequisite:* CPSY 523.

*Credit:* 2 semester hours.

**CPSY 570**  
**School Counseling Proseminar**

Preparation for school counseling internship. Participants learn to assist students in their growth as individuals and as learners. Topics include counseling as applied to the school setting; consultation in the schools; development of counseling and guidance programs; and legal, ethical, and other professional issues. Lectures are complemented by role-playing exercises, and students are videotaped to assess their counseling skills for the school setting. Students clarify their expectations of the school counseling role and receive help in identifying an appropriate internship.

*Prerequisite:* CPSY 505, 512, 523, and admission to school counseling program.

*Credit:* 3 semester hours.

**CPSY 571**  
**Prevention in Educational Settings**

Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in schools and community settings. Students also examine the cultural, social, psychological, family, and political factors bearing on children's understanding of and experiences with alcohol and other drugs. Prevention and intervention through enhancement of social competence are presented from constructivist and ecological-developmental perspectives with application to individuals and to small-group and classroom-based settings.

*Prerequisite:* CPSY 512, 535.

*Credit:* 3 semester hours.

**CPSY 573**  
**School-Based Consultation**

The theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. The course

covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Issues of cultural, linguistic, and socioeconomic differences are addressed.

*Prerequisite:* CPSY 512.

*Credit:* 3 semester hours.

**CPSY 574**  
**Advanced Consultation and Program Evaluation**

The application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. The course explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory.

*Prerequisite:* CPSY 573 or consent of instructor.

*Credit:* 2 semester hours.

**CPSY 575**  
**Practicum in Classroom Instruction I**

Introduction to practices of schooling and teaching. The course covers foundations of education and curriculum. Classroom instruction is complemented by a school practicum, which allows students to integrate theory and practice through completion of observations and projects.

*Prerequisite:* Admission to school counseling program.

*Credit:* 2 semester hours.

**CPSY 576**  
**Practicum in Classroom Instruction II**

Expansion of students' knowledge of instructional planning, classroom management, and assessment of learning. The course includes student teaching and preparation of a work sample.

*Prerequisite:* CPSY 575.

*Credit:* 2 semester hours.

**CPSY 580**  
**Preinternship Training in Counseling Techniques**

Preparation for the mental health internship, with focus on improving basic counseling skills. Through role-playing, the student counselor learns how to obtain informed consent, conduct and write up an intake assessment, conduct counseling sessions and document them with case notes, develop and implement a treatment plan, terminate treatment, and write a treatment summary. Students learn how to consult with other professionals by functioning as part of a treatment team. They address Oregon law and the ethi-

cal principles of relevant professional associations in a way that leads to role clarification.  
*Prerequisite:* CPSY 512 or 513 and 523 and consent of adviser.

*Credit:* 3 semester hours.

**CPSY 581**  
**Prepracticum in School Psychology**

Preparation for the school psychology practicum, with focus on improving basic counseling skills. Through role-playing, the student learns how to obtain informed consent, conduct and write up an intake assessment, conduct counseling sessions and document them with case notes, develop and implement a treatment plan, terminate treatment, and write a treatment summary. Students learn how to consult with other professionals by functioning as part of a treatment team. Students gain clarity and practice in performing their counseling role. They address Oregon law and the ethical principles of relevant professional associations in a way that leads to role clarification.

*Prerequisite:* CPSY 512, 523 and consent of adviser.

*Credit:* 2 semester hours.

**CPSY 582**  
**Mental Health Internship: Emphasis on Adult Psychopathology**

On-campus supervision, consultation, and instruction for students who are counseling clients at their field placements. Students are required to provide treatment samples (either video or audio tape recordings), write reports about their clients, and submit these for feedback. Students are also responsible for keeping records of their hours and turning completed records in to the instructor.

*Prerequisite:* CPSY 580.

*Credit:* 3 semester hours.

**CPSY 583**  
**Mental Health Internship: Emphasis on Child and Family Problems**

An internship in a community setting that serves clients in need of mental health intervention. Participants engage in counseling and carry out related professional responsibilities under supervision at the placement site. Students write reports on their clients, prepare case histories, and submit audio and video tapes of their counseling for supervisory review.

*Prerequisite:* CPSY 580.

*Credit:* 3 semester hours.

**CPSY 584**  
**School Counseling Internship**

School counseling placement and a seminar with didactic presentations and casework analysis. The school counseling internship gives students the opportunity to relate theory and research to practice in a supervised experience of school counseling. The internship placement in a school is complemented with a weekly seminar that offers support, feedback, case review, and the opportunity for reflective inquiry.

*Prerequisite:* CPSY 570.

*Credit:* 3 semester hours.

**CPSY 585**  
**Practicum in School Psychology**

Didactic class instruction, practicum placement, and clinical training. The course covers the application of psychological therapies with children, adolescents, and families, and presents a seminar reviewing research, theory, and practice. Students present audio and video tapes of their counseling for supervisory review.

*Prerequisite:* CPSY 581 and admission to school psychology program.

*Credit:* 2 semester hours.

**CPSY 586-587**  
**Internship in School Psychology I and II**

Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.

*Prerequisite:* All required school psychology courses.

*Credit:* 4 semester hours each.

**CPSY 589**  
**Advanced Child Intern and Theory**

Supervision seminar for advanced interns working with children, adolescents, and their families. Emphases are on case conceptualization, application of theory in practice, advanced intervention skills, and monitoring effectiveness. Special attention is paid to validating and using integrated approaches and multiple modalities of intervention.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**CPSY 590**  
**Topics in Counseling Psychology**

Special topics in counseling psychology. Students should obtain a course description from the department office.

*Prerequisite:* None.

*Credit:* .5-3 semester hours.

**CPSY 595**  
**Master's Thesis Research**

*Prerequisite:* Consent of thesis committee chair.

*Credit:* 1-9 semester hours (minimum of 3 semester hours required for degree, maximum of 9 semester hours applicable to the degree).

**CPSY 599**  
**Independent Study**

*Credit:* 1-5 semester hours.

*"The best way I can describe the Lewis & Clark experience has to do with balance: balancing knowledge with experience, work with family, your needs with the needs of others. I learned how to move through life when I was at the graduate school."*

*-Samantha MacIntosh, M.A. '98*



*"In educational leadership, we are not preparing future superintendents and principals to be saviors, but we are calling for leadership that will challenge all of us to face problems for which there are no simple, painless solutions—the solutions will require new learning and courage."*

—Jay Casbon, dean of the graduate school

## Educational Administration

Lewis & Clark's Department of Educational Administration educates leaders for 21st-century schools. Programs offered by the department prepare candidates for positions as school superintendents, principals, vice principals, and administrative support personnel. Courses are continually updated and deal with timely issues such as change and school improvement, instruction, restructuring, equity, maintaining and building educational quality with fewer resources, staff and student motivation, gender and leadership, moral dilemmas of leadership, and professional growth.

Coursework leads to initial administrator, standard administrator, standard superintendent, and continuing administrator/initial superintendent licensure. The Continuing Administrator License is valid for continuing school and program administration and for initial superintendent assignments.

In addition to on-campus courses, Lewis & Clark offers off-campus programs in central and eastern Oregon leading to administrative licensure. See Off-Campus Programs in Educational Administration, later in this section of the catalog.

Classes, both on and off campus, are taught by talented faculty and are designed to be small and conducted as seminars. Drawing heavily from the liberal arts tradition, courses focus on broadening students' understanding of the cultural and historical context in which schooling takes place. Students choose Lewis & Clark's programs for their flexibility, individual options, and numerous opportunities to field-test concepts taught in class.

*Note:* A master's degree is a prerequisite for receiving administrative licensure from the Oregon Teacher Standards and Practices Commission. The joint program leading to the Master of Arts in Teaching and Initial Administrator License is designed for teachers who wish to pursue an M.A.T. degree and educational administrative licensure. Contact the department office for information about this program.

### **Nonlicensure Studies**

Special Student status is available for individuals wanting to enhance their administrative skills or update their knowledge in specific areas. Students not enrolled in a degree or licensure program may wish to take courses in new developments in organization theory, budget management, models of

change, or other subjects. Individuals interested in the Special Student option are encouraged to consult the program office for details. Admission is determined by the nature of the program.

The Department of Educational Administration also provides special courses of study for education professionals. These courses of study frequently take the form of two- or three-day intensive seminars that meet over weekends or during school vacations and breaks. Subject matter usually addresses contemporary administrative needs and problems. For example:

- Essential Readings About School Reform (EDAD 505/615) considers books ranging from the education classics to recent important works on educational leadership. Different books are studied each year.
- In Program for New Administrators: The Ropes to Skip and the Ropes to Know (EDAD 531), new administrators learn about their new leadership responsibilities with other new administrators. Monthly seminars are jointly facilitated by a veteran administrator and a member of the educational administration faculty.

Details on these programs are available from the educational administration office.

#### **Administrative Licensure Studies Admission Requirements**

- 1) Successful completion of the prerequisite courses EDAD 500 and EDAD 501 (610 for central or eastern Oregon students) for students applying to the Initial Administrator program.
- 2) Verification of a teacher certificate in any state, or eligibility for a teacher certificate.
- 3) A statement of 250-500 words indicating experience in leadership at the building or district level focusing on programs and/or personnel.
- 4) A completed application for admission to the Department of Educational Administration.
- 5) Submission of the Graduate Student Information Form.
- 6) Official transcripts from undergraduate and graduate institutions attended (minimum standard: 2.75 undergraduate GPA; 3.0 graduate GPA). A master's degree is required for admission.
- 7) Three letters of recommendation from former instructors and/or employers.
- 8) A \$50 nonrefundable application fee, payable to Lewis & Clark College.

9) For application to a licensure program other than the Initial Administrator program, an interview with an educational administration department faculty member. *Note:* Meeting minimum entrance requirements does not guarantee admission.

Conditional admission may be granted to applicants who meet certain admission requirements at minimal levels, or to those who fall below minimums on one or two criteria if other indicators suggest probable success.

Applications are reviewed monthly.

#### **Special Student Status**

See Nonlicensure Studies, previous page.

#### **Core Program**

The Graduate Core Program is described in detail in this catalog. Students should consult their advisers or the department chair for the specific Core requirements for educational administration.

#### **Eligibility for Initial Licensure**

Lewis & Clark recommends for the Initial Administrator License those candidates who have fulfilled the following requirements:

- 1) Completion of a master's degree from an accredited institution.
- 2) Three years of successful teaching experience and a valid teaching license.
- 3) Admission by the Lewis & Clark Department of Educational Administration and approved individual course of study on file.
- 4) Completion of the required hours of graduate coursework appropriate to the desired license.
- 5) Demonstration of knowledge of antidiscrimination statutes.
- 6) A passing score of 630 or above on the Praxis II Series test in educational leadership: administration and supervision (#10410).

#### **Eligibility for Standard Licensure**

Lewis & Clark recommends for the Standard Administrator or Standard Superintendent License those candidates who have fulfilled the following requirements:

- 1) Successful completion of the Basic Administrator or Superintendent License at Lewis & Clark or an accredited institution.
- 2) Completion of the required hours of graduate coursework appropriate to the desired license. Recommendation for licensure is based on meeting hour and content requirements of the Oregon Teacher Standards and Practices Commission.

*"Struggle is progress."*

*—African proverb.*

The College's central Oregon program features off-campus courses for practitioners who consider teaching a commitment to lifelong learning and who wish to advance their education and professional practice. The program provides teachers with leadership skills; promotes social, economic, and political awareness; and integrates theoretical work with practical skills.

### **Eligibility for Continuing Administrator/Initial Superintendent Licensure**

Lewis & Clark recommends for the Continuing Administrator or Initial Superintendent License those candidates who have fulfilled the following requirements:

- 1) Successful completion of the Basic or Initial Administrator License at Lewis & Clark or an accredited institution.
- 2) Three years of successful administrative experience in public schools.
- 3) Completion of the coursework and field experience required in the Continuing Administrator/Initial Superintendent program.

### **Initial Licensure: Administrator**

A minimum of 17 required course semester hours, distributed as follows.

#### *Required Courses*

- 500 Leadership Profile Center, .5 semester hour
- 501 School Organization, 3 semester hours
- 502 Instructional Leadership, 3 semester hours
- 503 Legal Rights and Responsibilities, 2.5 semester hours
- 504A, 504B Practicum for Administrators, 6 semester hours
- 505 Essential Readings About School Reform, 1 semester hour
- 507 School Finance for Administrators, 1 semester hour

### **Standard Licensure: Administrator**

A minimum of 13 required course semester hours and 2 elective course semester hours, distributed as follows, *plus* completion of the initial licensure program (for a total of 30 or 31 semester hours).

#### *Required Courses*

- 520 Essential Readings, 1 semester hour
- 521 Organizational Leadership and Decision Making, 2 semester hours
- 523 Communication Skills for Administrators, 2 semester hours
- 524 Implementing Curricula, 1 semester hour
- 525 School-Community Relations, 1 semester hour
- 529 Models of Organizational Change, 2 semester hours
- 550 Educational Research and Assessment, 3 semester hours

### *Graduate Core Requirements*

1-3 semester hours

#### *Elective Courses*

- 526 Working With Conflict, 1 semester hour
- 527 Education and Society: Continuities and Discontinuities, 2 semester hours
- 528 Gender and Education, 2 semester hours
- 530 Seminar on Organizational Change, 2 semester hours
- 531 Program for New Administrators, 3 semester hours
- 532 Working With the Marginal Performer, 2 semester hours
- 591 Program Evaluation, 2 semester hours
- 592 Ethics and School Administration, 1 semester hour

### **Basic Licensure: Superintendent\***

A minimum of 16 required course semester hours, distributed as follows.

#### *Required Courses*

- 529 Models of Organizational Change, 2 semester hours
- 530 Seminar on Organizational Change, 2 semester hours
- 570 Negotiation and Collective Bargaining, 2 semester hours
- 571 Contract Management, 1 semester hour
- 572 Strategic Planning and School Finance, 1 semester hour
- 573 Personnel Management in Schools, 1 semester hour
- 574 Working With School Boards, 1 semester hour
- 575 Practicum for Superintendents, 4 semester hours
- 579 Essential Readings, 1 semester hour

### *Graduate Core Requirements*

1-3 semester hours

### **Standard Licensure: Superintendent**

A minimum of 1 semester hour in a required course and 15 semester hours in elective courses, distributed as follows, *plus* completion of the basic or initial licensure program (for a total of 32 or 33 semester hours).

#### *Required Course*

- 534 Physical Environment of Schools, 1 semester hour

### *Graduate Core Requirements*

2-3 semester hours

#### *Elective Courses*

- 521 Organizational Leadership and Decision Making, 2 semester hours
- 523 Communication Skills for Administrators, 2 semester hours
- 524 Implementing Curricula, 1 semester hour
- 525 School-Community Relations, 1 semester hour

\*This program is for licensure candidates admitted prior to January 15, 1999.

- 526 Working With Conflict, 1 semester hour
- 527 Education and Society: Continuities and Discontinuities, 2 semester hours
- 528 Gender and Education, 2 semester hours
- 529 Models of Organizational Change, 2 semester hours
- 530 Seminar on Organizational Change, 2 semester hours
- 550 Educational Research and Assessment, 3 semester hours
- 590 Essential Readings, 1 semester hour
- 591 Program Evaluation, 2 semester hours
- 592 Ethics and School Administration, 1 semester hour
- 593 Business Management in Education, 1 semester hour

**Joint Program: Master of Arts in Teaching and Educational Administration**

This program offers teachers two options. Candidates for a Standard Teacher License and M.A.T. may complete additional courses beyond the degree requirements to qualify for an Initial Administrator License. Individuals who do not need a Standard Teacher License may design a program leading to the M.A.T. and Initial Administrator License. Interested individuals should contact the department office for further information.

**Off-Campus Programs in Educational Administration**

Off-campus programs for administrators are offered cooperatively by the Department of Educational Administration and Center for Professional Development. (See Center for Professional Development in this catalog.)  
*Note:* Admission and eligibility requirements for off-campus licensure programs are the same as for on-campus programs. See Admission Requirements and sections on eligibility for licensure, above.

**Initial Licensure: Administrator**

A minimum of 17 required course semester hours, distributed as follows.

*Required Courses*

- 500 Leadership Profile Center (on campus), .5 semester hour
- 610 School Organization, 3 semester hours
- 612 Instructional Leadership, 3 semester hours
- 613 Legal Rights and Responsibilities, 2.5 semester hours
- 614A, 614B Practicum for Administrators, 6 semester hours
- 615 Essential Readings About School Reform, 1 semester hour
- 617 School Finance for Administrators, 1 semester hour

Candidates apply for the Initial Administrator License within three years of completion of their last course. To renew the Initial Certificate, which must be renewed at the end of two years, 6 semester hours are required.

**Standard Licensure: Administrator**

A minimum of 15 required course semester hours, distributed as follows. To be eligible for a Continuing Administrator License, candidates must have completed the Basic License and at least three years of administrative experience in Oregon.

*Required Courses*

- 620 Essential Readings, 1 semester hour
- 621 Organizational Leadership and Decision Making, 2 semester hours
- 622 School Revenues, 1 semester hour
- 623 Communication Skills for Administrators, 1 semester hour
- 624 Implementing Curricula, 1 semester hour
- 625 School-Community Relations, 1 semester hour
- 629 Models of Organizational Change, 2 semester hours
- 630 Seminar on Organizational Change, 2 semester hours
- 632 Educational Research and Assessment, 3 semester hours
- 634 Ethics and School Administration, 1 semester hour

**Practicum**

The Department of Educational Administration employs practicum experience in several ways to support students' growth in the application of theory.

The practicum specifically addresses all areas of administrative responsibility and meets the Oregon Teacher Standards and Practices Commission requirement of verification of practicum experience at two levels—early childhood/elementary and middle level/high school.

Offered for both administrators (EDAD 504/614) and superintendents (EDAD 575), this two-semester course includes monthly three-hour seminar meetings and a field placement. For field placement, a practicum plan is developed between the campus supervisor and each field supervisor. This major commitment of time and energy focusing on the role of the administrator is an important part of the program.





The amount of time spent at each level—early childhood or elementary and middle level or high school—is determined on an individual basis, taking into account the student's experience and goals as well as field supervisors' advice.

Students are expected to demonstrate their leadership potential in the field settings, have meetings with their campus supervisor and field supervisors, log their activities, and develop a portfolio.

### Faculty

To achieve a balance of theory and practical application, the department recruits faculty members from the academic community and from the ranks of practicing school administrators. Faculty are selected on the basis of effective teaching, familiarity with the leadership literature, and ability to implement effective leadership.

## Curriculum

### EDAD 500 Leadership Profile Center

The Leadership Profile Center is an intensive one-day activity where students participate in simulation activities and are evaluated by faculty and practitioners. Students receive feedback about their leadership skills and develop a plan to enhance those skills. Students develop a portfolio during their course and practicum experiences, which is assessed at the conclusion of the practicum.

*Prerequisite:* None.

*Credit:* .5 semester hour.

### EDAD 501/610 School Organization

Organization and leadership theory as the foundation for the key role of administrators. The course investigates the organizational dynamics of schooling and what is required for leadership in a complex organization, including making decisions, developing communication systems, and understanding school improvement and the full ramifications of Oregon's Education Reform Act.

*Prerequisite:* EDAD 500/633 (may be taken concurrently).

*Credit:* 3 semester hours.

### EDAD 502/612 Instructional Leadership

Introduction to the specifics of clinical supervision for the enhancement of student and teacher performance as well as alternatives to traditional teacher evaluation models. Students also explore issues of school leadership, staff development, and professional renewal.

*Prerequisite:* EDAD 501/610.

*Credit:* 3 semester hours.

### EDAD 503/613 Legal Rights and Responsibilities

A systematic study of the sources of law under which educators operate. Case law, lectures, and discussions concentrate on the legal rights and responsibilities of all individuals attending or employed by public schools. The course examines areas of education governance: sources of law and the courts; schools and the state; and law as it relates to students, teachers, school reform, diversity, school finance, and educator and district liability. Also listed as ED 543.

*Prerequisite:* EDAD 500/633, 501/610.

*Credit:* 2.5 semester hours.

### EDAD 504A/614A, 504B/614B Practicum for Administrators

Two semesters of supervised, on-site, pre-designed administrative experience along with campus seminars involving discussions and presentations. Students explore the essential elements of successful school administration in early childhood/elementary or middle level/high school under the supervision of experienced field and campus supervisors.

*Prerequisite:* EDAD 501/610.

*Credit:* 3 semester hours each.

### EDAD 505/615 Essential Readings About School Reform

A seminar providing timely, thoughtful discussion on school reform including curriculum, instruction, leadership, finance, and politics. Students read, discuss, and debate recently published works by leading scholars and researchers. Also listed as ED 516 and EDAD 520/620, 579, and 590.

*Prerequisite:* None.

*Credit:* 1 semester hour.

### EDAD 507/617 School Finance for Administrators

District budget development and administration as practiced in public school finance. Emphasis is on understanding the impact of political decisions on school revenues and budget development. The course includes

presentation and analysis of the components of a school budget. Students also analyze a district budget as a method of achieving priority goals as established by the governing board.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 520/620**  
**Essential Readings**

Same as EDAD 505/615. Also listed as ED 516 and EDAD 579 and 590.

**EDAD 521/621**  
**Organizational Leadership and Decision Making**

Interdisciplinary perspectives on leadership in the public and private sectors. Topics include organizational complexity, ethical ambiguity, and meaning in the lives of leaders.

*Prerequisite:* Initial Administrator License or consent of chair.

*Credit:* 2 semester hours.

**EDAD 522/622**  
**School Revenues**

District budget development and administration as practiced in public school finance. Emphasis is on understanding the impact of political decisions on school revenues and budget development. The course includes presentation and analysis of the components of a school budget. Students also analyze a district budget as a method of achieving priority goals as established by the governing board.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 523/623**  
**Communication Skills for Administrators**

The communication process as it applies to personal and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication in dyads, small groups, and large groups. Strategies for improving the efficiency of group problem solving are investigated.

*Prerequisite:* None.

*Credit:* EDAD 523, 1 semester hour.

EDAD 623, 3 semester hours.

**EDAD 524/624**  
**Implementing Curricula**

Application of research on teaching and learning to classroom instruction and instructional leadership. The course stresses ways of adapting instruction to student characteristics and developing systematic staff development programs. Research on the special needs of students from different cultures is reviewed.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 525/625**  
**School-Community Relations**

Developing understanding and awareness of the administrator's role in initiating and maintaining reciprocal growth relationships with various communities in school districts. Emphasis is on applying theories and models of school-community relations to the development and/or improvement of an administrator's knowledge base, self-understanding, and interpersonal skills.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 526**  
**Working With Conflict**

Working through conflict with adults in school organizations. Students investigate the causes of conflicts and consider resolution strategies. The course is appropriate for professionals at the building and district level.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 527**  
**Education and Society: Continuities and Discontinuities**

Same as ED 511 (see Teacher Education).

**EDAD 528**  
**Gender and Education**

How gender is maintained, enlivened, and perpetuated as a social category in schools in the United States. The course surveys the historical and philosophical roots of schooling and considers research and contemporary literature to explore the interaction between gender and educational practices.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**EDAD 529/629**  
**Models of Organizational Change**

Changes in organizations caused by internal and external forces such as mandates, implemented innovations, and plans for improvement. The course covers methods of planning change such as organization development, action research, survey feedback, and individual planning. Focus is also on models of the change process for the individual, small group, and organization.

*Prerequisite:* None.

*Credit:* 2 semester hours.

*"There were 15 students in my class, and our teachers knew each of us by name. They visited us at our work sites, and they still check in to see how we're doing. That was huge to me, to be getting my education from people who really cared about me and cared about my success, beyond paperwork."*

*— John Seeley '97, principal and superintendent, Monument School District, LaGrande*

"Education is the process of adding meaning to experience."

—John Dewey

**EDAD 530/630  
Seminar on Organizational Change**

Bringing about change in organizations. The seminar assists participants involved in organizational change at the building or district level to develop, implement, and evaluate the change.

*Prerequisite:* EDAD 529/629 or consent of instructor.

*Credit:* 2 semester hours.

**EDAD 531/648  
Program for New Administrators:  
The Ropes to Skip and the Ropes to Know**

The challenges, ethical dilemmas, and surprises facing new administrators. The year-long course meets monthly and includes fall and spring retreats. Participants develop peer support groups within and across districts.

*Prerequisite:* Position requiring the Initial Administrator License.

*Credit:* 3 semester hours.

**EDAD 532  
Working With the Marginal Performer**

The knowledge, skills, and support for school administrators to work with adults, primarily teachers, whose performance is not acceptable. Class activities include readings, whole-group discussions, guest presentations, journal writing, and sharing support with peers.

*Prerequisite:* Position requiring the Initial Administrator License or supervisory responsibility or consent of instructor.

*Credit:* 2 semester hours.

**EDAD 534  
Physical Environment of Schools**

Management and maintenance of school facilities and equipment. Topics include school-plant needs, planning, costs, design, and operations. Issues of legal liability, transportation, capital investment, and depreciation are analyzed.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 550/632  
Educational Research and Assessment**

Gathering and interpreting the information professional educators need for effective decision making in research and assessment. Topics include the state assessment system

including standards-based assessment, the school improvement process, and testing for student identification. The course also covers interpretation of test data for individual students, whole-school program review, and communicating assessment data to parents and community.

*Prerequisite:* Basic or Initial Administrator License.

*Credit:* 3 semester hours.

**EDAD 570/626  
Negotiation and Collective Bargaining**

Management of the collective bargaining process as it applies to public employees.

The course is designed for students who have responsibility for negotiation or administration of contracts. Emphasis is on the influence of Oregon's Collective Bargaining Law and new models of collaborative bargaining. The course includes a minor practicum component.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**EDAD 571/627  
Contract Management**

Administering the contract as it applies to school employees. The course is designed for students who have responsibility for contract management.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 572  
Strategic Planning and School Finance**

Timely material for school administrators facing declining enrollments, budget cutting, and reordering of priorities. The course covers strategies for generating revenues and eliminating inefficiencies, as well as taxation issues and risk management.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 573  
Personnel Management in Schools**

Management of school district employees with emphasis on selection, appraisal, development, and professional growth according to employees' individual needs. The course is designed for administrators who have personnel and program responsibilities.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**EDAD 574**  
**Working With School Boards**

The processes by which the broad goals of public policy are established and put into practice. Legal, legislative, and contractual constraints in policy-making are assessed. Board management, agenda setting, coalition formation, and conflict resolution are also covered.

*Prerequisite:* None.  
*Credit:* 1 semester hour.

**EDAD 575**  
**Practicum for Superintendents**

Supervised, on-site, predesigned administrative experience and campus seminars involving discussions, student presentations, and task analysis. Students examine their understanding of administrative theory in light of their field application of the theory, synthesizing the theory and experience into a holistic interpretation of educational administration. Activities vary depending on the site chosen, student interests, and desired skill development.

*Prerequisite:* None.  
*Credit:* 4 semester hours.

**EDAD 579**  
**Essential Readings**

Same as EDAD 505/615. Also listed as ED 516.

**EDAD 590**  
**Essential Readings**

Same as EDAD 505/615. Also listed as ED 516.

**EDAD 591**  
**Program Evaluation**

A systematic approach to program evaluation. Students are exposed to methods of assessing program effectiveness, the use of program evaluation as a productive basis for future planning, and the prospects for developing excellence in program performance and credibility within public organizations.

*Prerequisite:* None.  
*Credit:* 2 semester hours.

**EDAD 592/634**  
**Ethics and School Administration**

The causes of and solutions to ethical dilemmas faced by administrators in school districts. Emphasis is on how law and the constitutional basis of law are related to the unique role of administrators in governance.

