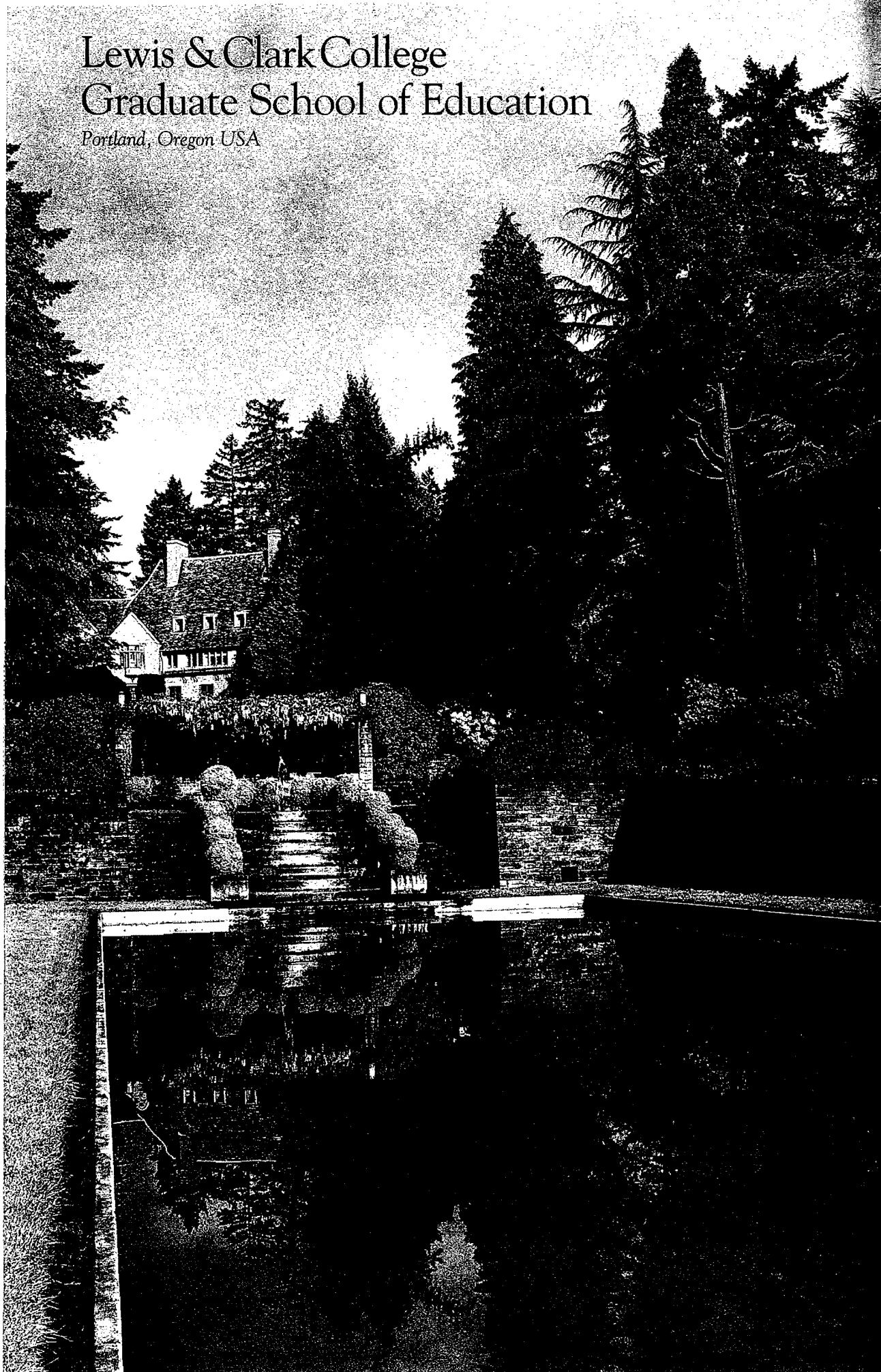


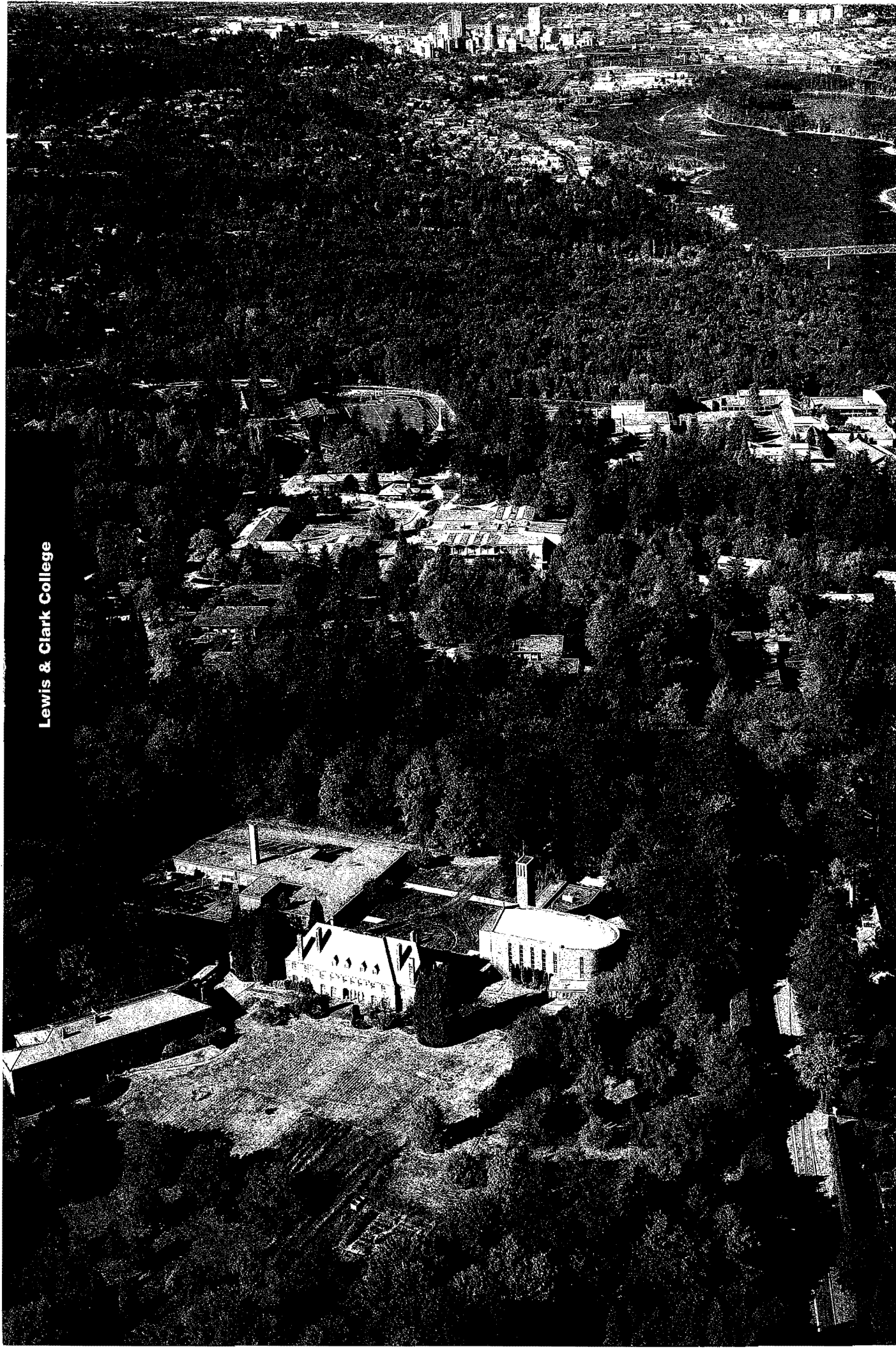
# Lewis & Clark College Graduate School of Education

*Portland, Oregon USA*



Catalog 2001-02

Lewis & Clark College



### **Mission of the College**

The mission of Lewis & Clark College is to know the traditions of the liberal arts, to test their boundaries through ongoing exploration, and to hand on to successive generations the tools and discoveries 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 Education 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.

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 Education. This catalog is correct according to information available to the administration of the Graduate School of Education at the time of publication.

Lewis & Clark College  
Graduate School of Education  
6615 S.W. Palatine Hill Road  
Portland, Oregon 97219-7899  
Phone: 503-768-7700  
Fax: 503-768-7703  
E-mail: grad@lclark.edu  
Web: <http://graduate.lclark.edu>

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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 Education 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, non-profit 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 Education 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 Education offers the following programs:

### Counseling Psychology

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

### Educational Administration

- Initial and Continuing Licensure (Administrator and Superintendent)\*
- Joint Program: Master of Arts in Teaching and Educational Administration
- Master of Education in Educational Administration

### School Counseling

- Joint Program: Master of Education in School Counseling and Initial Licensure\*
- Initial Licensure (no degree)\*
- Continuing Licensure (prior master's degree required)

### Teacher Education

- Master of Arts in Teaching\*
- Master of Arts in Teaching: Liberal Studies
- Master of Education
- 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)\*
- 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 Endorsement only (teaching license required)
- ESOL/Bilingual Education Endorsement
- Reading Endorsement (Language and Literacy Program)
- Joint Program: Master of Arts in Teaching and Educational Administration

\* 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 Education

*The Lewis & Clark College Graduate School of Education 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, addictions counseling, and school psychology. 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 departments and programs.

The Oregon Board of Licensed Professional 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 in the community mental health and addictions counseling programs who have earned the M.A. and M.S. degrees in counseling psychology are eligible to pursue licensing as professional counselors (L.P.C.) in Oregon.

The Oregon Teacher Standards and Practices Commission has approved the school psychology program for licensing in Oregon.

Other states, including Washington and California, grant eligibility for licensing to graduates of our school psychology program and our community mental health and addictions counseling programs. However, some states may add additional educational requirements that must be met prior to licensure.

### Admission

Admission requirements for graduate study in the counseling psychology programs are:  
**1)** A baccalaureate degree from an accredited institution. (Admission to the School Psychology program requires a minimum undergraduate GPA of 3.0; all other programs require a minimum GPA of 2.75.)

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



- 2) Satisfactory scores within the last five years on the Graduate Record Exam (GRE).
- 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 GRE Psychology Test. 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 Preparatory Courses, 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. (Admission materials provide information regarding the kinds of experience the department recognizes and how they can be documented.)

### Admission Criteria

The Admissions Committee considers several factors when deciding whom to admit to the counseling psychology programs, including:

- 1) Successful academic achievement represented by a strong undergraduate GPA and acceptable scores on the GRE.
- 2) Strong letters of recommendation from personal and professional references.
- 3) Work or volunteer experience in the student's area of professional interest.
- 4) A strong personal statement that explores the student's motivation and capacity to do well in his or her chosen profession.
- 5) Demonstrated capacity and clear ability to perform behaviors and skills expected of mental health professionals as set forth by licensing bodies.

The Department of Counseling Psychology 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. Application forms and information may be obtained from the department office or from the department Web site at [www.lclark.edu/dept/cpsy](http://www.lclark.edu/dept/cpsy). The deadlines for receipt of applications in the department office are July 1, November 1, February 1, and April 1.

### Special Student Status

Special Student status serves the needs of students who:

- wish to take introductory courses to decide whether to pursue a full degree program.
- are not admitted to a degree program but wish to begin taking courses while completing a full application.

- have completed a full application but have been requested by the Admissions Committee to demonstrate academic, personal, and professional competence in a select number of courses prior to admission.
- 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 three categories above) may complete up to 9 semester hours of credit in selected introductory courses during that year. Students holding prior master's degrees work out a specific plan of study with a faculty adviser.

Those applying for Special Student status must meet the same rigorous review standards as those applying for regular admission. Students applying for Special Student status should submit an application form, resume or vita, 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 or from the department Web site at [www.lclark.edu/dept/cpsy](http://www.lclark.edu/dept/cpsy).

*Courses open to Special Students are so indicated in the curriculum listing in this section of the catalog. Enrollment in all other courses requires full admission to a counseling psychology program.*

### Preparatory Courses

All students admitted to a counseling psychology program are expected to have a thorough grasp of the natural and social science aspects of psychology. To ensure that students are prepared for graduate-level work in counseling psychology, the College requires those students who have not taken sufficient coursework prior to admission to complete CPSY 500 and 501, Fundamentals of Psychology I and II, during their first year in the program. Although students completing these courses earn 6 semester hours of credit, these hours do not count toward the requirements for the master's degree because of the preparatory nature of the courses.

### Waivers and Transfers

Students seeking master's degrees may petition to waive required courses based on competence or experience. All required 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.

*"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



### Core Program

The Core Program, a graduate school requirement of all master's degree students, is described in detail in this catalog. Students should consult their advisers 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 date, time, and location of the next meeting.

### 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 counseling psychology students maintain portfolios of their courses, fieldwork, and other professional activities. Prior to enrollment in Practical Skills for Counselors (CPSY 579), all students must meet with a department adviser and provide documentation of the following:

- 1) Completion of all prerequisite courses.
- 2) Completion of all courses taken (i.e., no outstanding Incompletes).
- 3) A minimum of 300 hours of experience as a helper or caregiver in a school or community setting. This experience may be obtained before or after admission to the department.
- 4) Evidence of collaborative experience with peers or other professionals.
- 5) A written statement of professional goals.
- 6) A signed statement indicating comprehension of and adherence to ethical standards.

### Advancement to Internship/Practicum

To be enrolled in the internship/practicum, students must meet with their adviser to discuss their progress in the program and their internship plans. At this meeting, students must provide documentation of:

- 1) Completion of all prerequisite coursework, including satisfactory completion of Practical Skills for Counselors (CPSY 579).
- 2) A minimum of 12 hours of counseling from a mental health professional. This experience may be obtained before or after admission to the department.
- 3) Attendance at a minimum of six community meetings based on the 12-step program model. This experience may be obtained before or after admission to the department.

### Master of Arts in Counseling Psychology

This degree program is for students who wish to become mental health counselors in community mental health clinics, hospitals, the juvenile justice system, and other community settings. Students can choose an emphasis on adults or on child, adolescent, and family counseling. 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 as professional counselors.

#### Degree Requirements

A minimum of 50 semester hours, distributed as follows.

#### Preparatory 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 Diagnosis and Treatment: Disorders of Childhood and Adolescence, 3 semester hours
- 524 Diagnosis and Treatment: Disorders of Adulthood, 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
- 579 Practical Skills for Counselors, 1 semester hour
- 580 Ethical and Legal Issues for Mental Health Counselors, 2 semester hours
- 582 Mental Health Internship: Adult Emphasis, two semesters, 6 semester hours

\* Required if other background criteria are not met. See Counseling Psychology Admission, item 3. These courses must be completed by the end of the first year of study.

or

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

#### Graduate Core Requirements

A minimum of 4 semester hours

#### Elective Courses

Remaining credits may be used for elective courses.

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

#### Preparatory 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 Diagnosis and Treatment: Disorders of Childhood and Adolescence, 3 semester hours

524 Diagnosis and Treatment: Disorders of Adulthood, 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

579 Practical Skills for Counselors, 1 semester hour

580 Ethical and Legal Issues for Mental Health Counselors, 2 semester hours

582 Mental Health Internship: Adult Emphasis, 6 semester hours

#### Graduate Core Requirements

A minimum of 4 semester hours

#### **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) Demonstrate the capacity for initiative and independent research.

2) Successfully complete CPSY 530 with a grade of B or better.

3) Complete or be enrolled in CPSY 531.

4) Prepare a thesis proposal, including a timeline for completing the research project, the commitment of a faculty adviser to chair a thesis committee, and designation of the three-person faculty committee.

5) Attain formal approval of the proposal by the thesis committee.

6) Formally apply to the M.S. program.

#### Degree Requirements

A minimum of 52 semester hours, distributed as follows.

#### Preparatory 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 Diagnosis and Treatment: Disorders of Childhood and Adolescence, 3 semester hours

524 Diagnosis and Treatment: Disorders of Adulthood, 3 semester hours

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

"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

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.