*Prerequisite:* None.  
*Credit:* 1 semester hour.

**EDAD 593**  
**Business Management in Education**

A series of topical workshops in school operations, beginning with a fall conference and extending through the spring semester. The course is designed in cooperation with Business Officials of Oregon Schools for business managers and superintendents of small school districts. Topics include risk management, purchasing, accounting procedures, food service, and custodial services.

*Prerequisite:* None.  
*Credit:* 1 semester hour.

**EDAD 598**  
**Special Studies: New or Experimental Courses**

**EDAD 599**  
**Independent Study**

*Note:* For interdisciplinary courses, see Teacher Education in this catalog.



*Lewis & Clark is located within 45 miles of two state schools, one private school, three large regional programs, and several public school and education service district programs for the deaf.*

## Special Education: Deaf and Hard-of-Hearing

Lewis & Clark's Department of Special Education: Deaf and Hard-of-Hearing has been a major regional resource since 1952 for the preparation of elementary and secondary teachers of deaf and hard-of-hearing students. In addition, the department prepares specialists in early intervention/early childhood special education. Graduates enjoy a placement record of nearly 100 percent, finding challenging work throughout the United States and in several foreign countries.

The department's programs are fully accredited by the state of Oregon and the Council on the Education of the Deaf (CED). Students who meet all Lewis & Clark program requirements can earn a master of education degree and be eligible for an Oregon Initial License and a CED Provisional Certificate as a teacher of the deaf and hard-of-hearing (for the elementary/secondary program) or early intervention/early childhood specialist (for the early intervention program).

Students are selected from a nationwide pool of applicants. Although many enter with an undergraduate emphasis in education or speech and hearing science, students with other backgrounds are also encouraged to apply. A full range of services is available for deaf and hard-of-hearing graduate students, including interpreters, note takers, real-time captioning, and auditory amplification systems. Federally funded scholarships, private scholarships, and loan programs are available for full-time and part-time students. Acceptance by the department qualifies the student to be considered for these scholarships and loans.

The master's degree can be completed in 12 to 15 months of full-time study. The degree requires a minimum of 34 semester hours and normally requires 51 semester hours for the elementary/secondary program and 46 semester hours for the early intervention/early childhood program.

### Resources for Nondegree Study

Lewis & Clark is one of the Northwest's major professional development resources in the education of students who are deaf and hard-of-hearing. Through workshops, inservice classes, and consultation, professional education activities are provided for teachers, supervisors, administrators, interpreters, support service personnel, other professionals, deaf adults, and parents of children who are deaf and hard-of-hearing.



### Admission Requirements

- 1) Applicants to the Department of Special Education: Deaf and Hard-of-Hearing must have a bachelor's degree from an accredited institution.
- 2) Students must submit acceptable scores from either the Graduate Record Examination or the Miller Analogies Test.
- 3) Three references are required, two of which must be either professional or academic.
- 4) Sign language proficiency at the intermediate level or above is preferred.
- 5) Courses in the following areas are prerequisites for the elementary/secondary program: social, cultural, and historical foundations of education; educational psychology; child or adolescent psychology; the exceptional child. These courses can be completed before admission or as part of the planned program of study. Audiology and early childhood education are prerequisites for the early intervention program. Courses in counseling and American Sign Language are strongly recommended.
- 6) A personal interview either in person or by telephone is required.

### Application Procedures and Deadlines

- 1) File department application with \$50 nonrefundable application fee.
- 2) The department sends reference forms to persons listed on the application.
- 3) Submit test scores.
- 4) Submit an official transcript from each college or university attended.
- 5) Deadlines for completed application files:  
*December 1*, Early Decision  
*March 15*, Regular Decision

A maximum of 20 full-time and part-time students are enrolled each year in the elementary/secondary program, and eight full-time students are enrolled in the early intervention/early childhood specialist program. If openings are still available in either program as of March 15, the application deadline will be extended.

### Programs of Study and Degree Requirements

The sequence for both programs begins in June. A program of study is planned individually with each participant. If any of the required coursework has been completed during the last five years, or evidence of competency is provided, approved courses may be substituted, or requirements waived. Students who wish to pursue licensure but not a degree should discuss the program of study with their advisers.

Practicum opportunities are varied. Observation, instructional assistant, itinerant teacher, tutoring, small-group instruction, and student teaching experiences are available with deaf or hard-of-hearing individuals from infant through high school and college

age. The practicum may include experience teaching in a self-contained classroom or resource room, or with an itinerant/consultant teacher. Practicum centers include the Alaska, Arizona, California, Hawaii, Idaho, Montana, Oregon, and Washington state schools for the deaf; various school districts and educational service districts in Washington, including Bethel, Edmonds, Evergreen, Highline, Lacey, Longview, Seattle, Spokane, Tacoma, and Vancouver; the eight regional centers in Oregon, located in Albany, Bend, Eugene, Hillsboro, Medford, Pendleton, Portland, and Salem; and the Tucker-Maxon Oral School in Portland. Infant Hearing Resource and the educational service districts in Clackamas, Multnomah, and Washington counties in Oregon also provide practicum sites for students in the early intervention program.

### Core Program

In addition to the courses listed below, students are required to complete 4 semester hours in the Graduate Core Program.

## Curriculum

### Special Education: Deaf and Hard-of-Hearing Elementary/Secondary Program

#### TTD 500

##### Research and Assessment Methods in Education

How professional educators can gather the information they need for effective decision making. Students gain understanding of the research process, and are then able to interpret and, to a more limited degree, evaluate educational research reports. The course enables students to plan and carry out small-scale action research and evaluation studies.

*Prerequisite:* None.

*Credit:* 2 semester hours.

#### TTD 501

##### Psychosocial and Educational Foundations of Deafness

The psychological, social, cultural, and educational implications of deafness and the history of the education of the deaf.

*Prerequisite:* None.

*Credit:* 2 semester hours.

#### TTD 502

##### Elementary Methods: Thematic Integration

The strategies and materials used to teach elementary mathematics, science, social studies, physical education, art, and health.





Topics include integrated learning, thematic units, and cooperative learning techniques.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**TTD 505**  
**Oral and Aural Communications,**  
**Elementary**

**TTD 506**  
**Oral and Aural Communications,**  
**Secondary**

Methods of developing speech, speech reading abilities, and existing residual auditory skills.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**TTD 508**  
**Practicum, Elementary**

**TTD 509**  
**Practicum, Secondary**

Participation in the classes of deaf and hard-of-hearing children. Students begin by observing the classroom and acting as teacher assistants under supervision. Skills in observation, communication, and language and speech instruction are emphasized. Later, students engage in supervised instruction in content areas and in speech, language, and literacy.

*Prerequisite:* To be taken concurrently with TTD 505/506 and 515/516.

*Credit:* 3 semester hours.

**TTD 515**  
**Language Development, Elementary**

**TTD 516**  
**Language Development, Secondary**

An introduction to the fundamental concepts of language development, including how children with normal hearing and children who are deaf and hard-of-hearing acquire and use language. The course covers a theoretical and applied framework of language acquisition as well as strategies for integrating theory and practice to provide a rich language learning environment in the classroom.

*Prerequisite:* None.

*Credit:* 4 semester hours.

**TTD 520**  
**Audiology**

The nature of sound; the function of the ear; conductive, sensory-neural, and central hearing losses; medical and surgical aspects of hearing impairment. Pure tone, bone conduction, speech reception, and discrimination evaluations; hearing aid, cochlear implant use, construction, and evaluation.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**TTD 530**  
**Curriculum, Methods, and Classroom**  
**Management**

Principles and methods of developing and maintaining the curriculum and managing

a classroom of deaf and hard-of-hearing students. Topics include curriculum development, developing individual education plans, general methods, lesson and unit planning, behavior management techniques, classroom rules and procedures, and interaction among students, teachers, peers, and parents.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**TTD 536**  
**Literacy Development, Elementary**

**TTD 537**  
**Literacy Development, Secondary**

An introduction to the basic concepts of reading and writing development, content of a preschool-through-secondary literacy program, and instructional strategies and materials used with children who are deaf and hard-of-hearing. Emphasis is on understanding how the deaf or hard-of-hearing child's language and cognitive abilities interact with the reading and writing process, and on helping children develop fluency and flexibility in constructing meaning from text.

*Prerequisite:* Consent of instructor.

*Credit:* 3 semester hours.

**TTD 544**  
**Practicum**

*Prerequisite:* Consent of instructor.

*Credit:* 1-5 semester hours.

**TTD 546**  
**Student Teaching, Elementary**

**TTD 547**  
**Student Teaching, Secondary**

Supervised student teaching in a public school or state school as a self-contained-classroom teacher, resource room teacher, or itinerant/consultant teacher of deaf and hard-of-hearing students during the full day for a 10-week period. Supervision and guidance are provided by the cooperating teacher and department faculty members.

*Prerequisite:* Completion of specialized methods courses.

*Credit:* 9 semester hours.

**TTD 563**  
**Use of Media in the Classroom**

Overview of many media formats and hands-on experience in production, presentation, design, and acquisition. The course includes evaluation of materials in the following formats: graphics, sound, film, video, slides, filmstrips, computer programs, and overhead transparencies.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**TTD 580, 581, 582, 583**  
**Sign Systems I, II, III, IV**

Competency in the expressive and receptive use of American Sign Language (ASL) and sign systems that follow English syntax. The courses also include content on the culture of the deaf community.

*Prerequisite:* For TTD 580, completion of one basic sign course. For TTD 581-583, competency at previous level.  
*Credit:* 2 or 3 semester hours.

**TTD 587**  
**Linguistics of ASL**

Basic concepts of linguistics as they pertain to American Sign Language (ASL) structures. Students investigate fundamental areas of structural linguistic inquiry: phonology, morphology, syntax, semantics, discourse. Students are exposed to current ASL research and develop critical thinking skills needed to follow future research developments. Discussion and examples draw parallels between structural features of languages, particularly English, and American Sign Language.

*Prerequisite:* American Sign Language proficiency at the intermediate level.  
*Credit:* 2 semester hours.

**TTD 590**  
**Student-Designed Continuing Professional Development Project**

Creation of a plan for a continuing professional development project. Each student's plan details the content and practice required to develop a product or the competencies needed to provide quality educational services to deaf and hard-of-hearing children. The plan must be approved by the department chair and instructor.

*Prerequisite:* None.  
*Credit:* 3-6 semester hours.

**TTD 598**  
**Special Studies: New or Experimental Courses**

**TTD 599**  
**Independent Study**

**Early Intervention/Early Childhood Program**

In addition to the following courses, students in the early intervention program complete many of the courses listed in the elementary/secondary program and 4 semester hours of Core courses.

**TTD 545**  
**Extended Practicum**

Offered during the spring semester. Designed to foster and develop the additional skills required of a specialist in early intervention/early childhood special education.

*Prerequisite:* None.  
*Credit:* 1 semester hour.

**TTD 551**  
**Pediatric Audiology**

Maturation of auditory perceptual skills, measurement of hearing in children, parameters of speech reception, and the effect of hearing loss on sound-speech reception.

*Prerequisite:* Course in basic audiology.  
*Credit:* 3 semester hours.

**TTD 552-553**  
**Seminar in Infant-Family Habilitation I and II**

Relating coursework, theory, and observation experience to infant-family habilitation.

*Prerequisite:* None.  
*Credit:* 2 semester hours each.

**TTD 555**  
**Observation and Practicum**

Relating theory to actual evaluation and teaching in early intervention/early childhood and instruction of families.

*Prerequisite:* None.  
*Credit:* 2 semester hours.

**TTD 556**  
**Internship**

Full-time internship in which the student participates in all activities required of a specialist in early intervention/early childhood special education, including preparation and preplanning, assessment, instruction, record keeping, parent instruction, team participation, and development of service plans.

*Prerequisite:* Completion of all specialized coursework.  
*Credit:* 5 semester hours.

**TTD 559**  
**Counseling Families of Young Children With Disabilities**

Interactive course focusing on counseling techniques rather than theory, drawing strongly on participants' personal and professional experiences.

*Prerequisite:* None.  
*Credit:* 2 semester hours.

**TTD 560-561**  
**Infant/Toddler Development/Developmental Disorders I and II**

Relating theory and information on all facets of infant and toddler development to habilitation services for infants and their families. Topics include normal infant and toddler development in language, cognition, movement, vision, and hearing; developmental evaluations; genetics; and the effects of hearing loss and other disabilities on normal development.

*Prerequisite:* None.  
*Credit:* 4 semester hours.

**TTD 562**  
**Team Approach to Early Intervention**

Preparation to serve on an interdisciplinary team, facilitate interagency cooperation, and handle case coordination. The course covers services provided by professionals from varied disciplines for young children with disabilities. Models of effective teamwork are examined.

*Prerequisite:* None.  
*Credit:* 1 semester hour.

Graduates of Lewis & Clark's programs in special education: deaf and hard-of-hearing enjoy a nearly 100-percent placement rate after graduation. The department has been a major national resource since 1952, preparing teachers to work with hearing-impaired students in preschools, elementary schools, and secondary schools across the country.

*"Don't give students answers for which they have no questions."*

—James Wallace,  
professor of education

## Teacher Education

Lewis & Clark's teacher education programs develop educators who are thoughtful decision makers and leaders in our nation's schools. Graduates help young people learn and grow by implementing creative and reflective approaches to teaching, learning, and research. In addition to serving as classroom teachers, many graduates continue their careers to become principals and other leaders in education.

Lewis & Clark offers highly distinctive programs of study for future and practicing teachers. Students draw upon the resources of an outstanding faculty, culturally rich urban and rural communities, regional cultural and science centers, the College's own Northwest Writing Institute, and school districts of the greater Portland community and across the state.

Teacher education students enjoy the benefits of small classes and close relationships with faculty. They have extensive opportunities to observe outstanding teachers and to practice teaching under the careful supervision of skillful mentor teachers. Students are encouraged to develop strategies as lifelong learners through frequent seminars with faculty, experiential learning activities, and guided writing. Close cooperation between Lewis & Clark faculty and community educators contributes richly to these goals.

Off-campus programs for teachers, described later in this section of the catalog, are offered cooperatively by the Department of Teacher Education and Center for Professional Development. (Also see Center for Professional Development in this catalog.)

Applicants to all teacher education programs are evaluated on the basis of the excellence, depth, and breadth of their academic background; the strength of their recommendations; the quality of their teaching experience (for prospective teachers, their experience with youth in educational settings); written essays; and the results of standardized tests and/or a portfolio. Specific admission requirements and procedures are described in the following sections.

*Note:* Under regulations effective January 15, 1999, the teaching license is an authorization to teach at specific grade levels from age 3 through senior high school, with endorsements for specific subject matter.

### **Who We Are: Statement of the Teacher Education Faculty**

John Dewey defined education as "that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases to direct the course of subsequent experience." We, the teacher education faculty at Lewis & Clark College, apply this meaningful statement to our work.



We are a community of learners and teachers committed to the preparation of educators who:

- recognize that teaching is a commitment to lifelong learning;
- possess excellent liberal education grounded in relevant academic disciplines;
- value the importance of inquiry, research, writing, reflection, and dialogue within their educational communities;
- are teacher-researchers able to apply, create, and disseminate needed knowledge;
- understand, can work effectively with, and critique standards-based education, including the Oregon 21st Century Schools Act;
- translate knowledge and experience into teachable curriculum;
- develop respectful, caring classrooms that encourage student participation, problem-solving, the expression of varying points of view, and reflective inquiry;
- approach learning as a process that is at once socially constructed and individually meaningful;
- are culturally responsive and appreciate the rich diversity of human experience;
- promote student development in the social and ethical realms;
- encourage real-world problem solving that connects with the needs of the community and the region;
- support individual students in the pursuit of their own interests and goals.

We expect such teachers to reflect thoughtfully on their work and its relationship to the larger society. Our vision is for teachers to work together as change agents to promote social justice and democratic reform in their schools and communities.

### **Preservice Options: Master of Arts in Teaching/Fifth-Year Licensure**

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under Oregon Standards for Fifth Year Programs (Divisions 17 and 60 Standards of the Oregon Administrative Rules). Graduates complete all academic requirements for the Initial Teaching License in the state of Oregon.

### **Early Childhood/Elementary Authorizations**

There are three options for beginning teachers, each organized around a full-year internship in a Portland-area school, combined with coursework on campus and additional practicum experiences. The Early Childhood/Elementary Intern program prepares students for an Initial License to teach children age 3 through grade 8 in preschool and elementary schools. The Middle Level/High School Intern program prepares students for an Initial License to teach grades 5-10 in middle and junior high schools and grades 7-12 in mid-high and senior high schools.

The College is developing a third option for those who wish to specialize in teaching early adolescents (grades 4-8) in middle or elementary schools. This program will prepare students with a subject-area specialty and the interdisciplinary background needed for the elementary classroom.

Lewis & Clark College is committed to preparing teachers who will assume leadership roles in their schools and communities, and who link schools to the community through real-world problem solving and curriculum development. Interns and their students learn to work with actual problems, challenging children to develop and contribute solutions to community issues. Students graduate from this program prepared to teach children from age 3 in a preschool through grade 8 in an elementary school.

The two elementary cohorts progress through the same courses and internship requirements, but each emphasizes a distinct theme. One cohort gives in-depth attention to interdisciplinary science, mathematics, and technology education. Interns transfer insights gained from their field-based, community-oriented practica to their school placement sites. Several interns in the math and science cohort complete their internships at Catlin Gabel School, which provides a stipend for their work. The other cohort gives more in-depth attention to language and literacy development in the home, community, and school; to literature; and to issues of language, literacy, and literature across the curriculum.

### *Licensure Requirements*

#### *First Summer*

- ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours
- ED 561 Child Development, Learning, and Exceptionality, 3 semester hours
- ED 513A/513B Summer Practicum (513A, Early Childhood; 513B, Elementary), 1 semester hour
- ED 559 Math for Early Childhood, 1 semester hour
- SS 578 Social and Cultural Studies, 2 semester hours
- SCI 555 Field Natural History, 1 semester hour
- ED 560 Technology and Curriculum, 1 semester hour

#### *Fall Semester*

- ED 514 Intern Practicum I (Early Childhood or Elementary), 2 semester hours
- ED 562 Elementary School Mathematics, 3 semester hours
- ED 565 Reading I: Literacy Development, K-8, 2 semester hours
- ED 567 Language Arts and Literature, K-8, 3 semester hours
- SCI 580 Science and Children, 2 semester hours

*In a recent four-year period, three of four Oregon Teachers of the Year—Nicki Hudson, Ford Morishita, and Barbara Murray—were Lewis & Clark graduate school alumni. Why? We admit the best students and help them become even better teachers.*

*"To be a great teacher takes a magical balance between loving learning and honestly caring for your students. At Lewis & Clark, I felt very valued as an individual. I was never expected to parrot back somebody else's ideas—I could be myself and explore my own style. At some point I realized that the only way to truly connect with students is to be honestly who I am, and to respect them for who they are. And it works."*

—Nicki Hudson, M.A.T '87, Oregon's 1998 Teacher of the Year and a math teacher at Oregon's West Linn High School

#### Spring Semester

ED 515 Intern Practicum II (Early Childhood or Elementary), 7 semester hours  
ED 563 Classroom Management and Inclusion, 2 semester hours  
ED 566 Reading II: Literacy Development, K-8, 2 semester hours  
SCI 560 Thematic Inquiry, 1 semester hour  
ED 568 Arts, Culture, and Creativity, 2 semester hours

#### Summer Semester, Session I

ED 569 Health and Physical Education (includes practicum), 1 semester hour

Interns are able to apply for their teaching license upon completion of these courses.

#### Summer Semester, Session II

ED 501 Constructive Assessment in the Classroom, 2 semester hours  
ED 555 Experience and Meaning, 1 semester hour

#### M.A.T. Degree Requirements

A minimum of 45 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows:

ED 501 Constructive Assessment in the Classroom, 2 semester hours  
ED 555 Experience and Meaning, 1 semester hour

#### Graduate Core Requirements

A minimum of 4 semester hours

#### Middle Level/High School Authorizations

Lewis & Clark offers a full-time, 14-month program for beginning educators in middle and high school (grades 5-12) in English language arts, mathematics, biology, chemistry, physics, integrated science, or social studies. Specialty-area endorsements also are offered in art, some foreign languages, and music.

The M.A.T. degree in middle and high school education includes a minimum of 42 semester hours with study in education, adolescent development and learning, subject-area coursework, practicum and supervised intern teaching, and the interdisciplinary Graduate Core Program. This intern option enables beginning educators to meet the needs of adolescents and preadolescents, combining a focus on high school subject matter and holistic learning with an emphasis on current best-practice recommendations for middle school students, including integration, team-teaching, community service, collaborative learning, and teacher research. Candidates who already hold an advanced degree may complete the licensure courses without additional degree courses.

M.A.T. interns begin coursework in mid-June of each year and continue through the following summer. The program includes a 10-month internship with an outstanding

mentor teacher in a local school. Interns begin working with their mentors the week before the opening of their school in the fall (typically the last week of August) and continue until the end of the public school year.

Beginning the first summer, M.A.T. interns take courses in professional education, subject fields, and the Graduate Core Program and complete a practicum. During the fall semester, interns study subject matter and education while spending increasing amounts of time in their classroom observing and tutoring students, assisting the mentor teacher, and planning and teaching occasional lessons. In spring semester, interns teach nearly full time in the classroom and continue campus seminars with College faculty and mentors. The second summer includes additional coursework in education, subject areas, and the Core Program. Students may be eligible for licensure at the end of 12 months, leaving the last summer semester for completion of master's degree requirements.

#### Licensure Requirements

##### First Summer

LA 531 Writing and the Writing Process, 2 semester hours  
MATH 531 Mathematical Thinking, 2 semester hours  
ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours  
ED 552 Adolescent Development and Learning (includes practicum), 3 semester hours  
Two electives in subject area of 2-3 semester hours each or an elective and a Core course

##### Fall Semester

ED 551 Literacy, Culture, and Learning, 3 semester hours  
ED 553 Classroom Teaching and Learning I, 3 semester hours  
(Subject area) 579 Teaching (your subject area) to Adolescents, 3-4 semester hours.  
(Courses typically listed as FL 579, LA 579, SS 579, ART 579, MATH 579, SCI 579, etc.)

##### Spring Semester

ED 563 Classroom Management and Inclusion, 2 semester hours  
ED 564 Curriculum and Inquiry, 3 semester hours  
ED 554 Classroom Teaching and Learning II (internship with weekly seminar), 8 semester hours

#### M.A.T. Degree Requirements

A minimum of 42 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows:  
ED 555 Experience and Meaning, 1 semester hour

#### Subject-Area Electives

A minimum of 6 semester hours and three courses

#### Graduate Core Requirements

A minimum of 4 semester hours

## Music Endorsement

The Master of Arts in Teaching Fifth-Year Licensure program for music teachers is designed for students with highly developed musical skills, an undergraduate degree in music (or in another discipline with extensive coursework and experience in music), and an interest in and aptitude for working with children. The program of study leads to an Initial License at the middle and high school levels (grades 5-12) and eventually to a master of arts in teaching degree.

A minimum of 29 semester hours of coursework is required for the Initial License. A total of 9 semester hours of music electives and 4 semester hours of graduate Core courses are required for the M.A.T. degree. Degree requirements must be completed within five years of admission.

*Note:* Upon admission, students must consult with the music adviser to design an appropriate course of study, including the sequence of courses they will take, and to discuss subject-area electives.

### Courses

ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours

ED 551 Literacy, Culture, and Learning, 3 semester hours

ED 552 Adolescent Development and Learning (includes practicum), 3 semester hours

ED 554 Classroom Teaching and Learning II (internship with weekly seminar), 8 semester hours

ED 563 Classroom Management and Inclusion, 2 semester hours

MUE 544 Practicum in Music Education, 1-4 semester hours

MUE 579 Teaching Music to Adolescents, 4 semester hours

MUE 580 Instrumental Ensemble Seminar/Lab, 1 semester hour

MUE 582 History, Development, and Current Trends in Music Education, 3 semester hours, or music elective, 3-4 semester hours

MUE 584 M.A.T. Seminar in Music Education, 2 semester hours

MUS 5XX Music Elective, 1-2 semester hours

### Graduate Core Requirements

A minimum of 4 semester hours

## Application Procedures for Preservice Intern Programs

1) Applicants to the preservice programs must have a baccalaureate degree from an accredited institution, a minimum cumulative grade point average of 2.75, and a strong background in the area they plan to teach. Applicants must submit an official transcript from each institution they have attended as undergraduate or graduate students. This includes Lewis & Clark College graduates of the College of Arts and Sciences.

2) Test requirements: Applicants to preservice programs in 2000-2001 should contact the Department of Teacher Education for specific test requirements for the grade levels and subjects they wish to teach.

3) A completed application must be received by January 7, 2000. Admission after this date is on a space-available basis. Submit applications to the Program Secretary, Department of Teacher Education, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. A nonrefundable application fee of \$50, payable to Lewis & Clark College, must accompany the application.

4) Applicants must request three letters of recommendation, at least one of which attests to the scope and quality of the applicant's work with youth, whether in a formal employment or voluntary role. Letters of recommendation should also address academic and teaching potential. For applicants to the Early Childhood/Elementary Intern program and the Elementary/Middle Level Intern program, at least one letter must address work with children in classroom settings.

5) Applicants living nearby in Oregon or Washington may be required, at the discretion of the Admissions Committee, to interview with a faculty member as part of the application process. Telephone interviews may be offered to applicants in other geographic areas.

6) Candidates seeking financial aid should request a graduate financial aid application packet from the Office of Student Financial Services. Scholarships may become available periodically in any year. Also see Scholarships, below.

7) Full admission to the M.A.T. preservice intern programs is contingent upon acceptance by a school district for an internship.

Applicants should check with the teacher education office to be sure they have current information regarding program offerings and application deadlines, procedures, and test requirements.

## Scholarships

Three annual scholarships are available to teacher education students.

■ *The Mary Stuart Rogers Scholarship*, established in 1995, is awarded to students whose outstanding academic achievements are complemented by qualities of leadership, dedication, integrity, compassion, sensitivity, and self-discipline. Application materials should be submitted with the application to the Department of Teacher Education.

■ *The Carol D. Dimich Memorial Scholarship*, established in 1994, is awarded each year to a nontraditional graduate student; application materials are available from the program secretary during the fall semester of enrollment.





■ A limited number of *Multicultural Alliance Scholarships* are available. Contact the teacher education office for specific information.

### Application Deadlines for Preservice Programs

*Applications due:*  
January 7, 2000

*Applications accepted on a space-available basis until:*  
April 10

*Notification of admission decision for January 7 applicants:*  
Early to mid-March

*Application deadline for priority consideration for financial aid:*  
March 1

*Required orientation for new full-time M.A.T. students:*  
Early June

### Inservice Options: Master of Arts in Teaching and Master of Education

The inservice M.A.T./M.Ed. programs, both on and off campus, offer elementary, middle school, and secondary options for teachers wishing to engage in advanced study and improve their teaching practice. Teachers who hold an Oregon Basic License may pursue the Oregon Standard Teaching License or an Oregon Continuing Teaching License as part of their M.A.T. or M.Ed. program. The M.A.T. degree requires both liberal arts and professional education courses. The elementary program offers courses appropriate for the licensed teacher of the self-contained classroom through grade 8, with opportunity for study in a variety of subject areas.

The middle level and high school programs are designed to help licensed teachers develop further competence in teaching one or several academic disciplines in middle and/or high schools in grades 5-12. Subject-matter endorsement areas include art, ESOL /bilingual education, foreign languages, language arts, mathematics, music, reading, science (biology, chemistry, integrated science, or physics), and social studies. Teachers with an interest in educating students with special needs may complete coursework and practica to obtain a Special Educator Endorsement and a master of education degree.