530 Research Methods and Statistics I, 3 semester hours<sup>†</sup>  
 531 Research Methods and Statistics II, 3 semester hours<sup>†</sup>  
 532 Introduction to Assessment, 3 semester hours  
 550 Clinical Work With Diverse Populations, 3 semester hours  
 579 Practical Skills for Counselors, 1 semester hour  
 580 Ethical and Legal Issues for Mental Health Counselors, 2 semester hours  
 582 Mental Health Internship: Adult Emphasis, 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, 3-9 semester hours (Minimum of 3 semester hours, which may be taken in 1-semester-hour increments, required for the degree. Maximum of 9 semester hours applicable to the degree.)

#### *Graduate Core Requirements*

A minimum of 4 semester hours

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

This program is designed for students seeking licensure as school psychologists. The program 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 educational requirements, students seeking licensure must submit passing scores on the California Basic Educational Skills Test and 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 64 semester hours, distributed as follows.

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

500 Fundamentals of Psychology I, 3 semester hours<sup>‡</sup>  
 501 Fundamentals of Psychology II, 3 semester hours<sup>‡</sup>

#### *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 Diagnosis and Treatment: Disorders of Childhood and Adolescence, 3 semester hours  
 530 Research Methods and Statistics I, 3 semester hours  
 531 Research Methods and Statistics II, 3 semester hours  
 536 Practicum in Psychoeducational Assessment and Intervention, 1 semester hour  
 537 Cognitive Theory and Assessment, 3 semester hours  
 538 Academic Assessment and Intervention, 2 semester hours  
 539 Social-Emotional Assessment and Intervention of Children, 1 semester hour  
 540 Applied Developmental Neuropsychology, 2 semester hours  
 550 Clinical Work With Diverse Populations, 3 semester hours  
 571 Prevention in Educational Settings, 3 semester hours  
 573 School-Based Consultation, 3 semester hours  
 574 Advanced Consultation and Program Evaluation, 2 semester hours  
 581 Ethical and Legal Issues for School Psychology Practicum, 1 semester hour  
 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 counseling, psychology, special education, or a related field may qualify for admission into the licensure-only program in school psychology. Students in the licensure program who are not seeking a master's degree may petition to waive required coursework based on competence, experience, and/or equivalent graduate credits from other institutions. Upon admission, transcripts of previous graduate work and supporting documentation are evaluated by a faculty committee to determine which courses will be waived\* and to develop an individualized program plan for licensure as a school psychologist.

<sup>†</sup> 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 program.

<sup>‡</sup> Required if other background criteria are not met. See Counseling Psychology Admission, item 3. These courses must be completed by the end of the first year of study.

\* Students in licensure programs may petition the Oregon Teacher Standards and Practices Commission if they are dissatisfied with a denied waiver request.



A minimum of 7 semester hours of coursework in addition to the Internship in School Psychology (CPSY 586-587) is required.

### **Faculty**

The counseling psychology faculty is composed of nine full-time faculty members and more than 20 adjunct faculty members, the majority of whom are practicing professionals. (See list of full-time faculty 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, family systems, integration of mental health and addictions treatment, teamwork, interpersonal conflict and work stress, program evaluation, spirituality, disaster counseling, and crisis intervention. 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).

### **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 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 500, 501. CPSY 503 or 507-508 (may be taken concurrently).

*Credit:* 3 semester hours.

### **CPSY 513**

#### **Theory and Philosophy of Counseling**

An overview of major historical and current counseling theories, such as psychoanalytic, Adlerian, client-centered, existential, behavioral, cognitive, cognitive constructivist, multimodal, gestalt, feminist, solution-focused, brief therapy, and integrative approaches.

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





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. CPSY 503 (may be taken concurrently).

*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 or 507-508 (may be taken concurrently).

*Credit:* 3 semester hours.

#### **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.

*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 giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the 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 or 507-508.

*Credit:* 3 semester hours.

#### **CPSY 523**

##### **Diagnosis and Treatment: Disorders of Childhood and Adolescence**

Mental, emotional, and behavioral disorders of childhood and adolescence. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; effects of substance abuse on individuals, families, schools, and other environments.

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

*Credit:* 3 semester hours.

#### **CPSY 524**

##### **Diagnosis and Treatment: Disorders of Adulthood**

Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. The course covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders including gambling and eating disorders. Topics include multicultural factors. Emphasis is on planning comprehensive, multifaceted treatment interventions.

*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.

**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 536****Practicum in Psychoeducational Assessment and Intervention**

A field experience that exposes school psychology students to the practical activities associated with psychoeducational assessment and related interventions. Students are assigned professional mentors to observe in the assessment/intervention process. Students gain experience in obtaining parent permission, reviewing children's cumulative files, considering psychometrics relevant to children of diverse cultural backgrounds, and linking assessment to instructional planning.

*Prerequisite:* CPSY 581.

*Credit:* 1 semester hour.

**CPSY 537****Cognitive Theory and Assessment**

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:* CPSY 530-531.

*Credit:* 3 semester hours.

**CPSY 538****Academic Assessment and Intervention**

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:* 2 semester hours.

**CPSY 539****Social-Emotional Assessment and Intervention 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.

*Addictions counseling is a rapidly developing profession that is giving new hope to people suffering from dependence on alcohol and other drugs.*

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 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, causes, 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.

*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 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, race, ethnicity, gender, age, sexual orientation, or physical or mental ability.

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

Focus is on helping students become capable therapists in varied environments, including becoming aware of their own beliefs, biases, and prejudices.

*Prerequisite:* CPSY 503 or 507-508.

*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 or 507-508.

*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 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, 523.

*Credit:* 2 semester hours.

**CPSY 562****Advanced Family Therapy**

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 is 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 571****Prevention in Educational Settings**

Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in school 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 579****Practical Skills for Counselors**

Practice and development of clinical skills through a series of role-plays of a simulated counseling experience.

*Corequisite:* CPSY 580.

*Prerequisite:* CPSY 503, 504, 506, 512 or 513, 523, and consent of adviser.

*Credit:* 1 semester hour.





**CPSY 580**  
**Ethical and Legal Issues for Mental Health Counselors**

Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments, and treatment plans.  
*Prerequisite:* CPSY 503, 504, 506, 512 or 513, 523, and consent of adviser. (CPSY 504, 506, 523 may be taken concurrently.)  
*Credit:* 2 semester hours.

**CPSY 581**  
**Ethical and Legal Issues for School Psychology Practicum**

Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.  
*Prerequisite:* CPSY 504, 506, 507-508, 512, 523, and consent of adviser. (CPSY 504, 506, 523 may be taken concurrently.)  
*Credit:* 2 semester hours.

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

Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.  
*Prerequisite:* CPSY 579, 580, and consent of adviser.  
*Credit:* 3 semester hours.

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

Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.  
*Prerequisite:* CPSY 579, 580, and consent of adviser.  
*Credit:* 3 semester hours.

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

Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. The course covers the application of psychological therapies with children, adolescents, and families in educational settings. In weekly seminars, students review research, theory, and practice. Students also present audio and/or videotapes of their counseling for supervisory review.  
*Prerequisite:* CPSY 579, 581, and consent of adviser.  
*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 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 degree; students may enroll in 1-semester-hour increments).

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

*Credit:* 1-5 semester hours.





## 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 program administrators. Courses are continually updated and deal with timely issues such as change and school improvement, instruction, restructuring, school reform, equity, diversity, 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 school and program administration and for initial superintendent assignments.

In addition to on-campus courses, Lewis & Clark offers administrative licensure programs through partnerships with Eastern Oregon University and the Crook-Deschutes Educational Service District.

Classes, both on and off campus, are taught by professionally active faculty and are designed to be small, intensive seminars. Drawing heavily from the liberal arts tradition, courses seek to broaden students' understanding of the historical, cultural, and social context in which schooling takes place. Students choose Lewis & Clark's educational administration programs for their flexibility, individual options, and numerous opportunities to apply theoretical concepts in school settings.

*Note:* A master's degree is a prerequisite for receiving administrative licensure from the Oregon Teacher Standards and Practices Commission. A master's degree in educational administration combines the Initial Administrator License with a master's degree for candidates wishing to combine these offerings. 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 to learn about new developments in organization theory, budget management, models of change, or multicultural studies.