Lewis & Clark's varied teacher education inservice options on and off campus are detailed below. Students who seek additional information are encouraged to consult a Lewis & Clark faculty member in teacher education.

### Master of Arts in Teaching and Oregon Standard Secondary Licensure

For middle and high school teachers who hold a Basic License, Lewis & Clark College offers a program leading to the Standard License and—if desired—the M.A.T. degree. The course of study is planned in consultation with a faculty adviser. Students who have completed graduate education courses with essentially the same content as required courses may substitute education electives with the consent of their advisers.

#### Degree Requirements

A minimum of 36 semester hours, distributed as follows.

#### Professional Education Requirements

A minimum of 17 semester hours including:  
ED 500 Educational Research, 2 semester hours

ED 501 Constructive Assessment, 2 semester hours

ED 502 Literacy: Print, Media, and Technology, 3 semester hours

ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours

ED 507 Teaching and Learning in Middle and Secondary Schools, 3 semester hours

ED 509 M.A.T. Project Seminar, 2 semester hours

ED 511 Education and Society: Continuities and Discontinuities, 2 semester hours, or

ED 556 The Work of Paulo Freire, 2 semester hours, or

ED 546 Alternative Education, 2 semester hours

ED 548 Classroom Assessment: Work Sample, 1 semester hour

#### Subject-Area Electives

A minimum of 15 semester hours including:  
LA 501, SCI 501, or SS 501 (for students

in these subject fields), 2-3 semester hours

Additional electives from liberal arts disciplines. (The subject field may be one in

which the student already holds a basic endorsement or a new field in which the candidate seeks an added endorsement.)

Lewis & Clark College can recommend candidates for the Standard License in art, foreign languages, language arts, mathematics, music,

reading, science (biology, chemistry, integrated science, or physics), and social studies.

Middle school teachers are strongly encouraged to take ED 572, Restructuring for the

Middle Grades: Theory and Practice, and ED 573, Integrated Studies for the Middle and

Secondary Grades.

#### Graduate Core Requirements

A minimum of 4 semester hours

### Master of Arts in Teaching and Oregon Standard Licensure: Music

For practicing music teachers with a Basic License, Lewis & Clark offers a program to obtain the M.A.T. degree and a Standard License. This program, designed with a high

degree of individuality, seeks to achieve a balance among musical, philosophical, and practical growth.

The music education curriculum includes a full range of courses in musicianship, performance, pedagogy, theory, research, and methodology. Full-time and summer-semester students study with specific members of the distinguished faculty, each a recognized expert in one or several fields.

This course of study gives the candidate extended knowledge, understanding, and skills that contribute to professional effectiveness as a teacher-musician in elementary, middle, and secondary schools. The M.A.T. in music fulfills all requirements for the Oregon Standard Teaching License.

#### **Resources for Nondegree Students**

Graduate courses are available to music professionals who wish to improve their skills but may not wish to enroll in a formal degree program. Enrollment requires the department chair's approval for graduate-level courses. Open-enrollment courses and institutes are available to all interested students. The second half of the summer is traditionally devoted to institutes and workshops serving the music professional. Past offerings have included Orff and Kodaly workshops, choral symposia, jazz study with George Shearing, electronic music, music theory, and summer instrumental workshops. Music teachers may also plan a program to fulfill requirements for the Continuing License.

#### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

*Note:* Although the course of study listed here is typical, precise degree requirements for each student are determined by the graduate adviser in music in consultation with the student.

#### *Required Courses*

MUE 500 Music Education Research and Assessment, 3 semester hours  
MUE 582 History, Development, and Current Trends in Music Education, 3 semester hours  
MUE 584 M.A.T. Seminar in Music Education, 2 semester hours, or  
ED 509 M.A.T. Seminar, 2 semester hours  
ED 502 Literacy: Print, Media, and Technology, 3 semester hours  
ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours

#### *Professional Music Requirements*

A minimum of 15 semester hours, selected from graduate music courses

#### *Graduate Core Requirements*

A minimum of 4 semester hours

#### **Master of Arts in Teaching: Liberal Studies**

Individuals who do not require a Standard License, those who desire a highly flexible program, and persons who wish to pursue graduate study in education without an Oregon teaching license may select this option. The program leading to the M.A.T. liberal studies degree is designed for current elementary teachers; teachers who seek a master's degree to obtain a Continuing License; and teachers from community colleges, independent and parochial schools, or informal learning centers. Elementary teachers may select from several options and pursue coursework leading to the Continuing License, additional endorsements, and a master's degree. The M.A.T.: Liberal Studies program provides maximum flexibility and allows degree candidates to identify their individual learning needs and select appropriate courses in education and the liberal arts. The course of study is planned in consultation with a faculty adviser. The M.A.T. liberal studies degree may include special credentials or endorsements in areas such as reading (the Language and Literacy Program), special education, ESOL/bilingual education, or administration, and may suit the needs of those seeking a Continuing License.

#### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

#### *Professional Education Requirements*

ED 500 Educational Research, 2 semester hours  
ED 509 M.A.T. Project Seminar, 2 semester hours

A minimum of 11 semester hours selected from the ED 501-599 sequence of courses.

*Note:* ED 505 or 507 is required of regular classroom teachers.

#### *Liberal Arts Requirements*

A minimum of 15 semester hours of coursework chosen jointly by the adviser and student. These courses have liberal arts prefixes and may apply to added endorsements. Students must take either LA 501, SCI 501, or SS 501 as part of the liberal arts requirement.

#### *Graduate Core Requirements*

A minimum of 4 semester hours

#### **Joint Program: Master of Arts in Teaching and Educational Administration**

This program offers teachers two options. Candidates for a Standard License and M.A.T. may complete additional courses beyond the degree requirements to qualify for an Initial Administrator License. Individuals who do not need a Standard Teacher License may

*"Throughout our work with new and veteran teachers, we keep at the center our belief in fostering a culture of inquiry in the schools. Our graduate students investigate the burning questions that emerge in their work—questions of how students learn best, what gets in the way of understanding, and ways to resolve the tensions that rub against our teaching life like a pebble in a shoe. Through classroom inquiry, our graduate students dig deep to answer the questions that are part of our contemporary educational climate."*

*—Ruth Shagoury Hubbard,  
Mary Stuart Rogers Professor  
of Education*

*"Students and parents are on a wide spectrum in terms of their desire to assimilate, become bicultural, or merely maintain their own culture. I urge that we consider our own perspectives on this as just one of several possibilities, and that we encourage our education students to listen carefully."*

—Lynn Reer, visiting assistant professor of education

design a program leading to the M.A.T. and Initial Administrator License. Interested individuals should contact the Department of Educational Administration for further information.

### **Master of Education and Special Educator Endorsement**

This endorsement was developed to help teachers, special educators, and administrators work more effectively with students experiencing special academic and behavioral needs. Teachers specialize in early childhood/elementary education or the middle and high school levels and are authorized to teach accordingly. Educators who hold a current Oregon teaching license and who complete the 15-semester-hour program may apply for the Special Educator Endorsement. This work may include the 9 semester hours needed to complete a Continuing License, thus allowing the teacher to simultaneously earn the Special Educator Endorsement and Continuing Teacher License.

This program of study may also be incorporated into the master of education degree. Students who select this option enroll in a total of 36 semester hours designed collaboratively with their adviser.

All courses are also available to educators not enrolled in the endorsement program who seek professional development in working with students with special needs. Please contact the teacher education office before enrolling.

Special educators need skills in working with colleagues to help in modifying classroom and school environments to meet the needs of all students. Students examine the issues of cultural bias and sensitivity in courses dealing with topics such as classroom management, language acquisition, assessment, instructional modification, and working with families. The program emphasizes knowledge and skills for working with students experiencing a wide range of special needs including serious behavioral and emotional problems. Participants in the program work with leaders in the field to examine best accepted and promising practices for helping students improve their academic achievement and increase socially acceptable behaviors.

*Note:* Programs for teaching the deaf and hard-of-hearing are described in the preceding section of this catalog.

### **Continuing Special Educator License**

Teachers who have received an Initial Special Educator License will, within three years of receiving their license, need to earn a Continuing Special Educator License. This can be accomplished by completing 9 semester hours of coursework designed in collaboration with a College adviser. The

goal of this work is to strengthen applicants' knowledge and skills in areas they determine to be of highest priority in helping serve students with special needs.

#### *Coursework Available*

*Note:* Students may petition to waive required courses based on previous coursework or competency. All waived courses must be approved by the student's adviser and must be replaced by coursework with equivalent credit.

SPED 510 Educating Students With Special Needs: Learning and Legal Issues, 2 semester hours

SPED 511 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders, 2 semester hours

SPED 512 School-Based Consultation, 3 semester hours

SPED 513 Assessment and Diagnosis, 4 semester hours including concurrent practicum

SPED 514 Curriculum and Instruction for Students With Special Needs, 4 semester hours including concurrent practicum

SPED 515 Special Education and the Law, 1 semester hour

SPED 516 Interventions for Severely Challenged Students, 1 semester hour

SPED 520 Advanced Instructional Decision Making, 3 semester hours

SPED 521 Effective Program Development for Students With Serious Emotional and Behavioral Disorders, 3 semester hours

SPED 522 Program Development for Severely Challenged Students, 2 semester hours

SPED 523 Special Topics Seminar, .5-5 semester hours

SPED 544 Practicum, 1-4 semester hours (students must register for a minimum of 2 semester hours of practicum if completing the Special Educator Endorsement)

ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours

LA 500 Language Acquisition and Development, 3 semester hours including practicum

#### *Graduate Core Requirements*

A minimum of 4 semester hours

### **Professional Development for Inservice Teachers: Licensure and Endorsement**

Several options are available to practicing teachers who wish to obtain the Continuing License, the Standard Teaching License, or subject matter endorsements, but not advanced academic degrees. Oregon teachers may add endorsements in many subject areas including special education, reading, and teaching English to speakers of other languages (ESOL) including bilingual education. Interested candidates should request testing information from the teacher education office.

### Continuing License

Teachers who seek a Continuing License are invited to plan an individualized program of study with a faculty adviser. Teachers may select from a wide array of subject-area and education courses and plan individual research projects to meet their personal goals for professional development. Courses may be applied to a master's degree if desired.

### Special Educator Endorsement

See description in previous section, Master of Education and Special Educator Endorsement. Contact the teacher education office for information about advanced work in special education.

### Language and Literacy Program: Reading Endorsement

Lewis & Clark's Language and Literacy Program applies a dynamic view of literacy to reading and writing instruction in the schools. The program's theoretical base owes much to the work of Kenneth and Yetta Goodman, Donald Graves, Frank Smith, Louise Rosenblatt, Nancie Atwell, and others who believe that reading, writing, listening, and speaking are all language processes. Language users interact with text—oral, written, and visual—in order to construct meaning and create meaningful stories.

The Language and Literacy Program builds on the belief that language, in all its richness of form and function, is the foundation from which effective literacy evolves. The program takes an integrated and holistic approach to the teaching of reading, writing, listening, and speaking. Students and teachers develop flexible strategies to support the reader's construction of meaning from text.

Adopting the stance of teacher-researchers, students and faculty explore different issues in the teaching of reading and writing. What is literacy? How does our own literacy affect our language arts instruction? What are the politics of literacy? What can we learn from current research in thought, language, reading, and writing?

To apply this philosophy to the realities of the school world, teachers of language and literacy must know how people—especially children—learn. Teachers must also be able to apply this understanding to language and literacy development in a wide variety of cultures and subcultures. The goal of this program is to give educators the tools to observe, describe, and learn from the behaviors of their students and to build cohesive theoretical bases for learner-centered literacy programs.

The courses in the Language and Literacy Program lead to a Reading Endorsement, allowing candidates to teach reading K-12. The state of Oregon also requires a passing score on the reading specialist test of the National Teacher Examination (NTE) or Praxis for this endorsement. The program requires 15 semester hours of credit and can be completed in 18 months of part-time

coursework. It may also be completed in conjunction with a master of arts in teaching degree.

#### Required Courses

Although courses are not arranged in a fixed sequence, LA 500 is considered the foundation course and LA 502 the culmination of the program.

LA 500 Language Acquisition and Development, 3 semester hours

LA 502 Innovations in Reading, K-12, 3 semester hours

LA 534 Reading Comprehension: Theory and Practical Application, 3 semester hours

ED 532 Assessing Reading Strategies: Practicum, 3 semester hours

#### Elective Courses

LA 501 Researching and Teaching the Language Arts, 3 semester hours

LA 523 Teaching Writing to Adolescents, 3 semester hours

LA 530 Children's Writing, 3 semester hours

LA 531 Writing and the Writing Process, 2 semester hours

Other electives may be approved by the faculty adviser.

*Note:* Courses offered through Lewis & Clark's Northwest Writing Institute, described elsewhere in this catalog, enrich the programs of M.A.T. students. Interested students should consult their advisers for more information about how Oregon Writing Project courses, the Bard Institute workshops, and courses in creative writing may be integrated into their programs.

### ESOL/Bilingual Education Endorsement

This program was crafted for practitioners who have been teaching English to speakers of other languages or teaching bilingual education classes. It also is open to licensed teachers who wish to begin specializing in this area.

Current theory and best practice assume that all teachers need to understand first-language acquisition, which means language development from infancy through adolescence and throughout life. The stages and processes of second-language development are similar for elementary and secondary students. Teachers need to understand the importance of the experiences of young children and the significance of the cultural and social contexts in which they acquire language in order to understand the success or failure of adolescents. Thus, all ESOL/bilingual education teachers should take courses across the entire spectrum of development and school learning.

The goals of the endorsement program are to apply theories of first and second language acquisition to instruction of students acquiring English as a second language; appreciate fully the relationship between first-language literacy and second-language literacy;





adapt and revise curriculum in all academic content areas for diverse populations and employ appropriate teaching methodologies and instructional strategies; understand how cultures differ, see how various communities view education, learn how to involve all stakeholders in addressing these differences in schools; know the history and laws of bilingual and multicultural education; understand assessment principles in the context of acquisition of a second language.

Teachers must have practice experiences at two levels of licensure (either early childhood and elementary, or middle level and high school). Both practicing teachers and those who enter the field through this endorsement program will gain practicum experiences in the methodology courses, and in courses in assessment and language acquisition.

In addition to the requirements listed below, candidates who intend to teach in bilingual programs (using two languages, rather than only English) complete a written and oral language examination.

In the Bilingual Assessment offered by Lewis & Clark, native and near-native speaker specialists in targeted languages assess bilingual candidates in a written and oral examination. The written exam assesses language necessary for teaching academic content as well as understanding of cultural practices specific to that language. The oral examination assesses candidates' ability to discuss classroom experiences, content-area subjects, professional goals, views on and knowledge of instructional practice, and experiences with a target culture.

#### *Required Courses*

LA 634 Language Acquisition and Development, 3 semester hours including early childhood practicum

ED 627B Language and Literacy With ESOL/Bilingual Students, 2 semester hours

ED 627C Strategies and Materials for Teaching Content to ESOL/Bilingual Students, 2 semester hours

ED 627D Focus on Culture and Community in Teaching ESOL/Bilingual Students, 2 semester hours

ED 627E Assessment and Evaluation in the Education of ESOL/Bilingual Students, 2 semester hours

ED 627F Historical and Legal Foundations of Educating ESOL/Bilingual Students, 2 semester hours

ED 627G ESOL/Bilingual Practicum, 2 semester hours

#### **Admission Procedures for Inservice Programs**

1) Applicants to the inservice programs are expected to have a baccalaureate degree, a minimum cumulative grade point average

of 2.75, and specific strength in the subject areas they teach. Applicants must submit an official transcript from each institution they have attended as an undergraduate or graduate student.

2) Applicants should complete an application and send it with a nonrefundable application fee of \$50 to the Program Secretary, Department of Teacher Education, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899.

3) Three letters of recommendation are required. Forms for these letters are attached to the application. Letters should attest to the applicant's teaching performance and potential academic performance in an advanced licensure or degree program. Applicants also must include an official copy of a test score on an NTE, Praxis, or Miller Analogy test or a portfolio.

4) Applicants to the inservice endorsement programs should contact the Department of Teacher Education for specific test requirements for the endorsement area to which they are applying. All candidates for the Standard Teaching License or for added endorsements who are admitted after September 1, 1993, must submit passing scores on the required tests at the time they file an application for their Standard License or additional endorsement.

5) Applicants who plan to attend half time or more and who seek financial aid should contact the Office of Student Financial Services for financial aid forms and information about loans and scholarship assistance. Financial aid is available only to those enrolled in degree programs.

Candidates for any licensure area or endorsement at Lewis & Clark College must complete a minimum of 6 semester hours at Lewis & Clark. On the recommendation of a faculty adviser, an individual may petition to waive part of this requirement.

#### **Application Deadlines for Inservice Programs**

Applications for inservice licensure and M.A.T. or M.Ed. degree programs are reviewed each month. Applicants are encouraged to check with the teacher education office regarding the completion of their application.

#### **Special Student Status**

Applicants who have been unable to supply complete admission information before the opening of a semester may take a maximum of 8 semester hours of study as a Special Student. Full admission to a teacher education program is required to enroll in further coursework.

Individuals who wish to take courses for personal or professional development and are not applying to a degree or licensure program are not subject to the 8-semester-hour maximum.

### **Application for Degree Candidacy**

Graduate programs in teacher education are governed by the policies and procedures described in this catalog. All degree or licensure candidates are expected to be familiar with those policies.

Students must file the application for degree candidacy at least one semester prior to the semester they plan to graduate. Students who plan to complete degree requirements in the summer may participate in the College commencement in early May of that year if they file for their degree application by February 26. Students completing degree requirements in December may participate in commencement the following May. In either case, degree candidates must file their completed degree requirements with the program secretary in the teacher education office by the published deadline.

### **Academic Advising**

Each accepted degree and nondegree (licensure-only) student is assigned an academic adviser from among the full-time teacher education faculty. Faculty advisers in teacher education assist students in planning an official course of study and answer questions about specific endorsement programs in teacher education and about career decisions.

Interested preservice or licensure-only candidates may inquire about monthly information sessions held with faculty. Inservice candidates should call the program office or subject-area faculty adviser to request an advising appointment.

It is the responsibility of each student to develop an approved course of study with his or her adviser; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any change to the approved course of study. (See also Policies and Procedures section of this catalog.)

### **Financial Aid**

The College participates in the Perkins Loan Program and the Stafford Student Loan Program. Students must be admitted to a degree program and attend at least half time (3 semester hours) to be eligible for loan assistance. Applicants should note that the deadline for application to the Perkins Loan Program is in mid-February. For more information about loans and scholarships, consult the Office of Student Financial Services.

### **Office and Hours**

Located in Albany Quadrangle, the teacher education office is open from 8:30 a.m. to 5 p.m. Monday through Friday. Lewis & Clark offices are not open on holidays, Saturdays, or Sundays. In the event of inclement weather, call the Lewis & Clark College snow closure line at 503-768-7965.

### **Licensure**

Students seeking Oregon licensure who successfully complete any of the licensure options receive institutional recommendation to the Teacher Standards and Practices Commission (TSPC) for the appropriate license, authorization level, or endorsement. Students should note that they must individually apply to the TSPC by submitting a completed C-2 form directly to the TSPC. Information about filing for a license is available from the director of Lewis & Clark's Educational Career and Licensing Services office.

Washington teachers who seek a fifth-year teaching certificate must submit their Lewis & Clark planned program of study to the Washington State Department of Public Instruction in Olympia or, if they received the bachelor's degree from a Washington college or university, to the education program from which they graduated.

### **Core Program**

Each of the master's degree programs at Lewis & Clark includes coursework in the interdisciplinary Core Program, which engages students and faculty in the exploration of ethical, intellectual, cultural, and personal challenges that face all professionals. This program incorporates the graduate school's commitment to intercultural and international understanding; to a balanced exploration of the contributions of women and men from diverse traditions; and to reflection on the ethical dimensions of living in a complex, interdependent world.

### **Faculty**

The faculty of the Department of Teacher Education is composed of individuals who believe that a combination of study in the liberal arts and in education develops the strongest teachers and educators. All regular faculty have doctoral degrees, as do many of the adjunct faculty. Faculty members are selected for their teaching abilities as well as their content knowledge. Special care has been taken to see that "teachers who teach teachers" are among the very best.

## **Curriculum**

*Note:* Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the graduate school's *Registration Announcements* bulletin.

### **Art**

#### **ART 501**

##### **Introduction to Asian Art**

The aesthetic principles of East Asian art in the context of stylistic and historic

*"I had a teacher at Lewis & Clark who knew his subject so well that if you didn't understand the way he explained it, he could explain it a second way and a third, and a fourth. And he was so invested in his students that he would do that—whatever it took until he saw that light bulb go on. I aspire to be that kind of teacher."*

—Ford Morishita '78, M.A.T. '81, Oregon's 1997 Teacher of the Year and a biology teacher at Oregon's Clackamas High School

"Maybe mutual respect is what we're all looking for—which means feeling sure the other person acknowledges us, sees us for who we are—as their equal in value and importance."

—Deborah Meier, *The Power of Their Ideas*

development. Study concentrates on aspects of religious and cultural beliefs that figure significantly in the art of India, China, and Japan.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ART 514  
Drawing and Painting Workshop**

Opportunities for art teachers to experiment with various drawing and painting processes. Students work primarily from still life, landscape, and the figure, with emphasis on observation and interpretation of the subject. Students address formal problems of line, shape, value, composition, color, and so on to develop perceptual and technical skills. Through group and individual critique, students evaluate and articulate their work and develop a discourse with classmates.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ART 515  
Drawing**

Advanced drawing techniques and concepts. This is a studio course emphasizing experimental tools and composition.

*Prerequisite:* Consent of instructor.

*Credit:* 3 semester hours.

**ART 516  
Ceramics**

Individually planned. Emphasis can be advanced glazing study and experimentation, firing techniques, study of form and design, and a historical and contemporary study of ceramics.

*Prerequisite:* Consent of instructor.

*Credit:* 3 semester hours.

**ART 517  
Painting III**

Studio course. Painting problems of advanced technical and intellectual difficulty. Emphasis is on generating and exploring ideas and further development of technical aspects of painting.

*Prerequisite:* Consent of instructor.

*Credit:* 4 semester hours.

**ART 520  
Photography**

The interrelation of subject matter, concept, and technique. Students are encouraged to experiment with a variety of aesthetic and technical considerations, including various camera formats, scale, sequence, color or alternative processes, and portfolio presentation.

*Prerequisite:* Consent of instructor.

*Credit:* 3 semester hours.

**ART 534  
Printmaking: Silk Screen**

Crayon-tusche and glue, paper, photo stencils, and other techniques. Emphasis is on multicolor and larger-scale prints.

*Prerequisite:* Consent of instructor.

*Credit:* 3 semester hours.

**ART 579**

**Teaching Art to Adolescents**

Overview of instructional issues and concerns encountered in the art classroom. The course links art history, criticism, and aesthetics to the production of a variety of media. Attention is paid to the organizational factors involved in teaching art, including materials ordering and management. Participants gain practice in lesson and unit development and visit art classrooms in the metropolitan area.

*Prerequisite:* Enrollment in Preservice Intern Program or consent of instructor.

*Credit:* 4 semester hours.

**ART 598**

**Special Studies: New or Experimental Courses**

**ART 599**

**Independent Study**

**Education**

**ED 500**

**Educational Research**

How professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the critique of research studies, and what it means to be a teacher-researcher.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 501**

**Constructive Assessment in the Classroom**

A reexamination of assessment practices employing current constructivist approaches to teaching and learning as well as reflective practice and action research. Participants examine the range of assessment options and design an approach for teachers, students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing. Topics include instructional planning, student involvement, information management, grading, and reporting practices.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 502**

**Literacy: Print, Media, and Technology**

Incorporating print, media, and technology literacy into the classroom. Topics include the social construction of communication, the nature of information, and the expanded literacy needs of all learners. The course enables experienced teachers to read, write about, and discuss relevant research on literacy; develop, critique, revise, implement, and evaluate plans for improved instruction; participate in group planning by field and level;

respond to presentations by experts in literacy, media, and technology; and visit media and technology centers.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 504**  
**Classroom Management for the Inclusive Classroom**

The most effective practices for working with students at risk in the areas of classroom management, instruction, social and study skill development, behavior change, and schoolwide management. Participants discuss classroom cases and review current research in these areas and in human development, exceptionality, and educating youth with diverse needs and backgrounds. Final projects involve developing individual and school programs for assisting students with special needs.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 505**  
**Teaching and Learning in Elementary and Middle Schools**

Advanced seminar-practicum in expanding and evaluating elementary and middle school teaching practices appropriate to subject-area content, student needs, and educational goals. Exploring what it means to be a teacher-researcher and the importance of student-constructed knowledge, participants evaluate instruction through observation, microteaching, and peer reflection. Participants videotape their teaching in their own classes or in an arranged placement.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 507**  
**Teaching and Learning in Middle and Secondary Schools**

Advanced seminar-practicum in expanding and evaluating middle and secondary school teaching practices appropriate to subject-area content, student needs, and educational goals. Exploring what it means to be a teacher-researcher and the importance of student-constructed knowledge, participants evaluate instruction through observation, microteaching, and peer reflection. Participants videotape their teaching in their own classes or in an arranged placement.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 509**  
**M.A.T. Project Seminar**

The culmination of the M.A.T. inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question

related to their teaching or intellectual and professional development. Also listed as SPED 523.

*Prerequisite:* To be taken at end of M.A.T. program.

*Credit:* 2 semester hours.

**ED 511**  
**Education and Society: Continuities and Discontinuities**

A critical analysis of the dialectical relationship between education and U.S. society. Themes examined include: reproduction and resistance; stability and change; excellence and equity; private and public interests; realism and idealism; ethics and pragmatism; teacher empowerment; reform and transformation; race, class, and gender in education; critical pedagogy; and the school as panacea and contested terrain. Also listed as EDAD 527.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 513A**  
**Summer Practicum (Early Childhood)**

Concurrent with ED 561. Interns spend 6-8 hours weekly in practicum at the level of their nonprimary endorsement. Interns who wish to teach elementary school complete the summer practicum in an early-childhood setting.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program and in Education 561.

*Credit:* 1 semester hour.

**ED 513B**  
**Summer Practicum (Elementary)**

Concurrent with ED 561. Interns spend 6-8 hours weekly in practicum at the level of their nonprimary endorsement. Interns who wish to teach in an early-childhood setting complete the summer practicum with children in grades 4-8.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program and in Education 561.

*Credit:* 1 semester hour.

**ED 514**  
**Intern Practicum I (Early Childhood or Elementary)**

Part-time internship placement in an elementary classroom. In addition to observing classroom instruction, the intern serves as apprentice to the mentor teacher, working with individuals and small groups of students. Interns also observe and work with small groups at their second authorization level, completing at least 20 hours of observation and teaching. Interns are in their classroom full time during December. Campus seminars are scheduled throughout the semester.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.

*Credit:* 2 semester hours.





**ED 515  
Intern Practicum II (Early Childhood  
or Elementary)**

Intensive intern teaching experience. Each student teacher or intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Scheduled seminars are included.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program. Placement fee (see *Registration Announcements* bulletin).

*Credit:* 7 semester hours.

**ED 516  
Essential Readings About School  
Reform**

Same as EDAD 505 (see Educational Administration).

**ED 517  
The City in Modern America**

Same as SS 517. Also listed as CORE 541.

**ED 520  
Professional Portfolio**

For teachers seeking the Continuing License. The course explains how to show experience, knowledge, and professional accomplishments for meeting Oregon's advanced teaching competencies. Participants set individual goals, use different sources and types of evidence, discuss experiences and related knowledge, and present portfolios. Teachers complete two seminars: one at the beginning and one at the end of their programs.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**ED 521  
Inquiry Into Practice**

For teachers seeking the Continuing License: investigation of Oregon's advanced teaching competencies through reading, discussion, peer collaboration, and action plans. Each seminar organizes the Oregon competencies according to one of three themes—The Learning Environment, Integrating Pedagogical Principles and Practices, or Professional Responsibilities—with the theme changing each year over a three-year cycle. Readings are selected based on student and faculty input and most current practices related to the organizing theme. Typically seminars meet monthly over two semesters. For teachers seeking only the Continuing License, one seminar on each theme is required. The course is an elective in the master's programs or for those seeking an endorsement as part of the Continuing License.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**ED 528  
Education Reform: What Works**

An in-depth study of American educational reform efforts, both historical and contemporary. Students identify, describe, and interpret an educational innovation in which they are participating or which affects their work. Throughout the course they compare this innovation with the models, experiments, programs, proposals, and policies encountered in various readings, visits, field trips, and videotapes. In response to the above activities, students, individually or in small groups, write and present proposals for improvements in the programs with which they are involved. Also listed as SS 528.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 529  
Language Acquisition and Development**  
Same as LA 500.

**ED 532  
Assessing Reading Strategies:  
Practicum**

A seminar-practicum for classroom teachers and reading specialists at all grade levels. Topics include a language orientation for diagnosing reading problems, causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies. Participants will consider reading issues for students at all four license levels (early childhood, elementary, middle level, and high school).

*Prerequisite:* None.

*Credit:* 3 semester hours.

**ED 534  
Reading Comprehension: Theory and  
Practical Application**

Same as LA 534.

**ED 535  
Cultural Journalism: A Tool for  
Expanding Student-Centered Projects**

Same as LA 535. Also listed as SS 535.

**ED 543  
Legal Rights and Responsibilities**

Same as EDAD 503 (see Educational Administration).

**Ed 544  
Practicum**

*Prerequisite:* Consent of instructor.

*Credit:* 1-5 semester hours.

**ED 546  
Alternative Education**

An examination of 20th-century alternative education from contemporary and historical perspectives, with special attention to Oregon schools and programs. Students individually or in groups interpret information about alternative programs in a variety of ways: reading histories and memoirs; visiting

schools; viewing videotapes; taping interviews with educators, students, former students, and parents; talking with visiting speakers; developing plans for program change and improvement. They report their findings to their colleagues orally and in writing. May be substituted for ED 511. Also listed as SS 546.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 547**  
**Race, Culture, and Power**

Same as SS 547. Also listed as CORE 547.

**ED 548**  
**Classroom Assessment: Work Sample**

Teachers construct an evaluation profile of the learning of one of the classes they teach, documenting the relationship between what they teach and what their students are learning. This demonstrates the teacher's ability to set learning objectives, teach a body of content, and show how students have learned. The teacher assembles and analyzes a work sample to illustrate his or her ability to foster student learning. This activity meets the Teacher Standards and Practices Commission requirements for standard licensure.

*Prerequisite:* ED 500 (may be taken concurrently).

*Credit:* 1 semester hour.

**ED 550**  
**Social, Historical, and Ethical Perspectives on Education**

A comprehensive and critical analysis of the American sociocultural system and of education as a central institution. Students examine the school as an organization and as a means of cultural transmission, as well as the interdependence between the educational system and the sociocultural milieu in which it operates. Students critically examine personal and social values and educational practices in the context of educational history and of the sociocultural forces that influence them.

*Prerequisite:* Enrollment in intern program.

*Credit:* 2 semester hours.

**ED 551**  
**Literacy, Culture, and Learning**

Understanding of the central importance of language and the social construction of knowledge. The course examines issues of multiple cultural perspectives; the changing definitions of numeracy, scientific literacy, and visual literacy; an integrated process-oriented approach to reading and writing in the subject field; and basic information about standardized testing and classroom-based assessment. Introduction to literacy issues for students whose first language is not English. Qualitative methods for understanding the learning environment and the meaning-making systems of students are stressed. In their internship sites, participants conduct interviews and apply ethnographic methods

and observation systems as they work to diagnose the meaning-making strategies of a selected middle or high school student and help to improve that student's literacy skills.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program.

*Credit:* 3 semester hours.

**ED 552**  
**Adolescent Development and Learning**

Discussion, critique, and application of theories of adolescent development, including the early adolescent and middle school years, understood from a life-span, ecological, and culturally responsive perspective, with applications to adolescents' experiences in and out of schools. Topics include cognitive, psychosocial, physical, sexual, moral, spiritual, and identity development including contexts of race, ethnicity, class, gender; risk-taking behavior and vulnerability; coping skills; resilience; substance use/abuse/addiction; health and wellness; families and communities; the internal and external assets that help youth today thrive.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program.

*Credit:* 3 semester hours.

**ED 553**  
**Classroom Teaching and Learning I**

Planning, organization, and instruction across subject areas. Attention is paid to differentiation of instruction for various purposes; articulation of objectives and linking them to teaching and assessment; differentiation among learner-, student-, and teacher-centered philosophies of education; and federal and Oregon law prohibiting discriminatory practices in schools. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program.

*Credit:* 3 semester hours.

**ED 554**  
**Classroom Teaching and Learning II**

Seminar to support student interns' intensive practice teaching in schools, including supervision, self-evaluation, and reflection on ethical behavior and professional development. Participants complete the second required Inquiry on Student Learning and present their research at a culminating conference. The course addresses standards-based assessment practices including those congruent with Oregon education reform, teaching as an occupation and profession, the legal context of teaching, and rationales for educational practices.

*Prerequisite:* Completion of all other components of middle or secondary endorsement for Initial Teaching License and current enrollment in an internship. The course extends through the end of May. Placement fee (see *Registration Announcements* bulletin).  
*Credit:* 8 semester hours.

*"A teacher who can  
arouse a feeling for  
one single good action,  
for one single good  
poem, accomplishes  
more than one who  
fills our memory with  
rows on rows of nat-  
ural objects, classified  
with name and form."*

—Johann Wolfgang Von  
Goethe, *Elective Affinities*

Throughout the teacher education program, students are encouraged to develop strategies as lifelong learners. This focus is achieved through frequent seminars with faculty, experiential learning activities, and guided writing. Close cooperation between Lewis & Clark faculty and community educators also contributes to these goals.

**ED 555  
Experience and Meaning**

Examination of information and ideas from the previous 12 months of study. The course returns to some of the issues examined the previous summer, including equity, school finance, educational politics, teacher organizations, and professionalism, and reexamines them with the perspective of experience in courses and in the schools. Students develop reflective papers that integrate and critique their learning.

*Prerequisite:* Completion of preservice internship.

*Credit:* 1 semester hour.

**ED 556  
The Work of Paulo Freire**

Study of one of the most influential educators of the 20th century. A revolutionary pedagogue, Paulo Freire was also a humanist, philosopher, liberation theologian, public intellectual, and visionary. He worked with UNESCO, the World Council of Churches, Harvard University, and many decolonized countries, as well as "the wretched of the earth." Freire, who was imprisoned and then exiled by a Brazilian junta for his views on education, politics, economics, culture, society, and religion, dedicated his life to the pursuit of freedom, justice, democracy, liberation, humanization, and collective empowerment. He believed in "see-judge-act," in praxis. The course explores Freire's ideas in the context of education in North America. Also listed as CORE 513.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 559  
Math for Early Childhood**

The development of prenumber concepts, quantitative reasoning, and computational skills in learning problem-solving strategies. Students acquire competence in using appropriate instructional materials for teaching mathematics to children from age 3 through grade 3.

*Prerequisite:* Enrollment in Early Childhood/Elementary Program.

*Credit:* 1 semester hour.

**ED 560  
Technology and Curriculum**

Through the exploration of a wide range of software applications, network opportunities, and multimedia resources, students increase their understanding of the value of technology in the classroom and their ability to use a variety of technology resources. Participants examine the culture, language, artifacts, roles, myths, and assumptions created by the introduction of technology into schools. The course focuses on using technology to enhance learning within the curriculum as a resource

and learning tool, rather than as an additional curricular topic or area.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.

*Credit:* 1 semester hour.

**ED 561  
Child Development, Learning, and Exceptionality**

Discussion, critique, and application of theories of child development, learning, and exceptionality. Prospective teachers integrate observations and interviews of children with theory and research from a variety of disciplines. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children's development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, motivation, theories of teaching and learning, assessment, exceptionality, and inclusion as well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program or consent of instructor. Concurrent with ED 513A or ED 513B.

*Credit:* 3 semester hours.

**ED 562  
Elementary School Mathematics**

Review of mathematical concepts including numeracy, basic operations, geometry, rational numbers, measurement, and probability and statistics in a problem-solving context. Elementary mathematics curricula, instructional strategies, and assessment are examined and demonstrated throughout the course in terms of both Oregon and national standards.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.

*Credit:* 3 semester hours.

**ED 563  
Classroom Management and Inclusion**

Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures, motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioristic interventions, and working with parents. School and classroom practices in response to exceptional needs of children and adolescents are explored. Sections focus on theory and practice appropriate for either early childhood and elementary classrooms or middle and high school classrooms.

*Prerequisite:* Enrollment in Preservice Intern Program.

*Credit:* 2 semester hours.

**ED 564**  
**Curriculum and Inquiry**

Organizing appropriate curriculum and teaching approaches for instructional goals and ages of students. Focus on research and theory in curriculum. Participants continue exploring the concept of teacher as researcher. Students prepare a curriculum including an evaluation component. Topics include legal and political issues pertaining to curriculum; the relationship of curriculum, instruction, and evaluation; curriculum materials; rationales for instructional practices; and Oregon education reform.  
*Prerequisite:* Enrollment in Middle Level/High School Intern Program or consent of instructor.  
*Credit:* 3 semester hours.

**ED 565**  
**Reading I: Literacy Development, Pre-K-Grade 8**

Literacy processes and children's language and literacy development from birth through the middle grades. Focus is on theoretical foundations of literacy, meaning construction across symbol systems, early reading and writing behavior, meaning-centered instructional practices, and basic knowledge and instructional practices relating to word recognition skills and comprehension processes. The course introduces students to a range of instructional approaches and materials to promote literacy learning. The concept of media literacy is also introduced.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 2 semester hours.

**ED 566**  
**Literacy Development II, K-Grade 8**

Continuation of ED 565, Literacy Development I. Focus is on curriculum and instructional practices for literacy development in grades K-8. Increased attention is given to: fluent readers; instruction in the intermediate and middle grades; classroom organization and implementation; methods for assessing students' reading and writing performance, and diagnosis of individual needs; and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 2 semester hours.

**ED 567**  
**Language Arts and Literature, Pre-K-Grade 8**

Exploration of literature and the development of a theoretical framework and exemplary practices for teaching the language arts. The course introduces and promotes use of child and adolescent literature for enjoyment and for development of thought, language, literacy, and multicultural perspectives in the classroom. The language arts curriculum is explored with emphasis on: understanding

the processes and skills involved in growing language competence; learning a wide range of methods and techniques to foster language development; language skills; and ways to assess children's competence and development.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 3 semester hours.

**ED 568**  
**The Arts, Culture, and Creativity**

Current theory and practice of arts education for the early childhood and elementary classroom teacher. Through participatory experiences, students and instructor explore patterns, pitch, texture, line, and color in music, visual arts, and storytelling. Students examine their own relationship to the arts as well as the nature and value of arts in human lives. They critically examine and use current curriculum materials through an integrated thematic curriculum, with an awareness of cultural diversity.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 2 semester hours.

**ED 569**  
**Health and Physical Education**

Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 1 semester hour.

**ED 570**  
**Teaching the Literature of Nature**

Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and more conscious of the need to protect them. Also listed as LA 557 and SCI 557.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**ED 572**  
**Restructuring for the Middle Grades: Theory and Practice**

A survey of the history, philosophy, and psychology of middle-level education with attention to current restructuring efforts in public education to meet Oregon's goals for schools for the 21st century. Participants consider the cognitive, physical, moral, and emotional development of early adolescents according to current learning theory and language acquisition theory for linguistically





and culturally diverse groups. Emphasis is on collaborative teaching and learning.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 573**  
**Integrated Studies for the Middle and Secondary Grades**

The relationship between the structure of knowledge in several academic disciplines, curriculum organization and construction, and the instructional arrangements necessary for achieving integrated curricula. Participants develop integrated, thematic curricula that support an inquiry-oriented, student-centered learning community in culturally diverse schools.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 575**  
**Seminar in Moral Development, Ethics, and Education**

Same as SS 575. Also listed as LA 575 and CORE 537.

**ED 598**  
**Special Studies: New or Experimental Courses**

**ED 599**  
**Independent Study**

**ESOL/Bilingual Education Endorsement**

**ED 627A**  
**Documenting Professional Experience**

See Off-Campus Programs in Teacher Education, page 62.

**ED 627B**  
**Language and Literacy With ESOL/Bilingual Students**

See Off-Campus Programs in Teacher Education, page 62.

**ED 627C**  
**Strategies and Materials for Teaching Content to ESOL/Bilingual Students**

See Off-Campus Programs in Teacher Education, page 62.

**ED 627D**  
**Focus on Culture and Community in Teaching ESOL/Bilingual Students**

See Off-Campus Programs in Teacher Education, page 62.

**ED 627E**  
**Assessment and Evaluation in the Education of ESOL/Bilingual Students**

See Off-Campus Programs in Teacher Education, page 62.

**ED 627F**  
**Historical and Legal Foundations of Educating ESOL/Bilingual Students**

See Off-Campus Programs in Teacher Education, page 62.

**ED 627G**  
**ESOL/Bilingual Practicum**

See Off-Campus Programs in Teacher Education, page 63.

**Special Education**

**SPED 510**  
**Educating Students With Special Needs: Learning and Legal Issues**

An introduction to the learning and behavioral characteristics of children with special needs, and how educators attempt to meet these needs. Topics include history, current issues, contemporary practice of special education as a professional discipline, and legal issues. Students develop sensitivity and a basic foundation in the education of students with special needs.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SPED 511**  
**Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders**

Study of developmental backgrounds of students with serious emotional and behavioral problems, and practices to help these students develop more productive behaviors. Topics include the use of a functional analysis to determine the necessary interventions, environmental modifications, social skill training, cognitive behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

*Prerequisite:* SPED 510.

*Credit:* 2 semester hours.

**SPED 512**  
**School-Based Consultation**

Identifying and applying the elements of the consultation and collaboration skills needed to support students in the classroom. Topics include communication strategies, conflict resolution skills, problem-solving techniques, decision-making processes, staff development, facilitating consultation and collaboration efforts, and developing effective interpersonal communication.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SPED 513**  
**Assessment and Diagnosis**

Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to mental retardation and learning disabilities. Students practice selecting, administering, and scoring selected tests and interpreting the scores.

*Prerequisite:* None.

*Credit:* 4 semester hours (including 1-semester-hour practicum).

**SPED 514**  
**Curriculum and Instruction for Students With Special Needs**

Curriculum and instructional practices that promote success in learning for all students. Participants develop a curriculum unit that includes modifications for students with special needs and reflects successful learning

modes. Integrated curriculum and project-based learning is explored. Assessment practices and procedures that provide feedback on student learning are also covered.

*Prerequisite:* None.

*Credit:* 4 semester hours (including 1-semester-hour practicum).

**SPED 515**  
**Special Education and the Law**

A review of the body of law affecting special education practice, especially case law and legal interpretations that have required changes in special education policies and procedures. Emphasis is on current trends as well as historical perspectives.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**SPED 516**  
**Interventions for Severely Challenged Children**

Instructional practices that promote or enhance learning for students who have severe disabilities (i.e., autism, severe mental impairment, or multiple disabilities). Participants gain a broad understanding of the challenges facing severely disabled children in a school setting. Students review best-practice strategies and develop instructional techniques to successfully serve these children in the least restrictive environment.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**SPED 520**  
**Advanced Instructional Decision Making**

Building on skills developed in the assessment and curriculum and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and needs. The course focuses on an integrated approach with emphasis on adjusting curriculum and instruction in the regular classroom setting.

*Prerequisite:* SPED 513, 514. LA 500.

*Credit:* 3 semester hours.

**SPED 521**  
**Effective Program Development for Students With Serious Emotional and Behavioral Disorders**

A study of programs for students with serious emotional and behavioral disorders. Students examine key components of effective programs, and visit and review programs that use different intervention models. Participants study and review delivery systems ranging from a consultation model to a therapeutic day treatment program.

*Prerequisite:* ED 504.

*Credit:* 3 semester hours.

**SPED 522**  
**Program Development for Severely Challenged Students**

Current best practices in developing programs for children with severe disabilities. Participants review literature and models for delivery of service to these students and

explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to community/workplace as well as transition services for younger children.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SPED 523**  
**Special Topics Seminar**

Culmination of the Special Educator Endorsement. Students integrate and apply what they have learned throughout the program while also examining topics of special interest to class participants. In consultation with instructor and class participants, each student designs a project that answers important questions related to their work with students who have special needs. Working collaboratively with their peers, the instructor, and experts in their field, participants develop a major paper or presentation that addresses a critical issue or concern in special education. In association with these projects, class members determine the content of seminar meetings, and speakers are invited to discuss issues selected by the students.

*Prerequisite:* Completion of 30 of the 34 semester hours toward the Special Educator Endorsement.

*Credit:* .5-5 semester hours.

**SPED 544**  
**Practicum**

**SPED 598**  
**Special Studies: New or Experimental Courses**

**SPED 599**  
**Independent Study**

## Language Arts

**LA 500**  
**Language Acquisition and Development**

Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to suggest a school environment that maximizes language learning potential. The course is required for the special educator, reading, and ESOL/bilingual education endorsements. It is the initial course in the reading endorsement sequence and is recommended preparation for other language arts offerings. Also listed as ED 529.

*Prerequisite:* None.

*Credit:* 3 semester hours.

*Lewis & Clark expects teachers to reflect thoughtfully on their work and its relationship to the larger society. Our vision is for teachers to work together to promote social justice and democratic reform in their schools and communities.*

"Diversity is a given. If diversity goes, we all go. If diversity is nurtured and engaged, we all thrive."

—Mary Henning-Stout,  
professor of counseling  
psychology

**LA 501  
Researching and Teaching the Language Arts**

Development of a framework, based on a wide range of research findings, from which to make informed decisions about curriculum and methodology in listening, speaking, reading, and writing. Emphasis is on framing teachers' own classroom inquiry through teacher research methodology.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 502  
Innovations in Reading, K-12**

Organizing, managing, and evaluating both classroom and schoolwide K-12 reading programs. Students examine the textbook adoption process, participate in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades. This capstone course of the Reading Endorsement/Language and Literacy Program must be taken at the end of the sequence of courses.

*Prerequisite:* Completion of Reading Endorsement courses or consent of instructor.

*Credit:* 3 semester hours.

**LA 520  
Vietnam and the United States**

Same as SS 520.

**LA 523  
Teaching Writing to Adolescents**

The writing process as it relates to thinking and learning in adolescence. The course emphasizes a writing workshop approach to composition, as well as use of response groups and conference procedures and strategies.

Also listed as ED 522.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 530  
Children's Writing**

Teaching writing to children. The course explores ways to create an environment for teaching writing as a process. Teachers read from whole language and writing process theorists and examine ways to implement writing instruction in elementary classrooms.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 531  
Writing and the Writing Process**

Increasing teachers' understanding of the writing process, primarily by working on their own prose writing. Students write, read their work to peers, and receive feedback. This personal experience provides opportunities to reflect on common writing problems and issues that teachers across disciplines encounter in their classrooms. Topics include recent research and theory in composing as well as practical teaching techniques. This is

a required introductory course in the Middle Level/High School intern program.

*Prerequisite:* Enrollment is restricted in sections reserved for intern program participants.

*Credit:* 2 semester hours.

**LA 534  
Reading Comprehension: Theory and Practical Application**

In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore their personal reading processes, and do theoretical and practical projects to further their understanding. The course also examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs. Also listed as ED 534.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**LA 535  
Cultural Journalism: A Tool for Expanding Student-Centered Projects**

Hands-on, student-directed, community-based education. When Elliott Wigginton and his students launched *Foxfire Magazine* in the Georgia mountains in the 1960s, they discovered a new kind of school where students master their school's curriculum by studying the culture of their home community. Participants in this workshop learn how to adapt this approach to a variety of student populations and subject areas. Also listed as ED 535 and SS 535.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 542  
Women Writing the West, 1880-1940**

The significant contributions by women of all races who actively participated in shaping the real and the mythic West. Readings include writings of African-American, Anglo, Asian, Hispanic, and Native American women who founded towns, homesteaded, published newspapers, raised families, and wrote novels and histories. The course considers women in the West from literary and historical viewpoints. Recommended for teachers of all grade levels interested in interdisciplinary studies. Also listed as SS 518.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**LA 545  
British and American Novelists**

An exploration of British and American fiction, considering such questions as: How has the novel changed and developed from Dickens's era to our own? How do authors from different traditions treat similar themes? How do the specifics of setting and style

affect a novel's meaning? Readings include Dickens's *Great Expectations*, Twain's *Huckleberry Finn*, Forster's *A Passage to India*, James's *The Europeans*, Woolf's *To the Lighthouse*, and Morrison's *Beloved*.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**LA 547**  
**19th-Century Women Writers**

Works by Jane Austen, Charlotte Bronte, Elizabeth Gaskell, and George Eliot, and contributions to the "woman question" by Mary Wollstonecraft and John Stuart Mill. Students consider the portrayal of women in the novels studied as well as the interests and achievements of the individual authors.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**LA 548**  
**Directing Forensics**

Coaching, budgeting, public relations, finances, and judging for high school and college teachers of debate and individual public speaking.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**LA 550**  
**Shakespeare in Ashland**

A special summer study of Shakespeare's plays, some of which class members attend in Ashland. Students keep a journal of their reading of the plays and the productions attended.  
*Prerequisite:* None.  
*Credit:* 4 semester hours.

**LA 557**  
**Teaching the Literature of Nature**

Same as ED 570. Also listed as SCI 557.

**LA 560**  
**Culture and Literacy**

The relationship between culture and the development of reading and writing skills. Topics include identification of cultural influences, the impact of cultural factors on attitudes, standards and uses for reading and writing, and strategies for increasing literacy in a multicultural setting.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**LA 561**  
**Multicultural Literature (Grades 5-12)**

Exploration of multicultural literature as a tool for creating mutual understanding between groups. Both literary and social themes of multicultural literature are addressed through reading, research, discussion, writing, curriculum design, and developing teaching strategies. Also listed as SS 531.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**LA 562**  
**Multicultural Poetry (Grades 7-12)**

Exploration of multicultural poetry with a special focus on women. Both literary and social themes of multicultural poetry are addressed through reading, research, discussion, writing, curriculum design, and developing teaching strategies. Also listed as SS 533.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**LA 563**  
**Teaching and Writing Poetry and Fiction**

The nature of poetry and fiction, contemporary work in particular. Developing ways to teach these genres is integrated with writing poems and fiction.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**LA 564**  
**Through the Looking Glass**

An examination of commonly taught 19th- and 20th-century British and American novels, short stories, plays, and poems. Focus is on the cultural gender myths and paradigms promulgated in these works. Participants find their way to the other side of the mirror in two ways: by looking at canonical texts by men and women through the lens of feminist theory, and by examining how less-well-known texts by women act as commentary on the canon.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**LA 565**  
**Literature for Children and Adolescents**

An exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**LA 566**  
**Teaching Composition Through Writing and Movement**

Using music, movement, and writing together in teaching composition. Basic assumptions are that students learn through their bodies as much as through their intellect, and that the kinetic experience sometimes transmits information more clearly to students than writing alone. The course helps teachers reach a range of students including culturally diverse, low-motivation, and special-needs learners.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.





**LA 568**  
**Anthropology in the Classroom**  
 Same as SS 532.

**LA 570**  
**Readers' Workshop: Coming of Age**  
 An intensive seminar in which students experience a variety of formats for discussion of and written response to literature. Participants read selections of adult literature based on an author or theme, as well as titles of their choice. Through active participation in the workshop, students explore the transactional nature of reading, and ways to implement the practices introduced in the elementary through high school classroom.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**LA 575**  
**Seminar in Moral Development, Ethics, and Education**  
 Same as SS 575. Also listed as ED 575 and CORE 537.

**LA 579**  
**Teaching Language Arts to Adolescents**  
 A student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learn and discover, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from those first responses into analysis of both the text and their reading of it.  
*Prerequisite:* Enrollment in Middle Level/High School Intern Program.  
*Credit:* 4 semester hours.

**LA 590**  
**Imaginative Writing Seminar**  
 Development of a community of writers working in a professional context. The seminar serves as a basis for genre workshops and other writing courses where participants develop a portfolio of works in progress. The group reads contemporary fiction, poetry, and creative nonfiction as writing models and considers the issues and opportunities of writing professionally in a variety of fields through discussion of participants' writing.  
*Prerequisite:* Letter of application and submission of writing sample.  
*Credit:* 2 semester hours.

**LA 591**  
**Envisioning a Sustainable Society**  
 Same as SS 591. Also listed as CORE 540.

**LA 598**  
**Special Studies: New or Experimental Courses**

**LA 599**  
**Independent Study**

## Mathematics

**MATH 531**  
**Mathematical Thinking**  
 Exploration of mathematically interesting thinking embedded in problems that cross subject boundaries. As participants in the design and conduct of meaningful inquiries, students encounter topics common to a variety of fields that use quantitative reasoning. The course models how to preserve the integrity of mathematical thinking when constructing a curriculum that integrates mathematics with other subjects. Students learn to reason with probabilities, make quantitative inferences, express relationships algebraically, and represent problems in multiple ways. Topics and case studies vary according to participants' interests.  
*Prerequisite:* Enrollment is restricted in sections reserved for intern program participants.  
*Credit:* 2 semester hours.

**MATH 579**  
**Teaching Mathematics to Adolescents**  
 Teaching and learning mathematics in middle and secondary level classrooms. The course emphasizes meaningful understanding of mathematical concepts as well as competence with mathematical techniques of problem solving. Students become familiar with national teaching and curriculum standards for school mathematics as well as with research into the psychology of learning mathematics.  
*Prerequisite:* Enrollment in Middle Level/High School Intern Program.  
*Credit:* 4 semester hours.

**MATH 598**  
**Special Studies: New or Experimental Courses**

**MATH 599**  
**Independent Study**

## Music Education

**MUE 500**  
**Music Education Research and Assessment**  
 How music educators can gather and interpret the information they need for effective decision making in research and assessment. Topics include the major uses and components of classroom or school-based research processes, methods of assessment and research, critiquing research studies, assessment and evaluation of student learning and performance, integrating assessment with instruction, and portfolios. Classroom teachers complete an assessment project (work sample) that expands knowledge of their students' learning and performance.  
*Prerequisite:* ED 548.  
*Credit:* 3 semester hours.

**MUE 543**  
**Elementary Music: Curriculum and Inquiry**

The importance of music in the schools; concepts of child development as they relate to music, planning, and evaluating; writing and teaching strategies in the various music elements, styles, and skills; field observation and sample teaching in area schools. The course surveys dominant trends in teaching elementary music. Music specialist students develop the attitudes, teaching procedures, skills, and competencies needed to teach elementary music.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**MUE 544**  
**Practicum in Music Education**

Part-time internship placement in an instrumental and/or vocal music program at the middle and/or high school level. Each participant observes classroom instruction, serves as an apprentice to a mentor teacher, and works with individuals and small groups of students. Team-teaching and conducting may be involved under supervision. Placement complements and provides the teaching assignment in ED 554, ensuring ample experience at both the middle school and high school levels. Students complete one of two work samples.