*"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



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 unique courses of study for education professionals. These programs 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 topics in educational literature ranging from the classics to recent works on leadership. Different books are studied and discussed each year. (Call the educational administration office for details.)

- **In Program for New Administrators:** The Ropes to Skip and the Ropes to Know (EDAD 531/609), first-time administrators learn about their leadership responsibilities with other new administrators. Monthly seminars are jointly facilitated by a veteran administrator and a member of the educational administration faculty. (Call the educational administration office for details.)

- **Courage to Lead** is a yearlong program for the personal and professional renewal of K-12 school leaders. Participants meet four weekends during the year to facilitate the development of excellence in personal and organizational leadership. Contact the Courage to Lead program at 503-768-7774 for details.

#### **Admission Requirements: Initial Administrator License**

- 1) Successful completion of the prerequisite courses EDAD 500 and EDAD 501 for students applying to the Initial Administrator program.
- 2) Verification of an Oregon teaching license or personal service license in addition to three years of teaching experience. Applicants holding an Oregon teaching license or personal service license should contact the educational administration office directly.
- 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) 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.

- 6) Three letters of recommendation from employers and educational colleagues. A fourth letter of recommendation may be required from an applicant's school district.
- 7) A \$50 nonrefundable application fee, payable to Lewis & Clark College.
- 8) For application to a licensure program other than the Initial Administrator program, an interview with an educational administration department faculty member.

Applications are reviewed monthly.

*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.

#### **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 (#0410).

#### **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.

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

Lewis & Clark recommends for the Continuing Administrator/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 another 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

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

This license is open to candidates who have completed an Initial Administrator license or those who have completed the Basic License and who wish to obtain the combined Continuing Administrator/Initial Superintendent License. A minimum of 17 semester hours of credit are required. Students must complete two courses from each of the three major content areas. In addition, the Oregon Teacher Standards and Practices Commission requires EDAD 549, Professional Mentorship. Lewis & Clark requires students to take either EDAD 542 or EDAD 547 and at least 1 semester hour from the Core Program.

#### *Required Courses*

*Two of the following courses in Educational Leadership for Organizational Learning.*

- EDAD 535/621 Organizational Leadership and Decision Making, 2 semester hours
- EDAD 536/604 Leading Schools Through Instructional Technologies, 2 semester hours
- EDAD 537/632 Educational Research and Assessment, 2 semester hours

*Two of the following courses in Political and Organizational Dynamics.*

- EDAD 540/629 Models of Organizational Change, 2 semester hours
- EDAD 541/603 Working With Professional Relationships: Board and Personnel, 2 semester hours
- EDAD 542/607\* Working With Diverse Populations in School Communities, 2 semester hours

*Two of the following courses in Legal and Financial Knowledge.*

- EDAD 545/627 Contract Management, 1 semester hour
- EDAD 546/626 Negotiation and Collective Bargaining, 2 semester hours
- EDAD 547/634\* Ethics, Diversity, and School Administration, 2 semester hours
- EDAD 556/635 Advanced School Finance and District Budgeting, 1 semester hour

*Both of the following courses in Evidence of Professional and Personal Development.*

- EDAD 549/606 Professional Mentorship, Continuing License, 1 semester hour
- One course chosen from CORE 500-541, 1 semester hour

#### *Elective Courses*

- EDAD 520/590/620 Essential Readings, 1 semester hour
- EDAD 523/623 Communication Skills for Administrators, 1 semester hour
- EDAD 524/624 Implementing Curricula, 1 semester hour
- EDAD 526/631 Working With Conflict, 1 semester hour
- EDAD 528/628 Gender and Education, 2 semester hours
- EDAD 530/630 Seminar on Organizational Change, 2 semester hours
- EDAD 531/609 Program for New Administrators: The Ropes to Skip and the Ropes to Know, 3 semester hours
- EDAD 532/605 Working With the Marginally Performing Teacher, 2 semester hours
- EDAD 534/636 Physical Environment of Schools, 1 semester hour
- EDAD 548/602 Leadership and Learning: Personal Change in a Professional Setting, 2 semester hours

#### *Graduate Core Requirements*

1-3 semester hours

- \* Students must complete either EDAD 542, Working With Diverse Populations in School Communities, or EDAD 547, Ethics, Diversity, and School Administration, to meet program requirements

"Struggle is progress."

—African proverb.

The graduate school's district-affiliated programs feature courses for those interested in the Initial and Continuing Administrator programs.

These courses meet requirements set by the Oregon Teacher Standards and Practices Commission. Off-campus programs are taught by full-time faculty as well as talented adjunct faculty from across the region.

### **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

#### *Elective Courses*

523 Communication Skills for Administrators, 2 semester hours  
524 Implementing Curricula, 1 semester hour  
525 School-Community Relations, 1 semester hour  
526 Working With Conflict, 1 semester hour  
528 Gender and Education, 2 semester hours  
530 Seminar on Organizational Change, 2 semester hours  
535 Organizational Leadership and Decision Making, 2 semester hours  
540 Models of Organizational Change, 2 semester hours  
590 Essential Readings, 1 semester hour  
591 Program Evaluation, 2 semester hours  
593 Business Management in Education, 1 semester hour

#### *Graduate Core Requirements*

2-3 semester hours

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

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.

### **Master of Education in Educational Administration**

This program combines the requirements for an Initial Administrator License with a master's degree. This 38-semester-hour M.Ed. program is designed for aspiring administrators who do not wish to seek a Standard Teacher License.

### **District-Affiliated Programs in Educational Administration**

District-affiliated programs for administrators are offered cooperatively by the Department of Educational Administration and sponsoring partner districts and institutions.

*Note:* Admission and eligibility requirements for district-affiliated 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, 3 semester hours each (both courses required)  
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 three years, 6 semester hours are required.

### **Practicum**

The Department of Educational Administration assists students to design practicum experiences in several ways to support 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 administrators (EDAD 504/614), 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 (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, 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 500, 501/610, and admission to Educational Administration Initial Licensure Program.

*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 EDAD 520/620 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 520/590/620**

### **Essential Readings**

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

## **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 526/631****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 528/628****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 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 531/609****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 532/605****Working With the Marginally Performing Teacher**

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 534/636****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 535/621****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 department chair.

*Credit:* 2 semester hours.

**EDAD 536/604****Leading Schools Through Instructional Technologies**

Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators



learn to make informed decisions about technology while increasing personal skills in its use.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **EDAD 537/632**

#### **Educational Research and Assessment**

Qualitative and quantitative interpretation of educational research, with emphasis on applying action research principles to the classroom. Students analyze traditional and alternative forms of assessment in light of their own experiences. Emphasis is on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on performance.

*Prerequisite:* None.

*Credit:* EDAD 537, 2 semester hours.

EDAD 632, 2-3 semester hours.

### **EDAD 540/629**

#### **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.

### **EDAD 541/603**

#### **Working With Professional Relationships: Board and Personnel**

Examination of issues administrators face in working with school boards and employees, and of the skills needed to develop productive, effective, and clear relationships with board members and district personnel. Topics include personnel leadership and management, conflict resolution, consensus building, issue analysis, and meeting the goals of the Oregon Reform Act.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **EDAD 542/607**

#### **Working With Diverse Populations in School Communities**

Opportunities for administrators to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic groups. Participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants also reflect on their own culture, assumptions, and beliefs.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **EDAD 545/627**

#### **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 546/626**

#### **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 547/634**

#### **Ethics, Diversity, and School Administration**

Ethical issues dealing with leadership and governance and laws pertaining to public institutions. Participants explore how leaders can use the ideals of diversity, equity, justice, and ethical behavior to advance local, state, and national school reform efforts.

*Prerequisite:* None.

*Credit:* 2 semester hours.

### **EDAD 548/602**

#### **Leadership and Learning: Personal Change in a Professional Setting**

Seminar exploring difficult dilemmas experienced in school administration. Students investigate an issue or dilemma in their teaching and/or administrative work life and prepare a verbal case study and overview document. Participants practice asking honest, open questions and being totally attentive to the presenters.

*Prerequisite:* Enrollment in the Continuing Administrator program, experience as an administrator, consent of instructor.

*Credit:* 2 semester hours.