*Prerequisite:* Consent of instructor. For preservice candidates, concurrent enrollment in MUE 579. Placement fee may be applicable.

*Credit:* 1-4 semester hours.

**MUE 579**  
**Teaching Music to Adolescents**

The attitudes, skills, resources, and problem-solving techniques needed by the music specialist to teach instrumental or vocal music at the middle and high school level. Topics include rehearsal techniques, recruiting, motivation, evaluation, budget and administration, sequential instruction, scheduling, and public performance. Emphasis is on tailoring curricular priorities and selecting instructional materials compatible with student needs and abilities, local program goals, one's personal philosophy as a music educator, and changes as a result of education reform or funding.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program. For music students seeking an Initial Teaching License, concurrent enrollment in MUE 544.

*Credit:* 4 semester hours.

**MUE 580**  
**Instrumental and Choral Ensemble Seminar/Lab**

Advanced rehearsal techniques for teaching band, orchestra, and chorus in the schools. The course includes in-depth study of rehearsal techniques, literature selection, performance preparation, administrative strategies, instrumental pedagogy, and current trends in curriculum in a performance lab setting.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**MUE 582**  
**History, Development, and Current Trends in Music Education**

Major curriculum developments in music education from the 1700s to the present, including prevalent philosophies of music education, curriculum content, application of learning theories, and instructional goals, objectives, and evaluation. The course surveys, dominant pedagogies in the teaching of music—Orff, Kodaly, Manhattanville, Dalcroze, Music Learning Theory (Gordon)—with an emphasis on their application at the elementary level. Discussion of current trends in music education focuses on such issues as standards and assessment, multiculturalism and ethnocentrism, interdisciplinary education, and thematic teaching. Offered in alternate summers.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program or consent of instructor.

*Credit:* 3 semester hours.

**MUE 584**  
**M.A.T. Seminar in Music Education**

An opportunity for M.A.T. music students to integrate what they have learned throughout the program. In consultation with the instructor, students design a project that defines and answers a question related to their teaching or intellectual and professional development. The course is required of all music students seeking the master's degree. Preservice music interns substitute this for ED 555 in alternate years.

*Prerequisite:* To be taken at end of program of study.

*Credit:* 2 semester hours.

**MUE 598**  
**Special Studies**

Same as MUS 598.

**MUS 585**  
**Advanced Conducting Seminar**

Opportunity for improvement of conducting skills beyond undergraduate conducting courses. Individualized instruction allows students to focus in specific areas such as stick technique, use of the left hand, advanced patterns and meters, rehearsal strategies, score preparation, conducting accompaniments, conducting musical theatre and vocalists, transpositions, and unusual notation. Students may elect to study with a choral, orchestral, or band specialist and may have opportunities to conduct one of the College's undergraduate ensembles. The course is offered in workshop form in alternate summers, with individualized instruction available each semester.

*Prerequisite:* 2 or more semester hours of undergraduate conducting or comparable experience.

*Credit:* 1 semester hour.

*Ninety percent of the graduate school's full-time faculty members hold doctoral degrees, and all faculty continually enhance the expertise they bring to the classroom through research, writing, and contributions to their professions. Active practitioners also teach classes as adjunct faculty members, sharing their personal experiences and providing a critical link with the professional community.*

Lewis & Clark aspires to be the Northwest's premier center for preparing science teachers within a tradition of liberal arts study. Students benefit from the College's focus on science and the environment and from cooperative arrangements with regional science educational programs.

**MUS 586  
Brass and Percussion Pedagogy**

Instruments of the brass family and their fundamentals—fingerings, embouchures, hand positions, and performance. Students observe the teaching of brass instruments during class and learn the relationship of one brass instrument to another.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 587  
String Pedagogy**

Principles of playing stringed instruments, maintenance of instruments, and evaluation of methods and materials.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**MUS 588  
Woodwind Pedagogy**

Instruments of the woodwind family and their fundamentals—fingerings, embouchures, hand positions, acoustics, breathing, maintenance and repair, equipment, accessories, methods and materials, discography for flute, oboe, clarinet, bassoon, and saxophone.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 589  
Vocal Pedagogy**

Methods and materials for the school choral director, with emphasis on diagnostic skills for correcting vocal problems of the solo voice, rather than the ensemble.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**MUS 595  
Conducting**

Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, and fundamental score reading.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 596  
Composition**

Musical gesture, repetition, and contrast. Students compose exercises and pieces, perform works, and study contemporary music and ideas.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 598  
Special Studies**

Special-interest courses in music, such as advanced instrumental or choral methods, jazz history, music theory, and advanced musicianship, oriented to the needs of public school music educators. Also listed as MUE 598.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**MUS 599  
Independent Study**

## Science and Science Education

**SCI 501  
The Science of Learning Science**

Theory and research in response to the question, What makes learning science concepts so difficult for so many learners? Students examine their own assumptions about the nature of science and about science learning, then study conceptual problems encountered by children throughout the elementary and secondary science curricula. Interview projects are designed within the traditions of "misconceptions" and "conceptual change" research.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SCI 503  
The Nature of Informal Science and Technology Education**

How informal science learning affects people's science understanding and attitudes toward science and technology. The course surveys sources of science education experience outside the classroom. Students learn to evaluate how well visitors grasp museum and zoo exhibit messages, then apply these insights to helping children learn science through exploration in a variety of settings. Students develop a museum-style exhibit for classroom display.

*Prerequisite:* None. Fee (see *Registration Announcements* bulletin).

*Credit:* 2 semester hours.

**SCI 510  
Science, Technology, and Society**

Examination of the role of scientific and technological literacy in the context of social issues, controversy, and change. Drawing upon a combination of philosophical, ethical, and legal frameworks, students examine particular cases of how science and technology matter in personal lives. Topics include the promises and consequences of biomedical and genetic engineering, and societal transformations brought about by information access through computer networks. The course pays particular attention to John Dewey's conception of how technology interacts with situations that teem with values. Students learn to think of science concepts as mental inventions engineered in keeping with a human-centered purpose and of physical artifacts as symbols of understanding. Topics and cases of study vary according to students' interests and presentations by invited guests from the community. Also listed as SS 502 and CORE 518.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SCI 550  
Ecological Knowledge for Environmental Problem Solving**

Appreciating place, governing "the commons," and understanding ecological theory. Effective environmental problem solving

depends on clarifying values and understanding policy making as a context for applying science. Participants study a case of ecological disturbance and restoration, learning techniques of field study as well as the need to see an environmental problem from multiple perspectives, including literature, political economics, and science. Also listed as SS 505 and CORE 521.

*Prerequisite:* None. Fee (see *Registration Announcements* bulletin).

*Credit:* 2-3 semester hours.

**SCI 555**  
**Field Natural History**

The study of nature from aesthetic, historic, and scientific perspectives, with emphasis on the biological diversity of the Pacific Northwest. Students engage in fieldwork and biological monitoring at an introductory level, learn styles of nature writing, and explore how to introduce children to holistic study of their surroundings. Nature appreciation and understanding of biological adaptations receive balanced treatment within a framework of how humans have conceptualized nature through time.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.

*Credit:* 1 semester hour.

**SCI 557**  
**Teaching the Literature of Nature**

Same as ED 570. Also listed as LA 557.

**SCI 560**  
**Thematic Inquiry in the Elementary School**

Concepts about inquiry in the natural and social sciences curricula of the elementary school. Focus is on children's intuitive notions and spontaneous interests, on planning instruction around themes that tap such interest, and on integration of subjects. The course applies principles of whole language learning across the curriculum.

*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.

*Credit:* 1 semester hour.

**SCI 568**  
**Natural Resource Politics**

Same as SS 568.

**SCI 575**  
**Field Geology of Oregon for Teachers**

Introductory field techniques for conducting geological inquiry. The course introduces nongeologists to the nature of geological reasoning and also provides experienced earth science instructors with background about Oregon geology. Oregon's volcanic landforms and the fossil record of the John Day country in north central Oregon are featured. Participants reside at the study sites, experiencing an intense week of intellectual and physical activity.

*Prerequisite:* None. Fee (see *Registration Announcements* bulletin).

*Credit:* 2 semester hours.

**SCI 579**  
**Teaching Science to Adolescents**

Teaching and learning science in middle level and high school classrooms. The course emphasizes the design of investigations, safety, and the role of the laboratory in science teaching. Students explore the use of microcomputers interfaced with laboratory instruments and gain practice in planning and teaching laboratory exercises.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program or consent of instructor.

*Credit:* 3 semester hours.

**SCI 580**  
**Science and Children**

Investigations with everyday materials and common creatures that will enrich teaching in the primary through intermediate elementary years. Participants examine their own, as well as children's, intuitive science notions. The course fosters confidence in teaching hands-on science by attending to teacher understanding of background knowledge and safe, successful use of classroom science equipment.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SCI 595**  
**Physical Science**

Imaginative inquiry with simple materials, science concepts, and interesting connections among everyday experiences. Topics may include force and balance, sound and vibration, light and shadow, simple electrical circuits, and material properties. The course provides guidance in preparing classroom science activities and emphasizes the enjoyment of doing science with children.

*Note:* Not offered in 1999-2000.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SCI 596**  
**Earth/Space Science**

Investigations of changes in the sky and on the earth occurring on scales beyond ordinary experience. Focus is on practices for teaching about celestial events, local landscapes, and earth systems.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SCI 597**  
**Life Science**

Survey of topics and activities from cell biology, ecology, and genetics appropriate for school science. The course reviews alternatives and supplemental life sciences curricula for K-8 classrooms. Emphasis is on exploration of life science concepts, teaching strategies, and innovative classroom practices.

*Note:* Not offered in 1999-2000.

*Prerequisite:* None.

*Credit:* 2 semester hours.



**SCI 598**  
**Special Studies: New or Experimental Courses**

**SCI 599**  
**Independent Study**

**Social Studies**

**SS 500**  
**New Perspectives in Social Studies**

An introduction to recent scholarship in history and the social sciences. Readings consider treatment of women and other minority groups in several societies from sociological, historical, economic, and political perspectives. Topics vary to include current scholarship in participants' teaching areas. Critical reflection on texts, textbooks, media, and school curricula includes analysis of their underlying conceptual framework.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**SS 501**  
**Curriculum, Teaching, and Evaluation**

Examination of two central questions: What relationships exist among social studies curriculum, instruction, and evaluation? How can we strengthen connections among curriculum, students' learning, and teaching methods? After historical overview of key issues in social studies as a field, students create a working definition of social studies and examine formal, informal, and hidden curriculum. Participants research their students' understanding of a key social studies concept and construct a formal curriculum unit to share with other teachers.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**SS 502**  
**Science, Technology, and Society**  
 Same as SCI 510. Also listed as CORE 518.

**SS 505**  
**Ecological Knowledge for Environmental Problem Solving**  
 Same as SCI 550. Also listed as CORE 521.

**SS 510**  
**History and Culture of the American Indian**  
 The purposes of archaeology and its contribution to the understanding of prehistory of the American Indian, the culture-area hypothesis, Indian-white relations, patterns in Indian policy and Indian responses to those programs, and American Indians today.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**SS 511**  
**African-American History**  
 The distinct experiences of people of African descent in America, the creation of African-American culture, and the development of

Black liberation movements. The course analyzes the interaction among race, class, and culture in African-American communities. Readings include first-person narratives and political manifestos as well as secondary sources.

*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SS 512**  
**American History, 17th and 18th Centuries**

The period from the founding of the American colonies to creation of the new nation. The course focuses on such topics as the impact of Puritanism, the development of indigenous local governments and social life, the emergence and destruction of the first British Empire, and the founding of the new nation out of the revolution. The major theme of the course is the transition of the Atlantic community from the traditional to the modern world.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SS 513**  
**Social Change and Protest Movements in 19th-Century America**

Economic and social changes during the 19th century and their relationship to ideological and cultural developments. Emphasis is on gender, race, ethnicity, and social class.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**SS 514**  
**Survey of 19th-Century U.S. History**  
 Themes of 19th-century history, focusing on currents of political, economic, and social development. Emphasis is on the movement westward, slavery, causes of the Civil War, the rise of cities and industrialism, and political reform movements.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SS 515**  
**U.S. Since World War II**

The changing character of American society from the 1940s to the present day, the changing responsibilities the United States has undertaken abroad, and the way Americans have seen themselves as reformers at home. Topics include political reforms, social change, civil rights, the women's movement, and nuclear arms control.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**SS 516**  
**20th-Century U.S. History: Readings and Curriculum**

For teachers of U.S. history, or those who wish to renew previous acquaintance with focal events in 20th-century American history. Students consider changes in history as a discipline, the impact of micro or quantitative techniques, and how to help students see history as a claim about a record of events.

The course examines U.S. reasons for entering World War I, changes in women's work wrought by World War II, the Cuban Missile Crisis, and desegregation and the civil rights movement.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SS 517**

**The City in Modern America**

Historical perspectives on the modern city; the impact of city life on various groups such as women, children, the elderly, the poor, workers, unions, and minorities; urban issues in politics, economics, housing, transportation, planning, education, and the media; various efforts to reform city life; the impact of current political and economic trends on cities and their populations. Also listed as ED 517 and CORE 541.

*Prerequisite:* None.

*Credit:* 2-3 semester hours.

**SS 518**

**Women Writing the West, 1880-1940**

Same as LA 542.

**SS 520**

**Vietnam and the United States**

The ways the United States became involved in Vietnam, the experiences of the U.S. war in Vietnam, and the aftermath as expressed by American writers and historians. Particular attention is paid to the Vietnamese viewpoint and to the experience of women, Vietnamese and American. Also listed as LA 520.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 525**

**Russia: Past and Present**

Change and continuity in modern Russian history, explored through such topics as land and peoples, state and society, peasantry and agriculture, workers and industrialization, gender roles, educated Russia, and national culture.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 526**

**Middle East in Modern Times**

The Middle East, its religious and cultural contributions, indigenous empires, and outside imperialists. The course covers the region's strategic significance as the connecting link of three continents and as affected by the discovery of oil in the 20th century. Topics include the impact of nationalism on each nation's viability in the region, economic dilemmas, and pressing national problems.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 528**

**American Education Reform: What Works**

Same as ED 528.

**SS 531**

**Multicultural Literature (Grades 5-12)**

Same as LA 561.

**SS 532**

**Anthropology in the Classroom**

How anthropology aids teaching about cultural diversity in the United States and around the world. The course covers theory, methods of inquiry, and materials, and examines the concept of cultural relativism. Participants analyze and critique lessons incorporating anthropological content and method, and construct their own lessons. They select ethnographic materials to examine in depth from a limited selection of cultures (e.g., Australian aborigines, Lakota Sioux, Maya, Igbo, Vietnamese). Materials include ethnography, sacred literature, fiction, film, music, and artifacts. Recommended for teachers interested in interdisciplinary studies. Also listed as LA 568.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SS 533**

**Multicultural Poetry (Grades 7-12)**

Same as LA 562.

**SS 535**

**Cultural Journalism: A Tool for Expanding Student-Centered Projects**

Same as LA 535. Also listed as ED 535.

**SS 542**

**Racism: Social, Legal, and Educational Aspects**

Racism and its effects in U.S. society from sociocultural, legal, and educational perspectives. Topics include organizational, personal/individual, and cultural barriers to social justice. Participants survey issues such as affirmative action, school desegregation, criminal justice, and multicultural education as they reflect the struggle against racism in our society. Also listed as CORE 529.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SS 543**

**African-American Perspectives on History, Education, and Politics**

Perspectives, perceptions, and attitudes of both Europeans and African-Americans and how those relate to the dilemmas faced by African-Americans in the United States. Educational, institutional, cultural, racial, and political events that have significantly affected the experience of African-Americans. Topics include: African-American perspectives on racism, history, Afrocentrism, civil rights, media, and stereotypes; a global perspective on definitions of minorities and communities; recognition of diversity within the African-American community; culturally specific and culturally relevant curricula. Issues of gender are also addressed.

*Prerequisite:* None.

*Credit:* 2 semester hours.

*"Hearing the stories of my peers, their struggles, brought me to thinking about the questions (not so much the answers) that led me to teaching."*

*—M.A.T. student*

"I believe great practitioners are always extraordinary souls. They are people with a deep understanding of themselves and a keen awareness of the people around them."

— Jay Casbon, dean of the graduate school

**SS 546**  
**Alternative Education**  
Same as ED 546.

**SS 547**  
**Race, Culture, and Power**

Exploration of the concepts of race, culture, and power: Are they simple, separate, and natural facts of life in a heterogeneous, rational, achievement-oriented, and egalitarian society, or are they interrelated social and ideological constructs with profound implications for one's status, well-being, access, and legitimacy in a diverse and stratified world? The course addresses the serious and real tensions in our society, where a substantial percentage of school-age children are minorities. Also listed as ED 547 and CORE 547.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**SS 550**  
**Teaching Citizenship**

Theories of citizenship education and appropriate teaching strategies. Law-related education curriculum projects, mock trials, courthouse tours, and literature are used. Special emphasis is on teaching the U.S. Constitution. The course enables teachers to help students become more active and involved citizens. Discussion also includes organization of Oregon state and local governments.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SS 557**  
**Feminism: Historical Perspectives**

The historical development of modern feminism in England and America. Readings include the primary texts of feminist theory from 1792 to the present and historical analyses of feminist movements. The seminar focuses on the interaction between the social-historical situations of women and the development of feminist thought.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**SS 560**  
**Teaching Constitutional Issues**

Issues in the field of constitutional law and practice and how to teach these issues in middle and high school. The course covers a definition of rights, the concept of constitutional law, and historical and contemporary issues. Topics include conflict resolution, comparison of the Oregon and U.S. bills of rights, First Amendment and due process, privacy, students' rights in public schools, and equal treatment and discrimination. Students practice the case method and the mock trial as teaching methods. Recommended for teachers at all levels.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SS 568**  
**Natural Resource Politics**

The policy process examined through case studies of national and regional natural resource policies. The public policy process; history of natural resource policy, including reflection on key personalities, agencies, groups, and laws; national energy policy, including reflections on the options available; emerging policies on water, land, and environmental quality; the Columbia River system, including its development and contemporary issues; Pacific Northwest forestry policy and its problems. Public policy as an outcome of the interactions of science, technology, values, institutions, and persons. Also listed as SCI 568.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**SS 575**  
**Seminar in Moral Development, Ethics, and Education**

Exploration of problems and ways of knowing about the moral and ethical realm, particularly as related to educational thought and practice. Issues include whether morality is a social or an individual phenomenon, the relationship between moral reasoning and behavior, ethical theories, emotivism, relativism, universalism, and indoctrination. Morality as justice and as care, including gender issues, is a central focus of the course. Narratives of fiction and autobiography from individuals of different backgrounds and case studies are the key modes of inquiry. Also listed as ED 575, LA 575, and CORE 537.  
*Prerequisite:* None.  
*Credit:* 2-3 semester hours.

**SS 578**  
**Social and Cultural Studies**

Understanding and applying inquiry processes and content related to social and cultural studies in grades pre-K through middle school. Participants explore children's intuitive notions and reasoning about their social, cultural, and geographic worlds from developmental, social, historical, civic, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest.  
*Prerequisite:* Enrollment in Early Childhood/Elementary Intern Program.  
*Credit:* 2 semester hours.

**SS 579**  
**Teaching Social Studies to Adolescents**

Developing a conceptual framework for teaching social studies in a democratic society. Focus is on different ways of organizing instruction and assessing learning in secondary and middle school content areas. Students examine historical and contemporary issues in teaching social studies including

terminology, philosophy, content, and method.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program or consent of instructor.

*Credit:* 4 semester hours.

**SS 580**  
**Global Inequality**

Issues in the relationships between developed and developing societies, including the impact of colonialism and multinational corporations, food and hunger, women's roles in development, and approaches to overcoming global inequalities.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 581**  
**(Inter)national Political Economy**

An integrative and interdisciplinary study of the interrelationship of power, politics, resources, and economic systems; development and underdevelopment in global, regional, national, and local perspective; wealth and poverty; knowledge-technology-economics-politics and culture; and the contingent nature of the aforementioned interconnections. Topics include the persistence of inequality between races, classes, genders, and nations; the war on the commons; the old and new imperialism; and dynamics of the relationship between the center and the periphery, both in the U.S. and globally. The course addresses the need for a paradigm shift from existing models to a vision of just, humane, democratic, and sustainable life on the planet.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SS 582**  
**The Future of North America**

Relations among and distinctive qualities of Canada, Mexico, and the United States. Using the continent rather than the nation as a unit of analysis, the course gives particular attention to patterns of social relations, economics, nationalism, value systems, and other concerns shaping North America in the 21st century.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SS 585**  
**The Middle East in Crisis**

The Middle East as one of the most significant and explosive areas of the world, with the potential for becoming the theatre for a major conflagration. The course explores recent wars and conflicts in the region; U.S. policy in the area from Truman to Clinton; the intersection of religion, ideology, culture, politics, and economics in the Third World;

and the Middle East in the context of the emerging north-south global formation.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 590**  
**Economic Analysis**

The functioning of a modern market economy. The first part of the course, microeconomics, concentrates on issues of resource allocation, the role of prices and markets, theories of consumer choice, production, and income distribution. The second part, macroeconomics, considers aggregate economic behavior, factors determining the level of national income and economic activity, problems of unemployment, inflation, business cycles, and appropriate national policy responses.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**SS 591**  
**Envisioning a Sustainable Society**

A consideration of cultural changes needed in response to the environmental crisis. Modern industrial societies are premised on uninhibited growth. Planetary limits now challenge this possibility. The course explores the implications of this fundamental shift in our material conditions and what it may mean for those who work in public institutions. Also listed as LA 591 and CORE 540.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**SS 592**  
**Integrating Economics Into U.S. History**

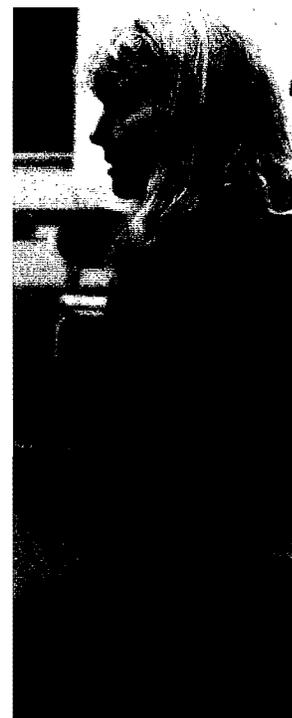
Models of economic thought—including classical economists, Marxists, and modern Keynesians—and their relation to topics addressed in U.S. history, government, and current events or contemporary issues courses. How and why have structural economic changes influenced society, politics, and culture in teachers' own areas of interest? Topics include the impact of Adam Smith on early American political thought, the role of market forces in 19th-century labor and Populist political issues, mass production and mass consumption, the relevance of Keynes's ideas to the Great Depression and the New Deal, and economic origins of American foreign policy.

*Prerequisite:* None. Previous coursework in micro- or macroeconomics helpful.

*Credit:* 2 semester hours.

**SS 598**  
**Special Studies: New or Experimental Courses**

**SS 599**  
**Independent Study**





## Off-Campus Programs in Teacher Education

Lewis & Clark's off-campus programs extend the graduate school's tradition of high standards in teacher education to practicing teachers in communities across Oregon. The College's Center for Professional Development and Department of Teacher Education work together to offer degree, licensure, and endorsement programs for teachers who hold a Basic Teaching License. Courses and seminars integrate theory with practice, and professional development with personal growth, with the goal of developing thoughtful leaders in education.

Lewis & Clark faculty travel to school districts in central and eastern Oregon to hold classes for students who wish to complete an endorsement or licensure program but are unable to move or travel to campus. Students in Lewis & Clark's off-campus programs enjoy the benefits of small classes and close relationships with faculty. The reflective, inquiry-driven, and engaging teaching pedagogies that are encouraged for the teachers of our children and youth in classrooms today are also practiced in Lewis & Clark classes. Coursework is offered in convenient locations and at convenient times to meet the needs of practicing educators in designated off-campus sites. For a more complete description of these programs see Teacher Education in this catalog.

### Master of Arts in Teaching and Oregon Standard Licensure

Teachers with a Basic License complete a combination of education and liberal arts courses to earn the M.A.T. degree and a Standard Teaching License. Each student's program is planned in consultation with a faculty adviser to meet her or his unique learning needs.

#### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

#### *Professional Education Requirements*

A minimum of 17 semester hours including:  
 ED 610 Advanced Seminar in Teaching and Learning I, 2 semester hours  
 ED 611 Advanced Seminar in Teaching and Learning II, 1 semester hour  
 ED 614 Classroom Management, 2 semester hours  
 ED 615 Educational Research, 2 semester hours  
 ED 616 Literacy, Print Media, and Technology, 2 semester hours  
 ED 617 Technology in the Classroom, 1 semester hour  
 ED 619 Constructive Assessment in the Classroom, 2 semester hours  
 ED 620 Classroom Assessment: Work Sample, 1 semester hour  
 ED 624 M.A.T. Project Seminar, 2 semester hours

#### *Subject-Area Electives*

A minimum of 15 semester hours of liberal arts courses. These courses have science (SCI), social studies (SS), or language arts (LA) prefixes and may apply to added endorsements. One of the following courses is required along with courses chosen jointly by the student and adviser.

SCI 632 The Science of Learning Science, 2-3 semester hours

LA 632 Researching and Teaching the Language Arts, 3 semester hours

SS 632 Curriculum, Teaching, and Evaluation, 3 semester hours

#### *Graduate Core Requirements*

A minimum of 4 semester hours

### Master of Arts in Teaching: Liberal Studies

Teachers who do not wish to obtain an Oregon Standard License and desire a highly flexible course of study may choose the M.A.T.: Liberal Studies program. This program may include special endorsements in reading or English for speakers of other languages/bilingual education.

#### *Degree Requirements*

A minimum of 36 semester hours, distributed as follows.

#### *Professional Education Requirements*

A minimum of 15 semester hours including:  
 ED 610 Advanced Seminar in Teaching and Learning I, 2 semester hours  
 ED 611 Advanced Seminar in Teaching and Learning II, 1 semester hour  
 ED 615 Educational Research, 2 semester hours  
 ED 619 Constructive Assessment in the Classroom, 2 semester hours  
 ED 624 M.A.T. Project Seminar, 2 semester hours

#### *Liberal Arts Requirements*

A minimum of 15 semester hours including one of the following:

SCI 632 The Science of Learning Science, 2-3 semester hours

LA 632 Researching and Teaching the Language Arts, 3 semester hours

SS 632 Curriculum, Teaching, and Evaluation, 3 semester hours

#### *Graduate Core Requirements*

A minimum of 4 semester hours

### Joint Program: Master of Arts in Teaching and Educational Administration

This program is designed for teachers who wish to pursue an M.A.T. degree and the Initial Administrator License. Candidates meet with faculty advisers from the departments of teacher education and educational administration to design an individual program.

### Degree Requirements

A minimum of 38 semester hours, distributed as follows.

#### Professional Education Requirements

ED 615 Educational Research, 2 semester hours  
ED 619 Constructive Assessment in the Classroom, 2 semester hours  
ED 610 Advanced Seminar in Teaching and Learning I, 2 semester hours  
ED 611 Advanced Seminar in Teaching and Learning II, 1 semester hour  
EDAD 500 Leadership Profile Center, .5 semester hour (offered only on Lewis & Clark campus)  
EDAD 610 School Organization, 3 semester hours  
EDAD 612 Instructional Leadership, 3 semester hours  
EDAD 614A/614B Practicum for Principles, 6 semester hours  
EDAD 617 School Finance for Administrators, 1 semester hour  
EDAD 624 Implementing Curricula, 1 semester hour

#### Liberal Arts Requirements

A minimum of 10.5 semester hours of courses with liberal arts prefixes, chosen jointly by the adviser and student.

#### Required Courses

EDAD 613 Legal Rights and Responsibilities, 2.5 semester hours, and one of the following:  
LA 634 Language Acquisition and Development, 3 semester hours  
SCI 632 The Science of Learning Science, 2-3 semester hours  
SS 632 Curriculum, Teaching, and Evaluation, 3 semester hours

#### Graduate Core Requirements

A minimum of 4 semester hours

### Master of Education and Special Educator Endorsement

This endorsement was developed to help teachers, special educators, and administrators work more effectively with students experiencing special academic and behavioral needs. Teachers specialize in early childhood/elementary education or the middle and high school levels and are authorized to teach accordingly. Educators who hold a current Oregon teaching license and who complete the 15-semester-hour program may apply for the Special Educator Endorsement. This work may include the 9 semester hours needed to complete a continuing license, thus allowing the teacher to simultaneously earn the Special Educator Endorsement and Continuing Teaching License.

This program of study may also be incorporated into the master of education degree. Students who select this option enroll in a total of 36 semester hours designed collaboratively with their adviser.

### Coursework Available

Note: Students may petition to waive required courses based on previous coursework or competency. All waived courses must be approved by the student's adviser and must be replaced by coursework with equivalent credit.

ED 614 Classroom Management, 2-3 semester hours  
ED 614B Classroom Management for Special Educators, 1 semester hour  
ED 644 Practicum, 1 semester hour (students must register for a minimum of 2 semester hours of practicum if completing the Special Educator Endorsement)  
LA 634 Language Acquisition and Development, 3 semester hours  
SPED 620 Advanced Instructional Decision Making, 3 semester hours  
SPED 621 Effective Program Development for Serious Emotional Behavior Disorders, 3 semester hours  
SPED 622 Program Development for Severely Challenged Students, 2 semester hours  
SPED 623 Special Topics Seminar, 2 semester hours  
SPED 626 Educating Students With Special Needs, 2 semester hours  
SPED 628 Interventions for Severely Challenged Students, 1 semester hour  
SPED 629 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders, 2 semester hours  
SPED 630 Special Education and the Law, 1 semester hour  
SPED 631 School-Based Consultation, 3 semester hours  
SPED 632 Assessment and Diagnosis, 4 semester hours (includes a 1-semester-hour practicum)  
SPED 633 Curriculum and Instruction for Students With Special Needs, 4 semester hours (includes a 1-semester-hour practicum)

### Endorsements

Lewis & Clark College offers endorsements approved by the Oregon Teacher Standards and Practices Commission in special education, ESOL/bilingual education, and reading (Language and Literacy Program), either separately or as part of a master's degree. The Special Educator Endorsement can be taken as part of an M.Ed. degree, while the ESOL/Bilingual Education and Reading Endorsements may be earned in conjunction with the M.A.T. liberal studies degree. All three endorsements are inservice programs that require the applicant to have or be eligible to apply for an Oregon teaching license.

"Education is the best provision for old age."

—Aristotle

*"Teachers affect eternity; they can never tell where their influence stops."*

—Henry Brooks Adams,  
The Education of Henry Adams (paraphrased)

### **ESOL/Bilingual Education Endorsement**

The ESOL/Bilingual Education Endorsement is designed for ESOL/bilingual education teachers who need the endorsement as mandated by the Oregon Teacher Standards and Practices Commission, and teachers holding a valid Oregon teaching license who wish to better serve students learning English as a second language.

In addition to the requirements listed below, candidates who intend to teach in bilingual programs (using two languages, rather than only English) complete a written and oral language examination. For information on the Bilingual Assessment offered by Lewis & Clark, see the section on ESOL/Bilingual Education Endorsement under Teacher Education in this catalog.

#### *Endorsement Requirements*

A minimum of 15 semester hours including:  
 LA 634 Language Acquisition and Development (includes early childhood practicum), 3 semester hours  
 ED 627B Language and Literacy With ESOL/Bilingual Students, 2 semester hours  
 ED 627C Strategies and Materials for Teaching Content to ESOL/Bilingual Students, 2 semester hours  
 ED 627D Focus on Culture and Community in Teaching ESOL/Bilingual Students, 2 semester hours  
 ED 627E Assessment and Evaluation in the Education of ESOL/Bilingual Students, 2 semester hours  
 ED 627F Historical and Legal Foundations in Educating ESOL/Bilingual Students, 2 semester hours  
 ED 627G ESOL/Bilingual Practicum, 2 semester hours

### **Language and Literacy Program: Reading Endorsement**

This program offers an integrated, holistic approach for those who wish to concentrate their study and teaching in language and literacy. The program requires 15 semester hours of credit. See Language and Literacy Program (Teacher Education).

#### *Required Courses*

LA 634 Language Acquisition and Development, 2 semester hours  
 LA 614 Reading Comprehension: Theory and Practical Application, 3 semester hours  
 LA 618 Assessing Reading Strategies: Practicum, 3 semester hours  
 LA 620 Innovations in Reading, K-12, 3 semester hours

#### *Elective Courses*

LA 612 Teaching Writing to Adolescents, 3 semester hours  
 LA 613 Literature for Children and Adolescents, 2 semester hours

LA 630 Children's Writing, 3 semester hours  
 LA 632 Researching and Teaching the Language Arts, 3 semester hours

### **Academic Advising**

Each off-campus program is assigned an academic adviser who helps students plan an official course of study and also answers questions about specific endorsements and about career decisions. Advising dates and information meetings are predetermined each term and published in each Center for Professional Development catalog. Interested inservice candidates can call the Center for Professional Development for information about each program's adviser and the advising and information dates.

Off-campus teacher education programs are offered cooperatively by the Department of Teacher Education and the Center for Professional Development. (See Center for Professional Development in this catalog.)

Faculty, admissions, financial aid, and eligibility for licensure procedures are the same as for inservice programs on the Lewis & Clark campus. (See Teacher Education sections on policies and procedures in this catalog)

It is the responsibility of each student to develop an approved course of study with his or her adviser; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any change to the approved course of study. Individual program planning sheets are available from faculty advisers.

## Curriculum

### **CORE 610**

#### **Personal Voice in Professional Writing**

Same as CORE 510, 531 (see Core Program).

### **CORE 611**

#### **Seminar in Moral Development, Ethics, and Education**

Same as SS 575 (see Teacher Education). In off-campus programs, also listed as LA 611 and SS 611.

### **CORE 614A**

#### **Ethics and Narrative in the Professions**

Same as CORE 514 (see Core Program).  
*Credit:* 1-2 semester hours.

### **CORE 615**

#### **Graduate Seminars**

Same as CORE 501 (see Core Program).

### **CORE 620**

#### **Creating Collaborative Communities**

Same as CORE 524 (see Core Program).

### **CORE 621, 631**

#### **Ecological Knowledge for Environmental Problem Solving**

Same as SCI 550. In off-campus programs, also listed as SCI 621, 631 and SS 621, 631.  
*Credit:* CORE 621, 2 semester hours. CORE 631, 3 semester hours.

**CORE 622****Ways of Seeing, Ways of Knowing**

Same as CORE 532 (see Core Program).

**CORE 623****Race, Culture, and Power**

Same as SS 547. In off-campus programs, also listed as ED 623 and SS 623.

*Credit:* 2-3 semester hours.

**CORE 624****Spirituality and Professional Practice**

Same as CORE 501 (see Core Program).

*Credit:* 2 semester hours.

**CORE 625****Ways of Seeing: The Gift**

Same as CORE 512 (see Core Program).

**CORE 626****Narrative and Voice: Themes of Gender and Culture**

Same as CORE 526 (see Core Program).

**ED 610****Advanced Seminar in Teaching and Learning I**

Advanced seminar-practicum in expanding and evaluating teaching practices appropriate to subject-area content, student needs, and educational goals in elementary, middle level, and high school classrooms. The course examines various ways to organize a democratic classroom, with a focus on cooperative learning strategies and collaborative group structures. Participants practice with various models of teaching that promote prosocial behavior, group investigations, and complex instruction. Participants videotape their teaching in their own classes or in an arranged placement. ED 505 or 507 may be substituted for the ED 610-611 sequence.

*Prerequisite:* None. Taken in sequence with ED 611.

*Credit:* 2 semester hours.

**ED 611****Advanced Seminar in Teaching and Learning II**

Extension of the work begun in ED 610, focusing on use of varied learning structures to enhance cognition and critical learning. Students experience, demonstrate, and analyze models of teaching that promote conceptual development, judge the appropriateness of these models for meeting specific instructional goals, and customize the structures to fit student needs. Participants videotape their teaching in their own classes, or in an arranged placement. May be taken independently of ED 610. ED 505 or 507 may be substituted for the ED 610-611 sequence.

*Prerequisite:* None. Taken in sequence with ED 610.

*Credit:* 1 semester hour.

**ED 614****Classroom Management**

The most effective practices for working with students at risk for school failure in the areas of classroom management, instruction, social

and study skill development, behavior change, and school management. Participants discuss classroom cases and review current research in these areas, in human development, and in educating youth with diverse needs and backgrounds. ED 504 may be substituted for the ED 614-614B sequence.

*Prerequisite:* None. Taken in sequence with 614B.

*Credit:* 2-3 semester hours.

**ED 614B****Classroom Management for Special Educators**

Continuation of ED 614, with a more in-depth look at teaching students with special needs, including those receiving services under IDEA or Section 504. Final projects involve developing individual and school programs for assisting students. ED 504 may be substituted for the ED 614-614B sequence.

*Prerequisite:* None. Taken in sequence with ED 614.

*Credit:* 1 semester hour.

**ED 615****Educational Research**

Same as ED 500 (see Teacher Education).

**ED 616****Literacy Across the Curriculum**

Incorporating print, media, and technology literacy into the classroom. Topics include the social construction of communication, the nature of information, and the expanded literacy needs of all learners. The course enables experienced teachers to read, write, and discuss relevant research on literacy; develop, critique, revise, implement, and evaluate plans for improved instruction; and participate in group planning by field and level. Participants use appropriate technology to complete course assignments. ED 502 may be substituted for the ED 616-617 sequence.

*Prerequisite:* None. Taken in sequence with ED 617.

*Credit:* 2 semester hours.

**ED 617****Technology in the Classroom**

Exploration of technologies available for classroom and school use. Teachers of all grade levels and technological expertise examine the Internet and information-access systems, as well as systems for multimedia authoring. Participants complete a project demonstrating how to incorporate technology into their classrooms. ED 502 may be substituted for the ED 616-617 sequence.

*Credit:* 1 semester hour.

*Prerequisite:* ED 616.

**ED 619****Constructive Assessment in the Classroom**

Same as ED 501 (see Teacher Education).



**ED 620****Practicum Assessment: Work Sample**

Same as ED 548 (see Teacher Education).  
May be taken concurrently with ED 611 or 615.

*Prerequisite:* ED 615 or consent of instructor.  
*Credit:* 1 semester hour.

**ED 621****Education and Society: Continuities and Discontinuities**

Same as ED 511 (see Teacher Education).  
Also listed as EDAD 527.

**ED 623****Race, Culture, and Power**

*Content:* Same as SS 547 (see Teacher Education). In off-campus programs, also listed as CORE 623 and SS 623.

*Credit:* 2-3 semester hours.

**ED 624****M.A.T. Project Seminar**

Same as ED 509 (see Teacher Education).  
Also listed as SPED 523.

**ED 626****Educating Students With Special Needs: Learning and Legal Issues**

Same as SPED 510. In off-campus programs, also listed as SPED 626.

**ED 627A****Documenting Professional Experience**

For experienced ESOL/bilingual teachers who need to earn an ESOL endorsement. Because some coursework will be waived based on previously gained expertise, the course explains how current teachers in this field can show experience or proficiency in required coursework for the endorsement. In individually scheduled sessions, participants are given a framework for a portfolio to show previous experiences in the field and to document how their experience applies to proficiency standards. Participants then present their portfolios, and after their portfolios are reviewed, discuss experiences and related knowledge. The results can be one of the following: 1) waiver of one or more specific classes, 2) waiver after some independent study, or 3) recommendation of specified coursework.

*Prerequisite:* None.

*Credit:* .5-1 semester hour.

**ED 627B****Language and Literacy With ESOL/Bilingual Students**

The relationships between first-language literacy and second-language literacy, oral language proficiency and reading, and students' experiences and reading comprehension. Materials, literacy teaching approaches, and classroom organization structures are

explored, as well as assessment of reading and writing progress, and technology for literacy development.

*Prerequisite:* LA 500/ED 529 or LA 634, ED 627F, and ED 627D.

*Credit:* 2 semester hours.

**ED 627C****Strategies and Materials for Teaching Content to ESOL/Bilingual Students**

The hows and whys of content learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Participants examine a variety of curriculum models and evaluate materials currently available, taking into account cultural considerations as well as content validity.

*Prerequisite:* LA 500/ED 529 or LA 634, ED 627F, and ED 627D.

*Credit:* 2 semester hours.

**ED 627D****Focus on Culture and Community in Teaching ESOL/Bilingual Students**

Strategies for working with significant persons in a child's environment to encourage academic success. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The second part focuses on the involvement of significant individuals in a child's academic program.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 627E****Assessment and Evaluation in the Education of ESOL/Bilingual Students**

Assessment principles taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness, and legal mandates for language-minority students in public education. Emphasis is on assessing language proficiency and academic progress in English and other languages. This capstone course should be taken at the end of the program.

*Prerequisite:* LA 634/ED 529, ED 627D, either ED 627D or ED 627F.

*Credit:* 2 semester hours.

**ED 627F****Historical and Legal Foundations of Educating ESOL/Bilingual Students**

Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 627G****ESOL/Bilingual Practicum**

Apprenticeship to a mentor who teaches in ESOL, bilingual, or sheltered English classrooms or is an ESOL/bilingual consultant teacher. Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as their second language.

*Prerequisite:* All other courses required for the endorsement.

*Credit:* 2 semester hours.

**ED 629****Integrated Teaching and Learning**

Development of curriculum that integrates learning, teaching, and long-term investigation across disciplines. Teachers in elementary and middle school grades explore a variety of problem-solving units and design a topic of study around a real-world problem, gathering needed information through local agencies, computer networks, and community resources. Topics include different approaches to assessment of learning.

*Prerequisite:* None.

*Credit:* .5-1 semester hour.

**ED 633****Professional Portfolio**

Same as ED 620 (see Teacher Education).

**ED 634****Inquiry Into Practice**

Same as ED 521 (see Teacher Education).

**LA 612****Teaching Writing to Adolescents**

Same as LA 523 (see Teacher Education).

**LA 613****Literature for Children and Adolescents**

Same as LA 565 (see Teacher Education).

**LA 614****Reading Comprehension: Theory and Practical Application**

Same as LA 534 (see Teacher Education).

**LA 620****Innovations in Reading, K-12**

Same as LA 502 (see Teacher Education).

**LA 630****Children's Writing**

Same as LA 530 (see Teacher Education).

**LA 632****Researching and Teaching the Language Arts**

Same as LA 501 (see Teacher Education).

**LA 634****Language Acquisition and Development**

Same as LA 500 (see Teacher Education).

**SCI 632****The Science of Learning Science**

Same as SCI 501 (see Teacher Education).

**SPED 620****Advanced Instructional Decision Making**

Same as SPED 520 (see Teacher Education).  
*Prerequisite:* LA 500/634, SPED 513/632, and SPED 514/633.

**SPED 621****Effective Program Development for Students With Serious Emotional and Behavioral Disorders**

Same as SPED 521 (see Teacher Education).

**SPED 622****Program Development for Severely Challenged Students**

Same as SPED 522 (see Teacher Education).

**SPED 623****Special Topics Seminar**

Same as SPED 523 (see Teacher Education).

**SPED 626****Educating Students With Special Needs: Learning and Legal Issues**

Same as SPED 510 (see Teacher Education).

**SPED 628****Interventions for Severely Challenged Students**

Same as SPED 516 (see Teacher Education).

**SPED 629****Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders**

Same as SPED 511 (see Teacher Education).

**SPED 630****Special Education and the Law**

Same as SPED 515 (see Teacher Education).

**SPED 631****School-Based Consultation**

Same as SPED 512 (see Teacher Education).

**SPED 632****Assessment and Diagnosis**

Same as SPED 513 (see Teacher Education).

*Prerequisite:* SPED 626.

**SPED 633****Curriculum and Instruction for Students With Special Needs**

Same as SPED 514 (see Teacher Education).

*Prerequisite:* SPED 632.

**SS 632****Curriculum, Teaching, and Evaluation**

Same as SS 501 (see Teacher Education).

"When we visit  
Costa Rica we learn  
how the people interact  
with their landscape.  
We return better able  
to appreciate this in  
our own back yard."

—Charles "Kip" Ault,  
professor of education



*"Most of us become teachers for reasons of the heart; we teach because we care deeply about our students and about some subject. But the demands of teaching and the conditions in some schools cause too many of us to lose heart as the years go by. Is it possible to take heart once more so that we can continue to do what good teachers always do, which is to give heart to our students?"*

— Parker J. Palmer,  
The Courage to Teach:  
Exploring the Inner Landscape of a Teacher's Life

## Center for Professional Development

Lewis & Clark's Center for Professional Development offers two types of professional development programs for educators and mental health professionals, and off-campus endorsement and licensure programs for educators in school districts and communities in central and eastern Oregon and the Willamette Valley.

Both programs reflect a commitment to promoting and nourishing lifelong learning through thoughtful and relevant professional development opportunities. Their underlying goal is to provide critical knowledge, relevant skills, and real-life experiences in an environment that supports risk-taking, problem-posing, and reflective inquiry. Designed for practicing professionals, the courses, seminars, and conferences of both programs are scheduled at convenient times and in convenient locations.

### **Continuing Professional Development Programs for Educators and Mental Health Professionals**

These programs include courses, seminars, and conferences that complement and continue the degree programs of the graduate school. Classes are held on the Lewis & Clark campus and in school districts and social service agencies in the Portland metropolitan region. Credit options for the different types of continuing education offerings are briefly described below.

**1)** Graduate credit applicable to a Lewis & Clark degree is offered in courses numbered 600-609 and 635-649. These courses meet graduate standards regarding theoretical underpinnings, assigned readings and writings, and requirements. *Up to 7 semester hours of credit for these courses may apply to a Lewis & Clark degree program.*

**2)** Graduate credit intended to respond to the ongoing educational needs of practicing professionals is offered in courses numbered 650-699. The primary focus of these courses is on professional application and practice rather than on the academic expectations of a master's degree program. These courses are not applicable to a Lewis & Clark degree.

3) Continuing education units (CEUs) are offered for noncredit courses, seminars, or conferences that are primarily interactive in nature. CEUs are measured by the actual number of clock hours designated for a particular offering.

These offerings are coordinated by the Center for Professional Development but often planned with community advisory groups from the mental health and education fields. Courses are taught by Lewis & Clark faculty as well as nationally known educators and authors.

### **Off-Campus Programs**

These degree and licensure programs extend the Graduate School of Professional Studies mission beyond the campus to other sites in Oregon. Regional off-campus programs currently offered are:

#### *Central Oregon*

Standard Teaching License; ESOL/Bilingual Endorsement; Language and Literacy Program: Reading Endorsement; Special Educator Endorsement; Initial, Standard, and Continuing Administrator/ Initial Superintendent License.

#### *Eastern Oregon*

Initial, Standard, and Continuing Administrator/Initial Superintendent License.

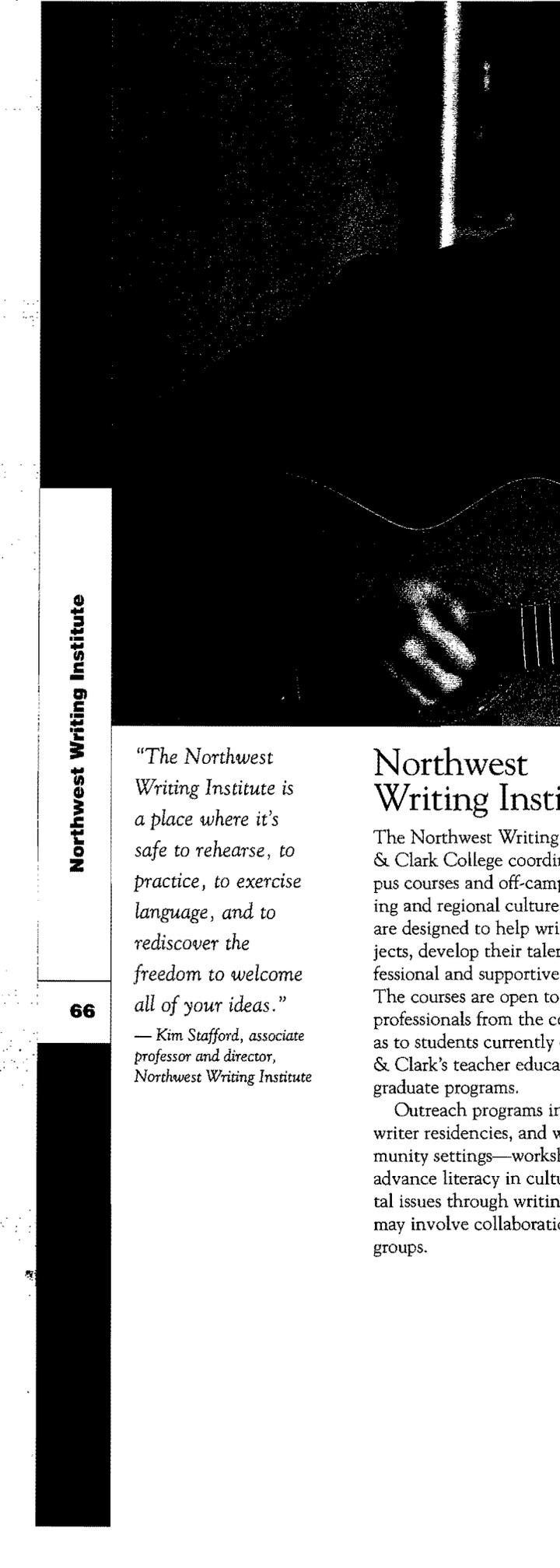
Endorsement and licensure programs are offered for a cohort of teachers or administrators in the following school districts: Beaverton, Bend/LaPine, Forest Grove, Gervais, Hillsboro, Jefferson County, Redmond, Warm Springs Elementary.

Courses numbered 610-634 conducted in off-campus sites offer graduate credit applicable to Lewis & Clark master's degree, licensure, and endorsement programs.

Lewis & Clark's off-campus graduate programs are jointly developed, implemented, and monitored by the Center for Professional Development and the departments of teacher education and educational administration. Graduate school faculty are responsible for the academic integrity of the degree and licensure programs, and staff of the Center for Professional Development are responsible for administering the programs.

For information about degree and licensure programs offered statewide, see Educational Administration and Teacher Education in this catalog. Additional information about current offerings is available from the Center for Professional Development; phone 888-601-8202 (toll free) or 503-768-7720.





*"The Northwest Writing Institute is a place where it's safe to rehearse, to practice, to exercise language, and to rediscover the freedom to welcome all of your ideas."*

— Kim Stafford, associate professor and director, Northwest Writing Institute

## Northwest Writing Institute

The Northwest Writing Institute of Lewis & Clark College coordinates graduate campus courses and off-campus projects in writing and regional culture. Campus courses are designed to help writers find their subjects, develop their talents, and join a professional and supportive writing community. The courses are open to writers and other professionals from the community, as well as to students currently enrolled in Lewis & Clark's teacher education and other graduate programs.

Outreach programs include readings, writer residencies, and workshops in community settings—workshops designed to advance literacy in cultural and environmental issues through writing. Outreach programs may involve collaboration with community groups.

### **Oregon Writing Project**

The Oregon Writing Project includes two four-week summer institutes for 25 teachers each (one for Portland and one for metro-area teachers), kindergarten through college, and school-year follow-up meetings for a full year of learning about teaching writing.

Participants are nominated and partially funded by their districts and selected competitively. Since 1984, the Northwest Writing Institute has worked cooperatively with school districts in the Portland area and southwest Washington to identify and train the best teachers of writing as both expert classroom teachers and in-district resources for staff development.

Participating teachers learn current research, share tested classroom strategies for teaching writing, prepare for issues in school reform and state writing assessment, and write extensively to strengthen their own sense of the writing process. The program carries 8 semester hours of graduate credit.

The Oregon Writing Project at Lewis & Clark is affiliated with the National Writing Project at the University of California at Berkeley, and works cooperatively with other Oregon Writing Project sites outside the Portland metropolitan area.

### **Workshops for Imaginative Writing in Professional Life**

The Northwest Writing Institute approaches writing as an imaginative act at the heart of cultural awareness and professional life. In support of writing as a tool for vision and change, the institute offers two kinds of workshops with this approach in common.

The first is a series of short workshops designed for faculty and professional development in writing and critical thinking. Developed in cooperation with the Institute for Writing and Thinking of Bard College and Northwest Writing Institute faculty, these workshops offer practice in the use of writing as a thinking tool in a wide variety of subject areas.

The second kind of workshops are courses in imaginative writing that draw together a community of writers for seminars and workshops in fiction, poetry, creative nonfiction, and other forms of lively discourse. Courses include the Imaginative Writing Seminar; workshops in writing essays, poetry, and fiction; and special courses that investigate a particular cultural subject or community story.

### **High School Writing Programs**

The Northwest Writing Institute offers two summer programs for high school students: *Writer to Writer*, a creative writing seminar; and the *Fir Acres Workshop*, an intensive residential program in writing and critical thinking.

### **Faculty**

Northwest Writing Institute faculty are both widely published writers and experienced teachers. The faculty's combination of extensive writing and publishing activity coupled with dedicated and innovative teaching gives institute courses the momentum of cultural activism.

Faculty members share a philosophy that writing is not an esoteric craft practiced by the few, but a generous expression of the mind and heart that thrives in a community of inquiry.

### **Curriculum**

Current course offerings, including special writing workshops, are listed in the graduate school's *Registration Announcements* bulletin and in a newsletter from the Northwest Writing Institute. Students who wish to apply these courses to their degree concentrations should consult with their advisers.

For information about these programs, or to register, contact the Northwest Writing Institute, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone 503-768-7745. Fax 503-768-7747.



*"In Core courses, students gain the benefit of exposure to perspectives from outside their own disciplines. Unlike most graduate schools, Lewis & Clark considers that kind of diversity important enough to build it into the requirements."*

— Valerie White, assistant dean of the graduate school

## Core Program

The Graduate Core Program invites you into the heart and spirit of the liberal studies tradition that runs throughout Lewis & Clark's graduate programs. Students cross departments and disciplines to explore the complexities of professional development and growth. Themes include diversity, community and individual transformation, sustainability, and ethics. Classes are taught by interdisciplinary faculty teams and include students from all graduate departments.

All Lewis & Clark graduate students take 4 semester hours of Core chosen from a variety of courses and graduate seminars. The graduate school does not waive or accept transfer credit for Core courses; Core represents the philosophy that these broad themes should be addressed and revisited throughout our professional careers, even as we prepare to work in specific fields.

### **Crossing Borders: Core Theme, 1998-2000**

The graduate school community selects a theme to develop through Core classes over several years. Crossing Borders invites an exploration of some of the borders, edges, tensions, and paradoxes we encounter in our work lives, such as language borders, isola-

tion/community, private/public, hope/despair, change/constancy, ambiguity/certainty, world/campus, material/spiritual, creative edges/stability, and gender borders. Core classes often challenge students to approach their own borders, or edges, where they can take meaningful risks and learn more about themselves.