### **EDAD 549/606**

#### **Professional Mentorship, Continuing License**

Students establish a formal mentor relationship with a Lewis & Clark faculty member and with a field supervisor in their own district or a neighboring district. At the end of the program, the student prepares a written critique of the experience.

*Prerequisite:* Initial Administrator License.

*Credit:* 1 semester hour.

*"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, superintendent and principal, Jewell School District*

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

—John Dewey

### **EDAD 555**

#### **Small Schools in Theory and Practice**

Exploration of advantages of small schools and their success in supporting enhanced academic achievement among a wide range of students, especially students from economically disadvantaged communities. Overview of the issues individuals or groups interested in starting such schools should keep in mind to ensure their long-term survivability. Presentations by local educators who work in small schools supplement readings.

Also listed as ED 527.

*Prerequisite:* Enrollment in inservice M.A.T. program or educational administration masters' degree program. Consent of instructor required for students in preservice M.A.T. program.

*Credit:* 2 semester hours.

### **EDAD 556/635**

#### **Advanced School Finance and District Budgeting**

Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special education programs impact the annual budget-making process.

*Prerequisite:* Initial Administrator License.

*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 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 590**

#### **Essential Readings**

Same as EDAD 520/620. 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 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.



## School Counseling

Lewis & Clark's Department of School Counseling prepares well-qualified school counselors to deliver comprehensive programming based on national standards in the areas of academic, career, and personal/social development. Candidates develop close relationships with practitioners and faculty in small class settings while learning to promote student, school, and community collaboration through leadership and advocacy. Ensuring academic, career, and personal/social success for all students defines the school counselor's role in the school and community. As professional leaders, school counselors recognize education as a community endeavor requiring the best collaborative efforts of students, educators, and community members.

Lewis & Clark's Department of School Counseling offers a master's degree program with licensure and licensure-only programs for those interested in becoming school counselors. Candidates begin working in the schools during their first semester of coursework. This on-site involvement continues throughout the program.

The Department of School Counseling continually reviews and improves course offerings to reflect changing expectations at the local, regional, and national levels while maintaining academic and philosophical integrity.

The Lewis & Clark school counseling program:

- provides a quality academic experience reflecting continued evaluation to meet state requirements for licensure candidates
- provides professional support and assistance for all candidates to meet state requirements for licensure
- assists candidates in developing school and community leadership through a comprehensive and challenging curriculum
- enhances the candidate's understanding of culturally diverse populations and issues of equity through multicultural experiences
- explores and fosters collaborative efforts between schools and communities
- challenges candidates to be visionaries for their schools and communities
- helps candidates acquire a broad and comprehensive knowledge base of best practices in school settings, particularly those that apply to the role of the school counselor
- provides an arena for multiple professional growth opportunities
- focuses on the individual needs of candidates, their students, their schools, and their communities
- provides opportunities to work with colleagues (counselors, psychologists, teachers, administrators, and community members) in applying course content to actual work situations

*Ensuring academic, career, and personal/social success for all students defines the school counselor's role in the school and community.*



■ promotes success for all students via continued informal and formal feedback and/or evaluations.

The Oregon Teacher Standards and Practices Commission has approved Lewis & Clark's licensure programs in school counseling.

### Admission Requirements

1) Applicants to the Department of School Counseling must have a baccalaureate degree from an accredited institution with a minimum cumulative grade point average of 2.75. Applicants must submit an official transcript from each institution they have attended as undergraduate or graduate students. This includes graduates of Lewis & Clark College.

2) Candidates must submit a completed application including a resume, three references, and a professional goals statement. All application materials, including forms, are available on the Web at [www.lclark.edu/~schcoun](http://www.lclark.edu/~schcoun). *All materials must be mailed together in one envelope* to the Program Secretary, Department of School Counseling, 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 these materials.

3) Candidates are expected to complete the Preprofessional Skills Test (PPST) or California Basic Educational Skills Test (CBEST) *prior to admission*. Test scores must be sent directly to the Department of School Counseling.

4) Teachers must include a copy of their teaching license/certificate and evidence of two successful years of teaching (e.g., contract copies, letters of employment).

5) Candidates from Oregon and southwest Washington are required to attend an interview session and complete an impromptu written exercise. Candidates are notified of their interview time by telephone and/or e-mail within 72 hours before the interview (see tentative dates under Admission Schedule or check the Web at [www.lclark.edu/~schcoun](http://www.lclark.edu/~schcoun)). Students outside the geographic area are asked to provide the name of a supervisor or administrator, who will be contacted by a Lewis & Clark faculty member about interview possibilities.

6) Candidates accepted to the program are expected to develop an ongoing professional portfolio, complete six hours of individual counseling, or pursue other opportunities as defined by the department.

### Admission Schedule

Applications are reviewed three times per year according to the following schedule:

*Fall semester admission*

February 26 (tentative interview date March 2)

June 25 (tentative interview date June 29)

*Spring semester admission*

October 23 (tentative interview date October 27)

*Summer semester admission*

February 26 (tentative interview date March 2)

Candidates are notified of their admission status in writing as soon as possible (typically within one month) after the deadline.

### Academic Advising

Each accepted candidate is assigned a faculty adviser. Advisers assist candidates in planning an official course of study and answer questions about the school counseling program and the profession in general. Each candidate has the responsibility to develop an approved course of study with his or her adviser *prior to enrolling*; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any changes to the approved course of study. (See also Policies and Procedures.)

### Financial Aid

The College participates in the Perkins Loan Program and the Stafford Student Loan Program. Candidates 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. (See also Financial Assistance in this catalog.)

### Licensure Only

Candidates who hold a master's degree in a closely related field (e.g., education, psychology, social work) may apply for admission to the licensure-only program in school counseling. After admission, the candidate works closely with a faculty adviser to design an individual program of study leading to licensure.

### Special Student Status

To register for courses in the Department of School Counseling, an individual must either be fully admitted or have Special Student status. Special Student status allows an individual to take up to 9 semester hours per year in specifically designated courses. Currently these courses include:

SCED 500 Introduction to School Counseling

SCED 507 Development of the Learner: Children and Adolescents

SCED 508 Social Justice, Diversity, and Cultural Issues in School Counseling

SCED 510 Family Dynamics, Consultation, and Community Resources

SCED 512 Special Needs Populations in Schools

SCED 514 Positive Classrooms and Schools

SCED 515 Contemporary Practices in Education and School Counseling

Admission to these classes is on a space-available basis after fully admitted students have registered.

### **Special Student Status: Admission Requirements**

Candidates wishing Special Student status should submit the following materials for consideration:

- 1) Completed application form including resume
- 2) Graduate student information form
- 3) Personal goals statement
- 4) Two references
- 5) Official or unofficial transcripts
- 6) Application fee of \$50

Application materials can be found on the Web at [www.lclark.edu/~schcoun](http://www.lclark.edu/~schcoun).

When school is in session, decisions about Special Student status applications are generally made within two weeks. However, during vacation periods, faculty may be unavailable to review a candidate's file. To ensure a timely response, candidates should submit their completed Special Student status application packages at least four weeks before the end of the term prior to the one they wish to attend.

Being granted Special Student status does not guarantee later admission to full-degree student status. However, the materials submitted in this process may be used in the formal application for admission to the Department of School Counseling if application is made within a year. *Please note that additional materials are required for full admission (see Admission Requirements).*

### **Waivers and Transfers**

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

Candidates seeking master's degrees may petition to transfer credits from another institution. The maximum number of transfer credits allowed is 10 semester hours, earned no more than five years prior to admission.

Candidates seeking licensure only meet with their advisers to develop individualized programs that meet the licensure requirements of the Teacher Standards and Practices Commission. Those seeking waivers of requirements are assessed an evaluation fee for each course petitioned. (For more information, see Petition Waiver section on the Web at [www.lclark.edu/~schcoun](http://www.lclark.edu/~schcoun).)

### **Core Program**

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

### **Ongoing Candidate Evaluation**

Candidates are evaluated each semester by course professors. Evaluation criteria include successful completion of courses (e.g., timeliness of work, cooperation with peers) and continued development according to the performance levels approved by the Teacher Standards and Practices Commission (instructors address these in class). Candidates must begin a professional portfolio during the first semester of coursework. The portfolio includes documentation of:

- all completed coursework/projects (e.g., an evaluation summary for each course)
- individual counseling experience or other opportunities as defined by the department (six hours)
- micro-internships (e.g., an academic development and consultation internship)
- professional organizational membership beginning in the first semester of coursework
- all required prerequisite coursework prior to the final internship
- completion of all courses (i.e., no outstanding Incompletes prior to the final internship)
- applicable coursework in the development of a comprehensive school counseling program plan

### **Joint Program: Master of Education in School Counseling and Initial License**

#### *Track I*

Candidates who hold a valid Oregon teaching certificate or license and have completed two years of successful teaching are eligible for the Track I program in school counseling. Candidates must complete 45 semester hours (distributed as follows) plus 3 semester hours of approved electives.

#### *Required Courses*

- SCED 500 Introduction to School Counseling, 3 semester hours
- SCED 501 Academic Development and Consultation, 3 semester hours
- SCED 502 Internship: Academic Development and Consultation, 1 semester hour
- SCED 503 Career Development and Consultation, 2 semester hours
- SCED 504 Internship: Career Development and Consultation, 1 semester hour
- SCED 505 Personal/Social Development and Consultation, 2 semester hours
- SCED 506 Internship: Personal/Social Development and Consultation, 1 semester hour
- SCED 507 Development of the Learner: Children and Adolescents, 3 semester hours
- SCED 508 Social Justice, Diversity, and Cultural Issues in School Counseling, 2 semester hours
- SCED 509 Ethical and Legal Issues in Education and School Counseling, 3 semester hours

*"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, department chair and assistant professor of school counseling*

*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.*

SCED 510 Family Dynamics, Community Resources, and Consultation, 3 semester hours  
 SCED 511 Group Leadership Skills for School Counselors, 2 semester hours  
 SCED 512 Special Needs Populations in Schools, 2 semester hours  
 SCED 513 Educational Research, Assessment, and Technology, 3 semester hours  
 SCED 514 Positive Classrooms and Schools, 2 semester hours  
 SCED 515 Contemporary Practices in Education and School Counseling, 2 semester hours  
 SCED 516 School Counseling Internship, 6 semester hours

*Graduate Core Requirements*  
 A minimum of 4 semester hours

#### **Track II**

Candidates who do not hold a valid Oregon teaching certificate or license—or who do hold such a certificate or license but have less than two years of teaching experience in an accredited school for grades K-12—are eligible for the Track II program in school counseling. Candidates must complete the 45 semester hours described above plus the following:

SCED 517 Practicum in Classroom Instruction, 4 semester hours

## **Curriculum: Initial School Counselor**

### **SCED 500**

#### **Introduction to School Counseling**

Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, overview of counseling theory as applied to the child and adolescent in a school setting. Initial introduction to counseling skill development with an emphasis on solution-focused, microskills, and cognitive behavioral approaches. Direct involvement with local practicing school counselors. Library orientation requirement is covered in this course.

*Prerequisite:* None.

*Credit:* 3 semester hours.

### **SCED 501**

#### **Academic Development and Consultation**

First of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, microskills, cognitive-behavioral, client-centered, and reality/choice counseling as applied to the academic development of a diverse population of students. Topics include developmental assets as identified by the

Search Institute. Participants practice consultation skills with students and faculty.

*Prerequisite:* SCED 500 or coregistration, and coregistration with SCED 502.

*Credit:* 3 semester hours.

### **SCED 502**

#### **Internship: Academic Development and Consultation**

Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the National Standard for Academic Competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues.

*Prerequisite:* SCED 500 or coregistration, and coregistration with SCED 501.

*Credit:* 1 semester hour.

### **SCED 503**

#### **Career Development and Consultation**

Second of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, microskills, cognitive-behavioral, client-centered, and reality/choice counseling as applied to the career development of a diverse population of students. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.

*Prerequisite:* SCED 500 and SCED 501, 502 or coregistration.

*Credit:* 2 semester hours.

### **SCED 504**

#### **Internship: Career Development and Consultation**

Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support career success based on the National Standard for Career Competencies. Under the direction of the school counselor, participants consult with students and faculty on issues of career.

*Prerequisite:* SCED 500 and SCED 501, 502 or coregistration.

*Credit:* 1 semester hour.

### **SCED 505**

#### **Personal/Social Development and Consultation**

Third of three courses addressing National Standards for Comprehensive School Counseling Programs and the role of the school counselor in consultation. Continued skill development with an emphasis on resiliency/asset-building using solution-focused, microskills, cognitive-behavioral, client-centered, and reality/choice counseling as applied to the personal/social development of a diverse population of students. Topics include developmental assets as identified by



the Search Institute. Participants practice consultation skills with students and faculty.  
*Prerequisite:* SCED 500 and SCED 501, 502 or coregistration.

*Credit:* 2 semester hours.

#### **SCED 506**

##### **Internship: Personal/Social Development and Consultation**

Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on the National Standard for Personal/Social Competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

*Prerequisite:* SCED 500, 501, 502, and coregistration with SCED 505.

*Credit:* 1 semester hour.

#### **SCED 507**

##### **Development of the Learner: Children and Adolescents**

Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Contribution of internal/external asset development that helps today's youth thrive is examined from the perspective of the school counselor.

*Prerequisite:* None.

*Credit:* 3 semester hours.

#### **SCED 508**

##### **Social Justice, Diversity, and Cultural Issues in School Counseling**

Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. The course addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Course content and methodology emphasize small-group activities, collaboration, and use of data to create equity for all students. Candidates practice taking an active role in supporting all students.

*Prerequisite:* None.

*Credit:* 2 semester hours.

#### **SCED 509**

##### **Ethical and Legal Issues in Education and School Counseling**

Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools and

the states). The ethical codes of the American School Counselor Association and the American Counseling Association are explored using case studies. The course meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.

*Prerequisite:* None.

*Credit:* 3 semester hours.

#### **SCED 510**

##### **Family Dynamics, Community Resources, and Consultation**

Effective ways to include family members as active contributors in their children's education. The course examines concepts of family dynamics and dysfunction requiring referral and use of community resources. Topics include developmental assets as applicable to the family setting and impact of the special-needs child on the family organizational structure. The course explores diversities inherent in families and focuses on ways of relating to families who differ from each other in terms of age, race, socioeconomic background, and/or family form.

*Prerequisite:* None.

*Credit:* 3 semester hours.

#### **SCED 511**

##### **Group Leadership Skills for School Counselors**

Principles and practices of group counseling, group dynamics, group leadership, and group processes with students and parents. Topics include group approaches for promoting academic, career, and personal/social success for all students. Candidates plan, organize, facilitate, and evaluate small groups within the educational setting. The course addresses ethical considerations of group work with children and adolescents using the ethical codes of the American School Counselor Association and the American Counseling Association.

*Prerequisite:* None.

*Credit:* 2 semester hours.

#### **SCED 512**

##### **Special-Needs Populations in Schools**

Overview of the special-needs child in today's schools and the knowledge and skills necessary to better advocate on behalf of this student. Topics include exceptionalities including communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments, and special talents and giftedness. Participants review criteria for special-needs populations as outlined in the Oregon Administrative Rules.

*Prerequisite:* None.

*Credit:* 2 semester hours.





### **SCED 513 Educational Research, Assessment, and Technology**

The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critique of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and Web page for data display.  
*Prerequisite:* None.  
*Credit:* 3 semester hours.

### **SCED 514 Positive Classrooms and Schools**

Examination of current research and best practices in methods for creating positive, safe classroom and school communities in which learning and positive behaviors are enhanced. Emphasis is on the school counselor's role in managing classroom guidance and in assisting teachers. Candidates explore developing classroom and schoolwide behavioral norms, responding to disruptive behavior in school settings, developing functional assessment and individual behavior change plans, creating schoolwide student management plans, and ensuring success for students of diverse backgrounds.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

### **SCED 515 Contemporary Practices in Education and School Counseling**

School reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-based Admissions Standards) including curriculum, instruction, leadership, and politics. Candidates explore models of the change process for individuals and organizations while promoting collaboration and team development. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards.  
*Prerequisite:* None.  
*Credit:* 2 semester hours.