## Curriculum

### **CORE 501 Graduate Seminars**

Seminars conceived with the Core theme in mind, and designed to include students' suggestions for readings, topics, and projects. Seminar topics have included: Spirituality and Professional Practice; Call and Response: Artists, Their Work, Our World; Myth and Ritual; Eye of Spirit; Learning and Leadership; and Story as Metaphor. The seminars are offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure—to meet the needs of adult learners.

*Prerequisite:* None.

*Credit:* 1 or 2 semester hours. With consent of adviser, may be repeated for credit.



**CORE 503**  
**Adult Development in Organizational Life**

Exploration of many dimensions of adult life through multiple cultural lenses—including organizational cultures—using literature, biography and autobiography, story, and writings from anthropology, sociology, psychology, education, and organizational theory. Students examine many aspects of life, including approaches to inner life, gender roles, cultural identity, navigating change, and efficacy in groups. Participants consider theories of adult development in the context of their own personal and professional lives.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

**CORE 505E**  
**Adventure-Based Learning: Challenge Course**

Weekend or weeklong outdoor adventures that challenge students physically and mentally. Participants investigate their understanding of group life, adult development theories, problem solving, risk taking, and leadership. They test self-competencies and confidence and develop technical skills specific to the activities. Students can apply the knowledge gained through course experiences and readings to professional settings and personal challenges in everyday life.  
*Prerequisite:* None.  
*Credit:* 1 semester hour.

**CORE 508**  
**Migrant Life: Education and Mental Health in Cultural Context**

Concerns and interests of Mexican and Latino migrant farm workers and their families. Students combine academic coursework and teaching of initial English to adults working in the migrant farm community. Participants encounter and process issues of culture and economic class through their own experiences and through readings in education, psychology, and literature that convey the experiences of Mexican and Latino migrants.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

**CORE 510, 531**  
**Personal Voice in Professional Writing**

A gathering of graduate students and working professionals to explore the power of writing to engage the working boundary between curiosity and knowledge, between personal insight and professional practice. Informal writing within professional life may be the most important writing we do. If this is so, as educators our own writing is our best teacher, as counselors our written reflections will give us our best advice, and within organizations our endeavors will be improved by our writing about challenges we face. To foster expressive clarity, the class as a writing

community examines process, collaboration, personal voice, critical thinking, and audience.

*Prerequisite:* None.

*Credit:* CORE 510, 1 semester hour. CORE 531, 2 semester hours.

**CORE 511, 534**  
**The Informed Life: The Path of Creativity**

Exploration of the integral role of creativity in our personal and professional lives, investigating questions like: What is creativity? What is the role of creativity in human survival? How can we energize our existence through new paths of creative development? Students explore many aspects of creativity, including the sources of creativity, the value of risk taking and failure, the necessity of creativity in organizations, the key role of humor, and ways to include a creative lens in everyday endeavors. Readings are selected by students from a wide range of disciplines.  
*Prerequisite:* None.  
*Credit:* CORE 511, 1 semester hour. CORE 534, 2 semester hours.

**CORE 512**  
**Ways of Seeing: The Gift**

Investigating the meaning of gifts as a way of focusing on issues of culture and class, story, family, and the many complex vehicles through which we make meaning in our personal and professional lives. Using cross-cultural, historical, and folklore research, the course examines how and why we mark our lives with gifts, what they mean, and how they connect individuals, groups, and communities.  
*Prerequisite:* None.  
*Credit:* 1 semester hour.

**CORE 513**  
**The Work of Paulo Freire**

Same as ED 556 (see Teacher Education).

**CORE 514**  
**Ethics and Narrative in the Professions**

Teaching, counseling, and administration as ethical and narrative pursuits. Theories of ethics and human development, metaphors of growth and learning, ethical principles in the professions, and particular dilemmas of practice are used as tools for understanding the moral and narrative dimensions of schools, classrooms, and the counseling setting.  
*Prerequisite:* None.  
*Credit:* 1 semester hour.

**CORE 515**  
**Hunger and Homelessness**

Contextual understanding of the causes and results of hunger and homelessness in America. Students volunteer in institutions that serve the homeless and working poor.

*No cruzé la frontera,  
la frontera me cruzó  
a mi. (I didn't cross  
the border, the border  
crossed me.)*

*—Latino proverb*



Participants should be prepared to interact with people who live on the margins of our society, confront their own discomfort with hunger and homelessness, and examine this failure of the American dream. Some class sessions meet off campus.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**CORE 518**  
**Science, Technology, and Society**

Same as SCI 510 (see Teacher Education).  
Also listed as SS 502.

**CORE 518A and 518B**  
**Story as Metaphor**

Using the natural, poetic language of storytelling to introduce art practice into day-to-day experience. Through the use of personal anecdotes, observations from daily life, memories, and dreams, students learn that to create art is to remember, and to remember is to engage with your voice and your vision. Students are encouraged to integrate these practices into their own work with students, clients, and employees in their professional practices.

*Prerequisite:* None.

*Credit:* CORE 518A, 1 semester hour. CORE 518B, 2 semester hours.

**CORE 521**  
**Ecological Knowledge for Environmental Problem Solving**

Same as SCI 550 (see Teacher Education).  
Also listed as SS 505.

**CORE 524**  
**Creating Collaborative Communities**

How professionals can collaborate at work to achieve trust, effectiveness, and growth. Participants examine approaches to collaborative leadership and mutual empowerment. Open Space Technology is used to demonstrate processes and skills that facilitate shared learning and high levels of group effectiveness.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 526, 536**  
**Narrative and Voice: Themes of Gender and Culture**

The central need for story as a way to make meaning from the predicaments and possibilities of human life. Readings draw from different cultural traditions in psychology, anthropology, literature, and biography. Participants explore gender and culture as meaning systems that affect individual responses in cognitive, social, and moral realms, drawing connections among their own biographies, individuals they serve, and lives addressed in selected narratives.

*Prerequisite:* None.

*Credit:* CORE 526, 2 semester hours.  
CORE 536, 3 semester hours.

**CORE 529**  
**Racism: Social, Legal, and Educational Aspects**

Same as SS 542 (see Teacher Education).

**CORE 531**  
**Personal Voice in Professional Writing**

See CORE 510.

**CORE 532**  
**Ways of Seeing, Ways of Knowing**

How individuals construct and are formed by their cultures. Each individual's way of knowing and seeing is influenced by his or her ethnicity, gender, social class, sexual orientation, and learning history. The course examines factors that create an individual's experience of what is valuable, aesthetic, acceptable, or taboo. Readings, films, field trips, discussion, and writing help participants articulate their perspectives on self and culture.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**CORE 536**  
**Narrative and Voice: Themes of Gender and Culture**

See CORE 526.

**CORE 537**  
**Seminar in Moral Development, Ethics, and Education**

Same as SS 575 (See Teacher Education).  
Also listed as ED 575 and LA 575.

**CORE 538**  
**Race, Culture, and Power**

Same as SS 547 (see Teacher Education).  
Also listed as ED 547.

**CORE 539**  
**Cultural Diversity and Professional Collaboration**

Culture as a system of meaning. Students examine theory, models of identity, literature, film, and writing, and reflect on experiential learning. Race, ethnicity, gender, socioeconomic class, and other types of cultural systems are viewed as significant influences in development. Key questions are: Who am I as a person of multiple cultures? What does it mean to be the "other" based on something one can or can't change? What does it mean to be a member of a nonmainstream group in the Northwest? Do differences matter, and if so, why?

*Prerequisite:* None.

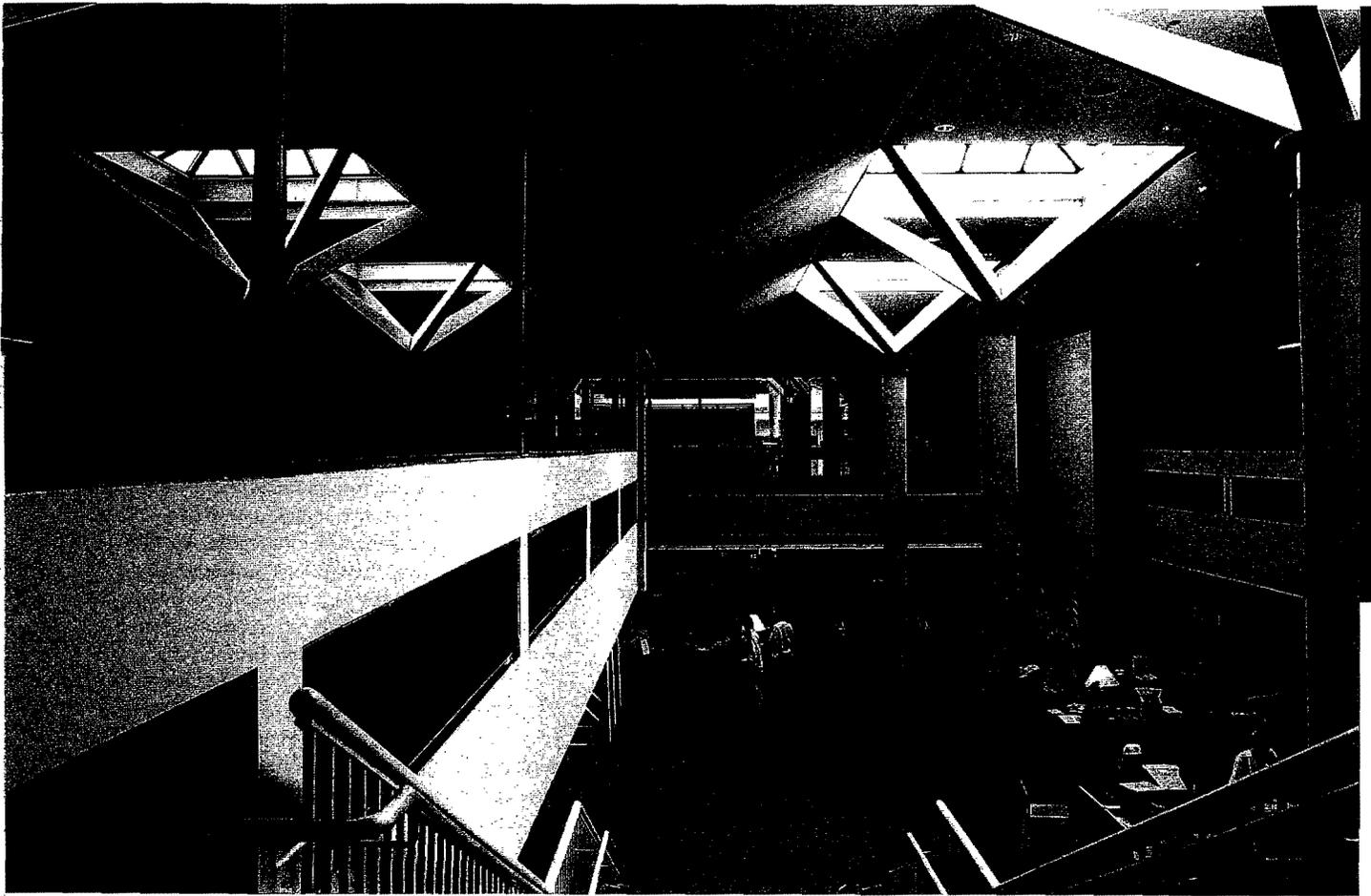
*Credit:* 2 or 3 semester hours.

**CORE 540**  
**Envisioning a Sustainable Society**

Same as SS 591 (see Teacher Education).  
Also listed as LA 591.

**CORE 598**  
**Special Studies: New or Experimental Courses**

**CORE 599**  
**Independent Study**



## Policies and Procedures

### **Admission to Graduate Study**

Each graduate department has its own admission requirements and procedures, listed in the appropriate section of this catalog. Application information for graduate study is available at each department office.

Meeting the minimum entrance requirements of a given program does not guarantee admission. However, conditional admission may be granted to applicants who meet certain admission requirements at the minimal level if other indicators suggest probable success in the program.

Each program requires applicants to take specific tests as part of the application to degree-granting and licensure-only programs. Consult each department section.

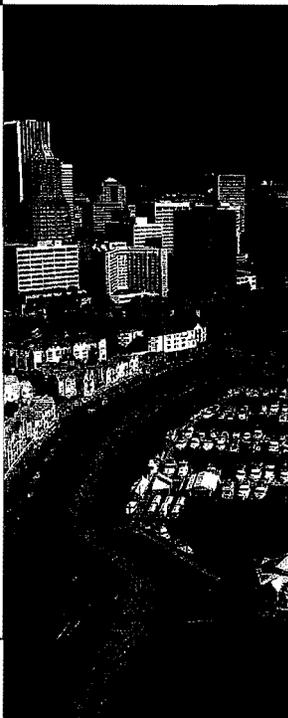
### **Admission of International Students**

Lewis & Clark College is authorized under federal law to enroll nonimmigrant alien students. Graduates of American colleges and universities or of recognized degree-granting institutions abroad are eligible to apply for graduate study.

Often it is difficult to properly evaluate an international student's preparation in terms of American requirements for advanced degree programs. Most graduates of institutions abroad are admitted with the understanding that (1) they may be required to undertake certain work to make up deficiencies in preparation and (2) no commitment can be made regarding the time required to complete the course of study. Students should write directly to the appropriate department to obtain an admission packet and to inquire about specific requirements and procedures.

International students should have sufficient knowledge of the English language to follow their proposed program of study. All international students who do not speak English as a native language and who have not completed an undergraduate degree in the United States must submit scores from the Test of English as a Foreign Language (TOEFL). For information and arrangements for taking the TOEFL, students should write to the Educational Testing Service, Princeton, New Jersey 08540. A score of 550 is usually necessary to begin graduate study; however, the Graduate School Admissions Committee may consider an applicant who has a lower score but shows evidence of superior achievement and aptitude.

*Lewis & Clark's master's degree programs are designed for students with a variety of backgrounds, needs, and goals. The courses of study are especially intended to accommodate the needs of students who combine work and schooling.*



Students who do not have sufficient skills in the English language may apply to the Institute for the Study of American Language and Culture, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone: 503-768-7310. E-mail: isalc@lclark.edu. Web: www.lclark.edu/~isalc. When they have attained 550 on the TOEFL, they may apply for admission to graduate studies.

All students from abroad are required to have a medical examination before they come to the United States. They must also enroll in the College insurance plan or show proof of major medical coverage before registration.

#### **Admission Dates**

Consult the appropriate department section of this catalog for information about admission deadlines. Some departments have specific admission deadlines and others process applications monthly.

Students wishing to be considered for grants and financial aid should make sure their completed financial aid forms reach the college by *March 1*. Earlier application is advisable. Those applying after this date are considered if funds are available. Please refer to the financial aid section.

#### **Denial of Admission**

Any applicant denied admission to a graduate department may reapply in the next admission cycle.

On receipt of a letter denying admission, the applicant may contact the appropriate department for information about the reason(s) for the decision of the Graduate School Admissions Committee.

#### **Student Status: Degree/Licensure Seeking Student**

A Degree/Licensure Seeking Student is defined as one who has been formally admitted to graduate study leading to a master's degree or licensure in teaching, administration, school counseling, or school psychology.

#### **Student Status: Special Student**

A Special Student is defined as one of the following:

- 1) A student who is not seeking a Lewis & Clark degree or licensure, does not intend to do so, and is taking courses solely for personal or professional enrichment.
- 2) A student who is interested in pursuing a Lewis & Clark degree or licensure but has not been formally admitted to graduate study.

Consult the appropriate department section of this catalog for more information about Special Student status.

Special Student enrollment does not guarantee that the student will be admitted to any graduate program or that the coursework taken will be accepted for degree or licensure requirements.

Special Students are not eligible for federal student aid.

#### **Advisers**

The chair of each graduate department is responsible for assigning advisers to students in that department. Students are assigned a permanent adviser following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from the appropriate chair, or from other faculty members.

#### **Sequential Responsibilities of Candidates in a Master's Degree Concentration**

These steps apply for all degree concentrations.

- 1) *Apply for admission to graduate study.* Applicants must complete graduate study admission requirements before registering for any coursework at the College, unless consent is granted by the appropriate department chair. All materials submitted in connection with application for admission become the property of the College. If, for valid reasons, a student is unable to complete application prior to the opening of the semester, the student may be granted Special Student status. (See appropriate department section.)
- 2) *Design a formal study program.* Students must design a formal program of study with a graduate adviser soon after being admitted to degree status and before registering for further coursework.
- 3) *Maintain ongoing contact with an adviser.* Students should continue to consult their adviser throughout their degree/licensure program.
- 4) *Complete the approved course of study.* Programs of study must be completed within five years of matriculation.
- 5) *Apply for degree.* Students must complete the degree application according to the schedule outlined under "Degree Application and Conferral." Degree applications are available in the graduate school registrar's office and each department office.

If progress is unsatisfactory, the student is notified by mail and is required to meet with his or her adviser, program coordinator, or department chair to determine appropriate action. Unsatisfactory performance at any time may require additional review with the possibility of dismissal.

*Note:* All courses applicable to the master's degree must have been completed within the five years preceding the granting of the degree. Special exceptions to this rule may be made by the dean of the graduate school.

#### **Advancement to Degree Candidacy**

The following steps are taken to determine whether an admitted student's performance is satisfactory enough to allow the student to complete requirements for the degree.

1) Course grades are examined to determine whether the student is maintaining a 3.0 grade point average and whether the student has earned more than two grades below B- or any grade lower than C-.

2) The courses taken are compared to those listed on the student's formal program of study to ensure that the student is progressing as planned.

3) Information relevant to each degree/licensure concentration is solicited from adviser(s), instructors, and other sources.

#### **Transfer to Different Program**

Students wishing to transfer from one program to another (for example, from a joint M.A.T/ educational administration program to a continuing licensure program, or from a social studies endorsement to a language arts endorsement) must submit a written request to do so. Students must receive written approval from the department chair before beginning coursework in a new program. Students are responsible for meeting with their adviser to develop a revised program plan as soon as possible upon receipt of the written approval to transfer. Failure to revise the program could result in failure to obtain a degree or licensure.

#### **Continuous Enrollment**

Students who elect to interrupt their studies must show a justifiable reason to obtain an approved leave of absence from the department chair. Students who remain unenrolled for 12 months and who have not been approved for a leave of absence may, at the discretion of their program, be required to seek formal readmission. An approved leave of absence must be filed with the graduate school registrar's office.

#### **Credit System**

Lewis & Clark College transcripts of a student's work completed prior to fall 1986 reflect course credits, with one credit equivalent to 5 quarter hours. Beginning fall 1986, courses were assigned credit in quarter hours. Since summer semester 1994, courses have been assigned credit in semester hours. One semester hour of credit is equivalent to 1.5 quarter hours.

#### **Transfer of Credit**

Transfer of graduate credit from other institutions is evaluated on an individual basis. Transfer credit applying to a degree normally is limited to the equivalent of 10 semester hours. The amount of transfer credit accepted by individual programs may vary. Normally only credits earned within five years prior to admission are considered for transfer credit. Courses requested for transfer into an applicant's degree program at Lewis & Clark College must be from an accredited institution and have a minimum grade of B, or a grade of "credit" or "pass" from an institution

that provides documentation that a credit or pass grade represents a grade of B or higher. Transfer credit is not granted for correspondence coursework

Transferable coursework is determined at the time a program of study is formally designed with a graduate adviser. The adviser evaluates transfer credit with the advice of the graduate school registrar. Less specific requirements apply to credit transferred into nondegree licensure concentrations.

Credit transfer applied to state TSPC licensure concentrations (nondegree) may be exempt from the restrictions described above. Students should consult the appropriate adviser.

#### **Graduate Tuition and Fees**

Cost for the 1999-2000 academic year is \$445 per semester hour for on-campus programs. The College reserves the right to change tuition, fees, or both.

Tuition may vary across departments. Contact the appropriate department office for cost information. Some courses have additional fees for laboratory or off-campus work.

#### **Withdrawals**

Students must complete changes of registration in person in the graduate school registrar's office, or by mail postmarked or fax dated within the course drop or withdrawal time limit. Students are financially and academically responsible for all courses in which they enroll. Ceasing to attend a class, whether or not the instructor has been notified, does not relieve students of this responsibility. Students on financial aid are responsible for contacting the Office of Student Financial Services before dropping or withdrawing from a course.

#### **Refund Policy**

Refunds are processed through the cashier office, with refunds made only after an add/drop form is processed through the registrar's office. For schedule deadlines see the current semester's *Registration Announcements bulletin*. Students receiving financial aid should also contact the Office of Student Financial Services. Students may contact the cashier office about distribution of their refund once they have confirmed the drop has been processed.

#### **Special Fees**

The following fees apply only to graduate students.

*Application to graduate study:* \$50. In addition, a deposit from admitted students may be required to hold their spot. Details will be provided in the admission packet. Students may contact the appropriate department for specific information.

*Educational Career and Licensing Services:*

*Placement file activation and mailing of 10 placement files:* \$50

*Lewis & Clark's Graduate School of Professional Studies enrolls about 600 students every year in master's degree and licensure programs in teaching, administration, counseling, psychology, and special education. Graduates of all four programs are in high demand for employment. The success rate for alumni seeking professional positions is almost 100 percent.*

In addition to the education that happens in the classroom, students benefit from real-world experience through practica and internships. The graduate school has placement agreements with hundreds of schools, agencies, clinics, nonprofit organizations, and legislative bodies in Portland, throughout Oregon, and across the country.

*Weekly vacancy listing service March through mid-September: \$50*

Some graduate programs may charge additional fees for fieldwork and practica.

The Teacher Licensure Office of the Oregon Teacher Standards and Practices Commission charges a separate fee for teachers, administrators, counselors, and school psychologists applying for new licenses and endorsements and the renewal of current licenses.

#### **Financial Assistance**

Lewis & Clark assists degree-seeking students in securing financial aid sources. It is important to begin the application process as early as possible to ensure that funding will be available at the beginning of the semester. In addition, because funding for the Perkins Loan and Federal Work-Study is limited, filing late could decrease the chance of receiving funding from these programs. Other aid, such as the subsidized and unsubsidized Stafford Student Loans, may be available to students enrolled at least half time (3 semester hours per semester).

Aid recipients must be admitted as regular students to Lewis & Clark College, be U.S. citizens or have eligible noncitizenship status, and be making normal progress toward their degree (see Academic Progress Requirements for Financial Aid, below).

Students receiving aid from federal programs may not be in default or owe a refund on any prior federal loan or grant from any college or university.

#### **Applying for Need-Based Aid**

To be considered for need-based funds, students must complete the Free Application for Federal Student Aid (FAFSA), request a Financial Aid Transcript for all colleges previously attended, and have submitted their application for admission to the appropriate department.

The priority deadline for funds that are most limited (such as the federal Perkins Loan) is *March 1*. Although the priority deadline may have passed, students are encouraged to apply for aid and will be considered for all available funds. Students should allow a minimum of 3-4 weeks for the federal processing center to process their financial aid application and 4-6 weeks for the lender to process their Stafford Student Loan application.

Additional information on the forms and procedures is available in the Office of Student Financial Services. The office, located on the lower level of Templeton Student Center, is open weekdays from 10 a.m. to 4 p.m. After hours, a secured drop box is located outside the office.

#### **Need-Based Aid**

##### *Federal Stafford Loan (Subsidized)*

Students enrolled in a graduate program leading to a degree or licensure may borrow a maximum of \$8,500 per academic year (fall/spring) or \$12,750 (summer/fall/spring) through a lender of their choice. The aggregate maximum that a graduate student may borrow is \$65,500, including loans borrowed as an undergraduate. The interest rate is variable, changing each July 1, with a cap of 8.25 percent. Interest and payment of principal are deferred until the student ceases to be enrolled at least half time. The Office of Student Financial Services must assess the student's eligibility for the federal Stafford Loan based on the information submitted on the Free Application for Federal Student Aid (FAFSA). The student must also submit an additional separate loan application certified by the school to his or her lender of choice. Students who drop below half time or do not enroll for the full loan period must have their loan canceled, the lender notified, and subsequent disbursements returned to the lender.

##### *Federal Perkins Loans*

These federal loans are awarded to students based on their demonstrated eligibility from the filing of the federal (FAFSA) form. Funds are limited and awarded on a first come, first served basis. Interest and payments begin nine months after the student graduates, withdraws from school, or drops below half time. The interest rate is 5 percent. Students who are in default or have been in default on previous federal loans are not eligible for Perkins Loans.

##### *Unsubsidized Stafford Loans*

This is a non-need-based student loan program that allows students to borrow \$10,000 per academic year (fall/spring) or \$15,000 (summer/fall/spring) in addition to the amount received through a subsidized Stafford Student Loan. As with the subsidized Stafford Loan, the principal on this loan is deferred; however, the interest is not. The student is charged interest from the time of disbursement until the loan is paid in full. Interest may be paid during periods of enrollment or allowed to accumulate and added to the principal.

##### *Federal Work-Study*

Graduate students whose financial need makes them eligible for Federal Work-Study may apply for any posted positions. Positions on and off campus are posted in Templeton Student Center. Wages range from minimum wage to \$7.50 per hour; students may work a maximum of 20 hours per week.

### **Academic Progress Requirements for Financial Aid**

Financial aid recipients are required to maintain normal progress toward a degree. Full-time students (enrolled for a minimum of 6 semester hours each semester) are expected to complete at least 12 semester hours by the end of a two-semester academic year. Less-than-full-time students (enrolled for 3-5 semester hours each semester) must successfully complete a minimum of 4 semester hours to remain eligible for federal student aid.

Financial aid recipients must maintain a minimum cumulative grade point average of 2.0.

Withdrawal, a grade of F, or a No Credit designation is not considered satisfactory completion of a course. An Incomplete is considered only if course requirements are completed within the time prescribed by the College. Deferred grades are acceptable until the sequence of courses is completed. Repeated courses are accepted to meet normal progress, though repeated courses do not carry credit for graduation.

The student's progress is reviewed at the end of each academic year. Failure to meet the minimum standard may result in cancellation of aid for subsequent semesters or years. Should aid be withheld for academic reasons, the student may request continued aid by explaining in writing the reasons for not achieving the minimum standard. A decision as to continuation of aid will be made by the Office of Student Financial Services.

### **Financial Aid Refund and Repayment Policies**

The Office of Student Financial Services is required to evaluate aid packages for students who withdraw while receiving financial assistance through Lewis & Clark, regardless of the source. This evaluation determines whether funding has to be returned to aid programs as dictated by federal guidelines. If funding returned to aid programs creates a deficit in a student's account, the student is responsible for clearing the account. The refund evaluation focuses on the cost of education, the actual length of enrollment, and the funding received. For further information on refund calculations, contact the Office of Student Financial Services.

### **Veterans**

Students qualifying for Veterans Administration benefits should consult the graduate school registrar's office. Lewis & Clark is required by law to report to the Veterans Administration any graduate student receiving veterans benefits whose cumulative GPA

falls below 3.0 for two consecutive semesters. Students are responsible for reporting to the graduate school registrar any changes in program or status.

### **Registration**

Registration for graduate students may be by mail. Students may register in person at the graduate school registrar's office, at the times indicated in the *Registration Announcements* bulletin as On-Campus Registration.

### **Course Numbering System**

100-299 Lower-division undergraduate courses.

300-499 Upper-division undergraduate courses.

500-599 Graduate courses.

600-609, 636-649 Graduate professional development courses. Up to 7 semester hours may be applicable to a Lewis & Clark College master's degree or licensure program with advance approval of adviser.

610-636 Graduate professional development courses. All credits may be applicable to a Lewis & Clark College master's degree.

650-699 Graduate professional development courses not applicable to a Lewis & Clark College graduate degree.

Students should check with their advisers before enrolling to determine whether courses they intend to take will apply to their planned program.