### **SCED 516 School Counseling Internship**

Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a

professional portfolio that showcases their graduate work/experiences. Two semesters.  
*Prerequisite:* Portfolio meeting/signoff with adviser and completion of all required coursework.  
*Credit:* 3 semester hours fall; 3 semester hours spring.

### **SCED 517 Practicum in Classroom Instruction**

Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Two semesters.  
*Prerequisite:* None.  
*Credit:* SCED 517, 2 semester hours fall; 2 semester hours spring.

### **Continuing Licensure**

The continuing school counselor licensure program at Lewis & Clark College is designed to meet the advanced competency requirements of the Teacher Standards and Practices Commission while providing students with opportunities for direct application of course content to school, community, and professional development. Each course is designed to address specific content areas or domains.

Candidates in the program may, with adviser approval, combine domains. This not only provides flexibility for the student but also generates potential for course overlap, thus providing opportunities for student-to-student mentoring within courses. Through sharing and participation with fellow professionals, each student's learning experience is broadened.

Candidates are required to attend course meetings each semester that focus on the status of current projects. Small- and large-group activities explore the content of each domain.

The continuing licensure program builds on the knowledge and skills developed in the initial licensure program. Completion of the Continuing School Counselor License assists the candidate in ensuring student success and school improvement through action research while developing leadership, collaboration, and advocacy skills for the school-community partnership.

### **Technology**

All domains address the appropriate use of technology. Candidates are expected to have e-mail accounts and correspond electronically with instructors, other candidates, and fellow professionals. Each domain incorporates Internet usage. Candidates learn how to use databases, PowerPoint presentations, and Web pages to advance their school's leadership, advocacy, and collaboration efforts within the community.

## **Documentation**

Documentation of work completed within each domain is housed in the Continuing License Educational Portfolio (CLEP). Each domain section of the CLEP contains all evaluations and pertinent documentation. Identified professors, practicing school counselors (with advanced professional standing), and/or a designated Continuing License Committee evaluate the completed CLEP.

## **Program Planning**

Candidates are encouraged to begin study for the Continuing School Counselor License within one year of completing the Initial School Counselor License. The Department of School Counseling strongly recommends that candidates carefully consider whether to combine courses, as timely and professional program completion are of the utmost importance. Adviser permission is required to combine courses.

## **Curriculum: Continuing School Counselor**

### **Domain I: Professional Collaboration, Leadership, and Advocacy**

Development of a knowledge base and understanding of professional school counseling or counseling in related organizations and interactions with local, state, and national legislative bodies. Candidates explore involvement in professional organizations at the local, regional, and national levels. Current readings and publications by these organizations are central to the course. The course supports the candidate in developing a professional career path while encouraging continued exploration of emerging cultural, legal, and ethical issues. Emphasis is on collaboration, advocacy, and leadership skills necessary for professional growth and development. One semester.

*Prerequisite:* None.

*Credit:* 1 semester hour.

### **Domain II: On-Site Collaboration, Leadership, and Advocacy**

Development of a knowledge base and understanding of current research and standards affecting the school counselor's collaborative, leadership, and advocacy roles with colleagues, administrators, educational specialists, students, and staff. Central to the course are readings and publications in the areas of organizational management, leadership, advocacy, and collaboration as applied to the educational mission of enhancing academic, career, and personal/social success for all students. Diversity and cultural impact on organizational management and educational leadership, advocacy, and collaboration are woven into the curriculum, while emphasizing issues specific to the candidate's work site. One semester.

*Prerequisite:* None.

*Credit:* 1 semester hour.

### **Domain III: Community Collaboration, Leadership, and Advocacy**

An exploration of current trends, issues, and research as well as local, regional, and national influences affecting the school counselor's role in the school and community. Current readings and publications pertinent to the collaborative efforts between schools and communities in ensuring success for all students is the central theme of the course. Identification and exploration of diversity and cultural considerations specific to the candidate's work site or community are incorporated into an action research plan for developing a school-community partnership. One semester.

*Prerequisite:* None.

*Credit:* 1 semester hour.

### **Domain IV: Research-Based Collaboration**

Development of a knowledge base and understanding of current research; action research; and local, regional, and national trends impacting the school counselor's role in the 21st century. Current and emerging diversity, cultural, legal, and ethical issues are woven throughout the course, with careful attention given to specific needs of each student's work site. Emphasis is on the development of action research to increase effectiveness of the guidance and counseling program in meeting the academic, career, and personal/social needs of students. One semester.

*Prerequisite:* None.

*Credit:* 1 semester hour.

### **Domain V: Practicum/Internship**

A yearlong cumulative experience. Candidates address issues of the school counselor's role in educational and community settings. Candidates document their summative professional knowledge, skills, and attitudes in the Continuing License Educational Portfolio. Two semesters.

*Prerequisite:* None.

*Credit:* 1 semester hour per semester.

### **Final Review**

Faculty in the Department of School Counseling and/or a designated committee complete final licensure evaluation. The candidate submits and defends the Continuing License Educational Portfolio, which includes documentation specific to each domain.

This program does not culminate in a master's degree. Candidates enrolled in the continuing school counselor licensure program should have obtained a master's degree prior to or during the initial school counselor licensure program.

*"School counselors are ideally positioned in schools to serve as advocates who create opportunities for all students to define, nurture, and accomplish high academic aspirations."*

—The Education Trust

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

—James Wallace, professor emeritus 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.

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-posing, 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.

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 each
- 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, Pre-K-8, 2 semester hours
- ED 567 Language Arts and Literature, Pre-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 523 Weaving Inquiry, Teaching, and Assessment, 2 semester hours  
ED 563 Classroom Management and Inclusion, 2 semester hours  
ED 566 Reading II: Literacy Development, K-8, 2 semester hours  
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 may apply for their teaching license upon completion of these courses.

#### Summer Semester, Session II

ED 555 Experience and Meaning, 1 semester hour

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

A minimum of 44 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

#### 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 43 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 some 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, Learning, and Exceptionality (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, 2 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 43 semester hours including licensure. Requirements in addition to those listed above for licensure are distributed as follows:

ED 555 Experience and Meaning, 2 semester hours

#### 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, Learning, and Exceptionality, 3 semester hours including practicum

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 those who attended Lewis & Clark College as undergraduates.

2) Test requirements: Applicants to preservice programs in 2002-03 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 the second Monday in January. 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.

## Testing Required for Program Completion

Oregon uses a system of multiple measures to determine program completion. Students who wish to obtain an Initial License are required to pass both a basic skills test and a battery of subject matter tests.

*Basic skills testing* The student may choose to take the California Basic Educational Skills Test (CBEST) or the Praxis I: Pre-Professional Skills Tests.

*Subject matter testing* Authorizations in early childhood, elementary, and middle-level teaching require passing scores on the Multiple Subjects Assessment for Teachers (MSAT). The MSAT consists of two tests, one in a multiple choice format and one in







a constructed-response format; both assess knowledge in language arts, mathematics, science, social science, physical education, fine and performing arts, and human development. Those who want to teach at the secondary level must pass Praxis II tests in their specific subject area. Generally there are two or three tests in each subject-area endorsement in some combination of multiple choice and constructed-response formats. Those who want to become a teacher of the deaf and hard-of-hearing or an early intervention/early childhood specialist must pass the Praxis I and II tests in these areas.

Because passing of basic skills and subject matter tests is required for program completion in Oregon, those who do not pass the required tests are not considered "program completers" and are not eligible for the Initial Teaching License.

Program information required by Section 207 of the Title II Higher Education Act may be found on page 93 and on Lewis & Clark's teacher education Web site at [www.lclark.edu/dept/lcteach](http://www.lclark.edu/dept/lcteach).

### 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.
- A limited number of *Partnership in Diversity Scholarships* are available. Contact the teacher education office for specific information.

### Application Deadlines for Preservice Programs

*Applications due:*

Second Monday in January

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

Late April

*Notification of admission decision for preservice applicants:*

Early to mid-March

*Application deadline for priority consideration for financial aid:*

March 1

*Tuition deposit:*

Late March

Entering students must submit a tuition deposit of \$200 by this date to secure their place in the Preservice Intern or Special Education: Deaf and Hard-of-Hearing programs. This nonrefundable deposit is applied to the student's tuition.