### **Grading System**

Letter grades may be accompanied by a plus or minus to be calculated into a student's grade point average (GPA) as follows:

A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	F = 0.0
C+ = 2.3	

### **Grading Policy**

Students must maintain a B average (3.0) to be eligible for graduation. No more than 6 semester hours of C work (C+, C, or C-) may be counted toward a degree. Students who receive a grade lower than C- in any course must repeat the course or replace it with another course.

Under special circumstances, courses can be taken on a Credit/No Credit basis. Credit will only be awarded if the work is equivalent to a grade of B or better. No more than 10 semester hours of coursework taken for Credit/No Credit may be applied toward a graduate degree or licensure. This limitation does not apply to coursework required by the program and offered only on a Credit/No Credit basis. Students must check with their advisers before choosing to enroll in a course on a Credit/No Credit basis.





Students in a nondegree graduate program in teacher education must maintain a 2.75 GPA. Students in administrative licensure programs must maintain a 3.0 GPA.

#### **Independent Study**

Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for Independent Study, the student and faculty member consult before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of Independent Study toward a graduate degree or licensure.

#### **Incomplete Grades**

A grade of Incomplete may be given at the discretion of the instructor when a student has been unable to complete coursework in the normal time period. It is the responsibility of the individual faculty member—in consultation with the student—to decide whether the student has a legitimate reason for not completing the work on time. In general, the Incomplete grade is used when circumstances beyond the student's control prevent completion of the course.

The Incomplete must be made up no later than one year following the last day of the final examination period of the semester, or by a date prior to one year agreed upon by the instructor and the student. After one year, an Incomplete is recorded permanently on the student's transcript.

The instructor may change the Incomplete by the agreed date to the appropriate grade, based on the instructor's evaluation of the coursework.

In exceptional circumstances a student may petition for an extension of an Incomplete due date. This petition must receive approval by the instructor and the dean of the graduate school. Any request for an extension must be filed prior to the established deadline date. It is the responsibility of the student to initiate the request for an extension.

#### **Academic Standards and Integrity**

Lewis & Clark College believes that each student holds responsibility for the integrity of his or her individual academic and professional performance. When the student abrogates this responsibility, the College may take appropriate steps to maintain standards of academic honesty.

Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or integrity of his or her academic study, scholarship, or practice.

When alleged dishonesty is of a nature that it cannot be addressed through a prescribed course of action within the parameters of the class or practicum, dismissal will be considered.

In certain situations where there is cause to believe the level of dishonesty brings into question the personal qualities necessary to perform as a scholar or practice as a professional, dismissal from the program may be required.

#### **Modification or Waiver of Courses and Degree Requirements**

A student may seek waiver of a course or course requirement in one or more of these ways:

- 1) Through a written or oral examination by a faculty member in the area in which competence is to be tested (with consent of instructor).
- 2) Through demonstration of skill, behavior, or other knowledge that clearly reveals mastery in the area in which competence is to be tested.
- 3) A written recommendation from an outside authority recognized by the College (such as a licensed principal or superintendent), followed by a thorough review of the recommendation by a faculty member in the area in which competence is to be tested.

A course successfully waived is noted on the student's transcript. Lewis & Clark does not grant credit for courses waived. Petition to Waiver forms and information about specific waiver procedures are available in each department office and in the graduate school registrar's office.

Students who seek modification of academic requirements may petition the graduate school. Before submitting a petition, the student should meet with his or her adviser to consider ways of fulfilling the requirement without the need for a special waiver. A petition form is available from the graduate school registrar's office.

### **Degree Application and Conferral**

The degree application must be filed with the appropriate department chair before the applicable deadline.

*December degree completion:*

September 1

*May degree completion:*

October 15

*August degree completion and May commencement participation:*

February 1

*August degree completion:*

April 15

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

These are:

- 1) The right to inspect and review the student's education records.
- 2) The right to request amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- 4) The right to file with the U.S. Department of Education a complaint concerning alleged failures by the College to comply with the requirements of FERPA.
- 5) The right to obtain a copy of the College's student record policy. Copies of the policy are available in the office of the graduate school registrar.

The graduate school has designated certain information as directory information, which, in accordance with FERPA, may be published without a student's express consent. Directory information includes the student's name, address, telephone number, dates of attendance, class, previous institution(s) attended, major field of study, awards, honors, degree(s) conferred and date(s), past and present participation in officially recognized activities, and date and place of birth. Students who wish to withhold the disclosure of any or all of the categories designated as directory information must sign a Request to

Prevent Disclosure of Directory Information form and return it to the graduate school registrar's office within two weeks of the beginning of the semester. The signed form expires one year after the date of signature. Students who wish to continue withholding directory information must sign and date a new form each year.

### **Emergency Procedures**

Any campus emergency should be reported to the Campus Safety emergency number, ext. 7777, which operates 24 hours a day. Callers are asked to give their name, location, and the circumstances.

### **Inclement Weather Procedures**

During inclement weather, students and faculty are notified of graduate school closure through notices on local radio stations. Several radio stations routinely include class closure announcements in their morning broadcasts. Additional evening closures may be broadcast between 2 and 5 p.m. Recorded school closure or reopening information is available after 6:30 a.m. at 503-768-7965 or 503-768-SNOW. Instructors may also establish a telephone network among class members.

*"Clearly, the most basic graduation requirement is that our students leave school imbued with the qualities and the capacities of insatiable, lifelong learners, capable of framing questions, marshaling resources, and pursuing learning and dedication, independence, skill, imagination, and courage."*

—Roland Barth, "The Leader as Learner," Education Week



*"There's something special you feel when you're in the presence of someone who has decided to live life in service to others. I'm surrounded by students and colleagues who've made that choice. Imagine that!"*

*-Valerie White, assistant dean of the graduate school*

## College Resources

Students in the Graduate School of Professional Studies enjoy access to a variety of resources and services on campus.

### Registrar

The graduate school Office of the Registrar, located in Appalachia, is open from 8:30 a.m. to 5 p.m. Monday through Thursday, and 8:30 a.m. to 4 p.m. Friday. The office remains open until 7 p.m. at the beginning of each semester. Hours may vary during summer semester and semester breaks. For specific dates call 503-768-7708.

### Educational Career and Licensing Services

Located in the graduate dean's office in Appalachia, this facility provides information on education-related job vacancies, sets up placement files, and is the only place on campus where applications for licensure through the Oregon Teacher Standards and Practices Commission are processed. The office is generally open 8:30 a.m. to 5 p.m. Monday through Thursday, and 8:30 a.m. to 4 p.m. Friday. Hours may vary; please call 503-768-7705 before dropping in.

### Cashier and Credit Office

The Cashier and Credit Office, located on the lower level of Templeton Student Center, is open from 10 a.m. to 4 p.m. Monday through Friday, except the first working day of each month, when it opens at 1 p.m. During the first two days of each semester, the office remains open until 7 p.m. Students may consult the office to get information on costs, to pay tuition and fees, to inquire about accounts, to change the address to which billings should be sent, and to pick up paychecks for work done on campus.

MasterCard and Visa credit cards are accepted for all charges. Credit card information may be given over the telephone or through the mail, as well as in person.

Students may cash checks up to \$100 at the office with presentation of a current Lewis & Clark ID card and picture/signature ID such as a driver's license.

### Bookstore

The bookstore is located in Templeton Student Center. Bookstore hours are set to fit the needs of students and vary with the academic calendar. Call 503-768-7885 for specific hours.

## **Library**

When classes are in session the Aubrey R. Watzek Library is open 24 hours a day from Sunday at 11 a.m. until Friday at 10:15 p.m. It is open on Saturday from 11 a.m. to 6:45 p.m. During College vacation periods the library is open from 8 a.m. to 4:45 p.m. Monday through Friday. Summer hours are 8 a.m. to 9:15 p.m. Monday through Thursday, 8 a.m. to 4:45 p.m. Friday, and 11 a.m. to 6:45 p.m. Saturday and Sunday. Full reference services are generally available between 9 a.m. and 9:15 p.m.

Registered students have full access to a variety of CD-ROM and other electronic information resources, as well as full interlibrary loan services. The reference librarian has complete information. Self-guided tour and bibliographic instruction materials are available in the reference area.

## **Media Services**

Media Services, located in Watzek Library, offers a wide variety of services to students and faculty. Various types of equipment, including TV/VCRs, video cameras, cassette decks, and overhead projectors are available for checkout for the support of faculty and student academic projects. Equipment is available on a first come, first served basis at the discretion of the director.

## **Information Technology**

Information Technology, located on the first floor of Watzek Library, provides support for faculty, staff, and students on personal computing issues. The Information Technology Help Desk on the second floor of the library can provide student, faculty, and staff with an account to the campus academic computing system. In addition, the library has an open lab of networked microcomputers, supplied with standard word processing and other software, and a PC and a Mac lab are available in Throckmorton.

## **Duplicating Services**

The library provides coin-operated photocopy machines. A photocopy machine is also located near the Information Desk in Templeton Student Center.

## **Food Services**

College food services are operated by Bon Appetit Management Company. Fields Dining Room, located in Templeton Student Center, is the main dining room for resident students. Breakfast, lunch, or dinner meal tickets may be obtained from the Food Services Office, located in Templeton Student Center.

The Trail Room offers a variety of foods throughout the day. During the school year, hours are from 7 a.m. to 8 p.m. Monday through Friday. Vacation schedules may vary.

Vending machines for food and drink are located in the BoDine building.

## **Athletic Facilities**

All College athletic facilities are available to graduate students. Pamplin Sports Center has three basketball courts, a fully equipped weight-training room, saunas, and locker rooms. Adjacent to the gym is the 25-yard swimming pool with one-meter and three-meter diving boards.

Located in Griswold Stadium is an eight-lane, quarter-mile, all-weather track. The Huston Sports Complex, down the hill from main campus, has baseball and softball fields. The College also has six tennis courts—three outdoor courts and three covered by a heated air dome for year-round play.

For information about availability of the gym and weight room, phone 503-768-7060.

## **Health Services**

Located on the lower level of Templeton Student Center, the Health Center provides a variety of health services for all students. Graduate students may participate in a group health plan. Brochures and application forms for the health plan are available in the Cashier and Credit Office.

## **Counseling Center**

The Counseling Center, located on the lower level of Templeton Student Center, is a broad-based service designed for facilitating student learning and growth. The center is open from 8:30 a.m. to 4:30 p.m. daily. Phone 503-768-7160 for additional information.

The center also provides vocational, personal, and intellectual testing services.

A small fee is charged for some tests; all other services are free to Lewis & Clark students. A referral is not necessary.

## **Student Support Services**

The Office of Student Support Services, located in Templeton Student Center, lower level, works with disabled students, staff, and guests of the graduate school to arrange special accommodations to serve their needs. For procedures for requesting accommodations, contact the coordinator of student support services or the assistant dean of the graduate school.

## **Further Information**

For additional information on graduate programs, policies, or College resources, consult the appropriate office listed on the next page. Correspondence may be addressed to any office at the College address:  
Lewis & Clark College  
0615 S.W. Palatine Hill Road  
Portland, Oregon 97219-7899

*"But what does a writer do, in a class or alone, when faced with a question the size of a life, an invitation to reveal everything? Well, what I try to do—as a teacher, and as a writer—is to deepen the question, magnify the promise, and see what comes."*

—Kim Stafford, associate professor and director, Northwest Writing Institute

"Lewis & Clark's graduate school is a place for students to seriously engage in their development as people, as well as practitioners. Here, you'll have the opportunity to learn from the extensive knowledge base of professors who are passionate about their calling, and from the current experiences of practicing faculty members who are doing some of the best work in their fields."

— Jay Casbon, dean of the graduate school

### **Lewis & Clark College**

President, Michael Mooney

*Campus Safety*  
503-768-7855

Director, Bill Curtin

*Cashier and Credit*  
503-768-7830

Chief Cashier, Tracey Phillips

*Library*  
503-768-7270

Director, James Kopp

*On-Campus Housing and Conferences*  
503-768-7183

Director, Sandi Bottemiller

*Student Financial Services*  
503-768-7090

Director, Glendi Gaddis

### **Graduate School of Professional Studies**

*Office of the Dean*  
503-768-7700

Dean, Jay Casbon

Assistant Dean, Valerie White

Senior Development Officer, Mary Gunesch

Administrative Assistant, Sara Mattheisen

Secretary, Natalie Leslie

*Office of the Registrar*  
503-768-7708

Registrar, Etta Schwab

*Graduate Core Program*  
503-768-7710

Program Coordinator, Valerie White

*Department of Counseling Psychology*  
503-768-7730

Chair, Gordon Lindbloom

*Department of Educational Administration*  
503-768-7740

Chair, Tom Ruhl

*Department of Special Education: Deaf and Hard-of-Hearing*  
503-768-7780

Chair, H. William Brelje

*Department of Teacher Education*  
503-768-7760

Chair, Andra Makler

*Northwest Writing Institute*  
503-768-7745

Director, Kim Stafford

*Center for Professional Development*  
503-768-7720

Director, Sabra Bradshaw

*Educational Career and Licensing Services*  
503-768-7705

Director, Sharon Chinn

### **Full-Time Faculty and Professional Staff**

**Charles R. Ault, Jr.**, professor of education. Ph.D. 1980 Cornell University. A.B. 1972 Dartmouth College.

**Sabra Bradshaw-Wackerle**, director, Center for Professional Development. M.S. 1975 Portland State University. B.S. 1969 University of Kansas.

**H. William Brelje**, department chair and professor of special education: deaf and hard-of-hearing. Ed.D. 1971 University of Portland. M.A. 1971 California State University at Northridge. M.Ed. 1960 Lewis & Clark College. B.S. 1957 University of Oregon.

**Celeste Brody**, associate professor of education. Ph.D. 1971 Ohio State University. M.A. 1969 Syracuse University. B.A. 1966 Catholic University of America.

**Vicki Brooks**, assistant professor of counseling psychology. Ph.D. 1992 University of Wyoming. M.A., B.A. 1968 Western State College.

**Carolyn Bullard**, professor of special education: deaf and hard-of-hearing. Ph.D. 1973 University of Washington. M.A. 1966 Teachers College, Columbia University. B.A. 1964 Reed College.

**Mary Burke-Hengen**, visiting assistant professor of education. M.S. 1978 Portland State University. M.S. 1965, B.S. 1960 St. Cloud State College.

**Jay Casbon**, dean of the graduate school and associate professor of educational administration. Ed.D. 1981 University of Alabama. M.S. 1969 West Georgia College. B.S. 1966 Florida State University.

**Sharon V.L. Chinn**, director, Educational Career and Licensing Services. M.A. 1991 Lewis & Clark College. B.A. 1987 University of Puget Sound.

**Carol Doyle**, assistant professor of counseling psychology. Ph.D. 1996 University of Nevada. M.Div. 1981 Boston University School of Theology. B.A. 1978 California State University at Fresno.

**Connie Eldridge-Pederson**, assistant professor of counseling psychology. Ph.D. 1989 University of North Texas. M.S. 1981 University of Oregon. B.A. 1977 Principia College.

**Kelly Gaddis**, assistant professor of education. Ph.D. 1997, M.A.T. 1992 Cornell University. B.A. 1984 State University of New York, College at New Paltz.

**Mary Gunesch**, senior development officer. M.A.T. 1992 Lewis & Clark College. B.S. 1983 University of Wyoming.

**David Hagstrom**, associate professor of educational administration. Ed.D. 1966 University of Illinois. M.A.T. 1958 Harvard University. B.A. 1957 Grinnell College.

**Nathalie Heger**, instructor in educational administration. M.A.T. 1988 Lewis & Clark College. B.S. 1965 Cardinal Stritch College.

**Mary Henning-Stout**, professor of counseling psychology. Ph.D. 1986 University of Nebraska at Lincoln. M.A. 1980, B.A. 1978 Austin College.

**Ruth Shagoury Hubbard**, Mary Stuart Rogers Professor of Education. Ph.D. 1988, M.Ed. 1981 University of New Hampshire. B.A. 1972 Colby College.

**Caryl Hurtig**, assistant professor of education. M.A. 1977, B.A. 1972 Whitworth College.

**Vern Jones**, professor of education. Ph.D. 1971 University of Texas at Austin. B.A. 1968 Lewis & Clark College.

**Gordon Lindbloom**, department chair and associate professor of counseling psychology. Ph.D. 1974, M.A. 1970 University of Oregon. B.A. 1963 Northwest Nazarene College.

**Andra Makler**, department chair and associate professor of education. Ed.D. 1989 Harvard University. M.A.T. 1978 Reed College. B.A. 1974 Stanford University.

**Joan McIlroy**, associate professor of counseling psychology. Ph.D. 1973, M.A. 1971 University of Colorado at Boulder. B.A. 1967 Fontbonne College.

**Peter Mortola**, assistant professor of counseling psychology. Ph.D. 1998, M.A. 1993 University of California at Santa Barbara. B.A. 1981 University of California at Berkeley.

**Nancy Nagel**, associate professor of education. Ed.D. 1987 Portland State University. M.S. 1971, B.A. 1968 California State University at Los Angeles.

**Jill Ostrow**, visiting assistant professor of education. M.A.T. 1994 Lewis & Clark College. B.A. 1983 National College of Education.

**Glennellen Pace**, associate professor of education. Ph.D. 1983, M.S. 1978 University of Oregon. B.A. 1968 California State University at Los Angeles.

**Boyd Pidcock**, assistant professor of counseling psychology. Ph.D. 1998 Texas Tech University. M.Ed. 1994 Southwest Texas State University. B.A. 1978 University of Houston.

**Joan Polansky**, assistant professor of counseling psychology. Ph.D. 1994 Arizona State University. M.A. 1987 Temple University. B.S. 1979 Northern Arizona University.

**Tom Ruhl**, department chair and assistant professor of educational administration. Ph.D. 1990 University of Oregon. M.S. 1976 Western Oregon University. B.S. 1971 Lewis & Clark College.

**Etta Schwab**, registrar. B.A. 1998 George Fox University.

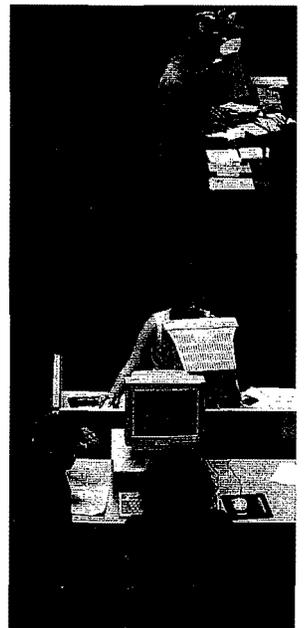
**Gregory Smith**, associate professor of education. Ph.D. 1989 University of Wisconsin at Madison. M.A. 1976 Southern Oregon University. B.A. 1970 University of Oregon.

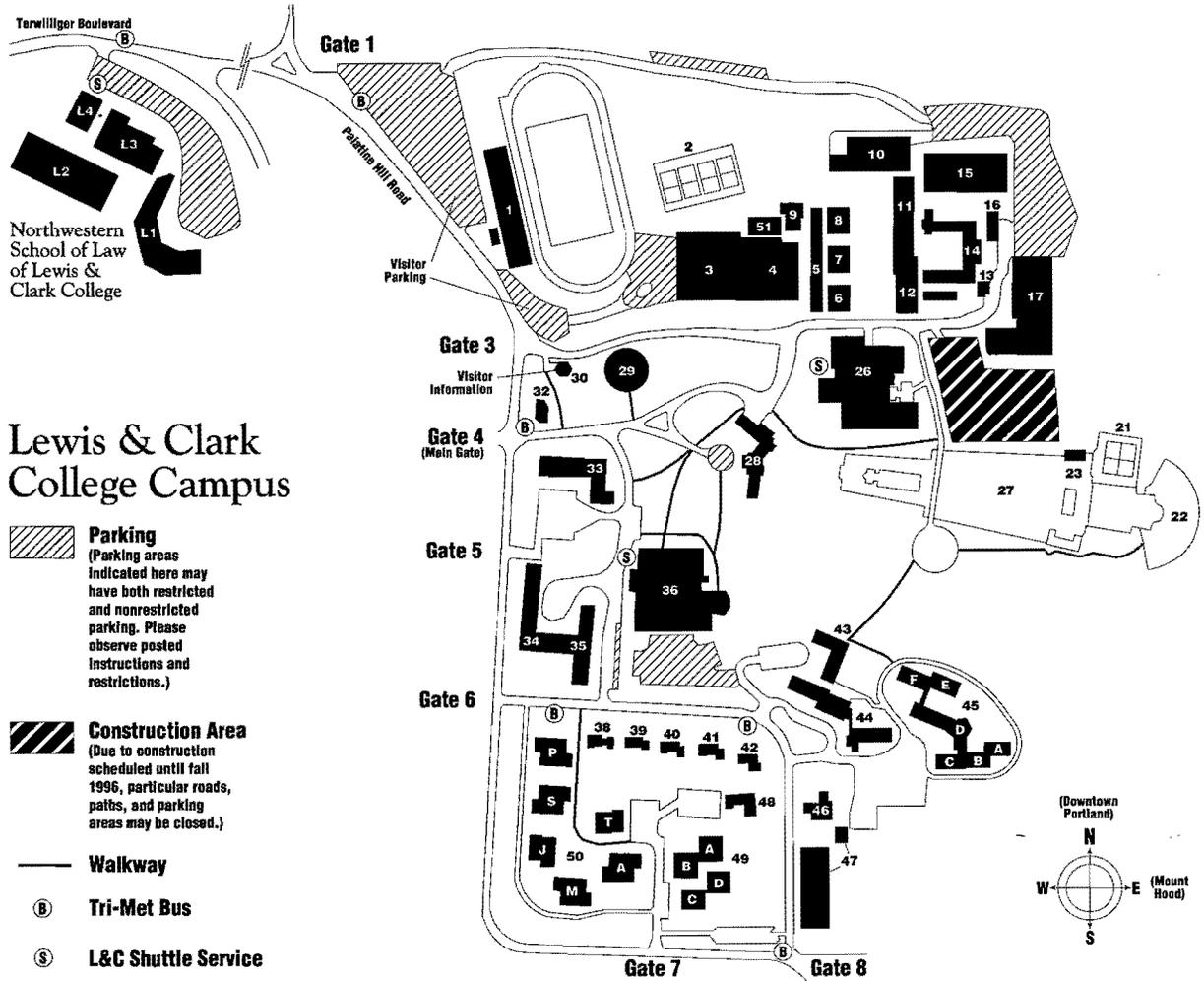
**Kim Stafford**, director, Northwest Writing Institute, and associate professor in the graduate school. Ph.D. 1979, M.A. 1973, B.A. 1971 University of Oregon.

**Zaher Wahab**, professor of education. Ph.D. 1972, M.A. 1972 Stanford University, M.A. 1968 Teachers College, Columbia University. B.A. 1965 American University of Beirut.

**Valerie White**, assistant dean of the graduate school and Core coordinator. M.A. 1993 Antioch University. B.A. 1974 Whitman College.

**Carol Witherell**, professor of education. Ph.D. 1978 University of Minnesota. M.A. 1975 University of California at Irvine. B.S. 1963 Skidmore College.





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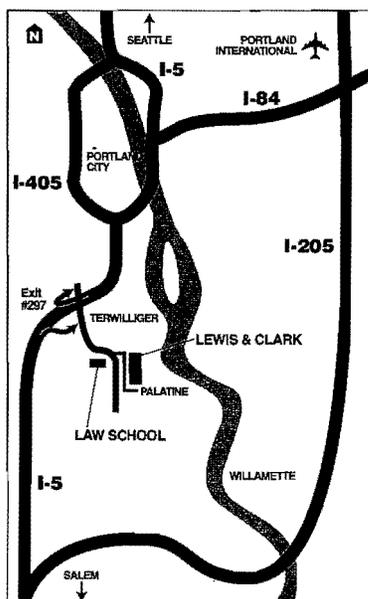
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Fee-based parking is available on campus.  
 For parking permit information, see Visitor  
 Information or phone 503-768-7855. (Parking  
 is free after 7 p.m. weekdays, as well as on  
 weekends and during the summer.)

Lewis & Clark can also be reached via  
 Tri-Met, bus line #39. For schedule information,  
 phone 503-238-7433.

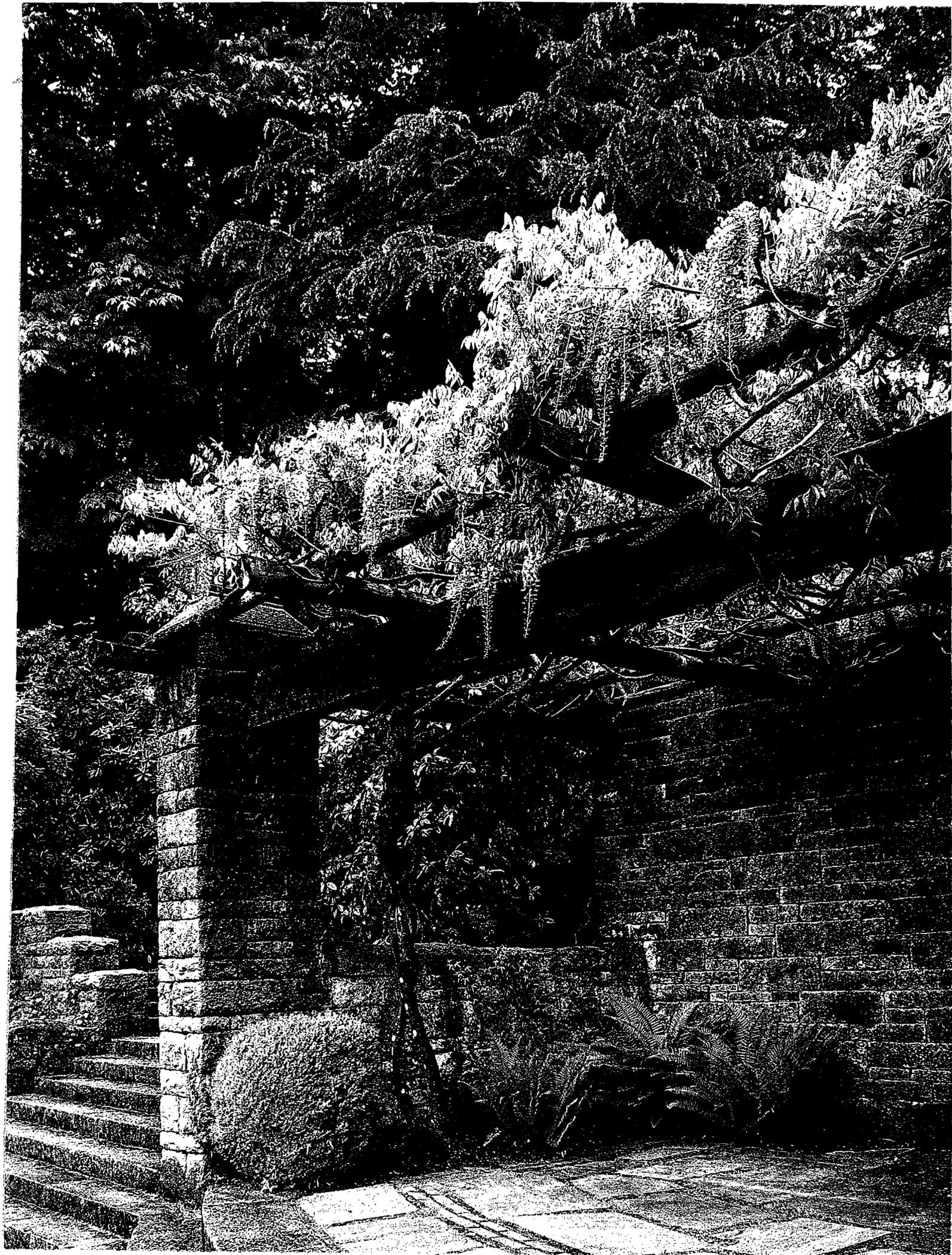
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