*Required orientation for new full-time*

*M.A.T. preservice intern students:*

Early June

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

Lewis & Clark's Special Education: Deaf and Hard-of-Hearing program 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 program 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.

Program options are fully accredited by the state of Oregon and the Council on the Education of the Deaf (CED). Students who meet all 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 and the auditory oral 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 into the program qualifies the student to be considered for available scholarships and loans.

The master's degree can be completed in 13 to 15 months of full-time study. The degree normally requires the completion of 51 semester hours with a minimum of 34 semester hours.

### **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, the graduate school provides professional education activities 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: social, cultural, and historical foundations of education; educational psychology; child or adolescent psychology; the exceptional child. These courses may be completed before admission or as part of the planned program of study. Audiology, counseling, and early childhood education are recommended for the early intervention/early childhood program.
- 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 15, 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 deaf and hard-of-hearing special education 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 adviser.

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 ages. The practicum may include experience teaching in a self-contained classroom, a 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
- 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
- The Tucker-Maxon Oral School in Portland

\* Students in licensure programs may petition the Oregon Teacher Standards and Practices Commission if they are dissatisfied with the denial of a request for waiver.

*"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

*Lewis & Clark's Special Education: Deaf and Hard-of-Hearing Program 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.*

For students in the early intervention/early childhood program, Infant Hearing Resource, Regional Programs for the Deaf, and county educational service districts in Oregon also provide practicum sites. In Washington, practicum experiences for these students are available in school districts, educational service districts, and private agencies.

#### **Core Program**

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

#### **Elementary/Secondary Program**

##### *Courses*

TTD 500 Research and Assessment Methods in Education, 2 semester hours  
 TTD 501 Psychosocial and Educational Foundations of Deafness, 2 semester hours  
 TTD 502 Elementary Methods: Thematic Integration, 2 semester hours  
 TTD 505 Oral and Aural Communications, Elementary, 3 semester hours  
 TTD 506 Oral and Aural Communications, Secondary, 3 semester hours  
 TTD 508 Practicum, Elementary, 3 semester hours  
 TTD 509 Practicum, Secondary, 3 semester hours  
 TTD 511 The Itinerant Teacher: Providing Support to Deaf and Hard-of-Hearing Students, 2 semester hours  
 TTD 515 Language Development, Elementary, 4 semester hours  
 TTD 516 Language Development, Secondary, 4 semester hours  
 TTD 520 Audiology, 3 semester hours  
 TTD 530 Curriculum, Methods, and Classroom Management, 3 semester hours  
 TTD 536 Literacy Development, Elementary, 3 semester hours  
 TTD 537 Literacy Development, Secondary, 3 semester hours  
 TTD 544 Practicum, 1-5 semester hours  
 TTD 546 Student Teaching, Elementary, 9 semester hours  
 TTD 547 Student Teaching, Secondary, 9 semester hours

TTD 563 Instructional Media and Technology, 2 semester hours  
 TTD 580, 581 Sign Systems I and II, 2 semester hours each (offered summer only)  
 TTD 582 Sign Systems III, 2 semester hours (summer), 3 semester hours (offered fall and spring only)  
 TTD 583 Sign Systems IV, 3 semester hours (offered fall and spring only)  
 TTD 587 Linguistics of ASL, 2 semester hours  
 TTD 590 Student-Designed Continuing Professional Development Project, 3-6 semester hours  
 TTD 598 Special Studies: New or Experimental Courses, 2-6 semester hours  
 TTD 599 Independent Study, 2-6 semester hours

##### *Graduate Core Requirements*

A minimum of 4 semester hours

#### **Early Intervention/Early Childhood Program**

##### *Courses*

*Note:* In addition to the following courses, students in this program must complete many of the courses listed in the elementary/secondary program.

TTD 545 Extended Practicum, 1 semester hour  
 TTD 548 Early Childhood Development, 2 semester hours  
 TTD 551 Pediatric Audiology, 3 semester hours  
 TTD 552 Seminar in Infant-Family Habilitation I, 2 semester hours  
 TTD 553 Seminar in Infant-Family Habilitation II, 2 semester hours  
 TTD 555 Observation and Practicum, 2 semester hours  
 TTD 556 Internship, 9 semester hours  
 TTD 559 Counseling Families of Young Children With Disabilities, 2 semester hours  
 TTD 560 Infant/Toddler Development and Developmental Disorders I, 3 semester hours  
 TTD 561 Infant/Toddler Development and Developmental Disorders II, 1 semester hour  
 TTD 562 Team Approach to Early Intervention, 1 semester hour  
 TTD 565 Infant/Toddler Assessment, 2 semester hours

##### *Graduate Core Requirements*

A minimum of 4 semester hours

### **Auditory Oral Program**

In addition to the courses listed below, students in the Auditory Oral program complete courses in the Elementary/Secondary and Early Intervention/Early Childhood programs.

#### *Courses*

TTD 588 Language Development for Teachers of Deaf and Hard-of-Hearing Children, 2 semester hours  
TTD 589 Developing Spoken Language in Children With a Hearing Loss, 3 semester hours  
TTD 591 Introduction to Auditory for Teachers of Deaf and Hard-of-Hearing Children, 3 semester hours  
TTD 592 Speech Development I, 3 semester hours  
TTD 593 Speech Development II, 3 semester hours  
TTD 594 Audiology for Teachers of Deaf and Hard-of-Hearing Children, 3 semester hours

#### *Graduate Core Requirements*

A minimum of 4 semester hours

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

Lewis & Clark's inservice M.A.T./M.Ed. programs 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. Elementary teachers may combine work for the Continuing License with their master's degree.

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 (French, German, or Spanish), language arts, mathematics, music, reading, science (biology, chemistry, integrated science, or physics), and social studies. Those 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.

### **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. Teachers may also complete a 9-semester-hour program for the Continuing License with or without a master's degree. Teachers must have a master's degree to apply for the Continuing License (see Continuing License section).

#### *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 in the Classroom, 2 semester hours

ED 502 Literacy: Print, Media, 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), 3 semester hours each. 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 (see Continuing License section).

### *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, 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, or ESOL/bilingual education, 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, 507, or a substitute approved by the student's adviser 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, MATH 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 Teaching License may design a program leading to a master of education degree and the 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 23-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 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 37 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 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 on page 36.

#### *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 510/626 Educating Students With Special Needs: Learning and Legal Issues,  
3 semester hours

*"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

*"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*

SPED 511/629 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders, 2 semester hours including concurrent practicum  
SPED 512/631 School-Based Consultation, 2 semester hours including concurrent practicum  
SPED 513/632 Assessment and Diagnosis, 4 semester hours including concurrent practicum  
SPED 514/633 Curriculum and Instruction for Students With Special Needs, 3 semester hours including concurrent practicum  
SPED 516/628 Interventions for Severely Challenged Students, 2 semester hours  
SPED 520/620 Advanced Instructional Decision Making, 3 semester hours  
SPED 521/621 Effective Program Development for Students With Serious Emotional and Behavioral Disorders, 3 semester hours  
SPED 522/622 Program Development for Severely Challenged Students, 2 semester hours  
SPED 523/623 Special Topics Seminar, 2 semester hours  
SPED 544/644 Practicum, 1 semester hour  
ED 504 Classroom Management for the Inclusive Classroom, 3 semester hours  
ED 614 Classroom Management, 2 semester hours

#### and

ED 614B Classroom Management for Special Educators, 1 semester hour (ED 614 and 614B may be substituted for ED 504)  
LA 500 Language Acquisition and Development, 3 semester hours including practicum

#### Graduate Core Requirements

A minimum of 4 semester hours for completing the M.Ed. degree

#### Licensure and Endorsement for Inservice Teachers

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

Courses numbered 600-689 conducted off campus offer graduate credit that may be applicable to Lewis & Clark licensure and endorsement programs.

For more information about licensure programs offered statewide, see Educational Administration in this catalog. Additional information about current offerings is available from the graduate school's Office of Special Projects; phone 888-601-8202 (toll free) or 503-768-7720.

#### 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.

Teachers who wish to combine the Continuing License with an endorsement in a new subject area, special education, language and literacy/reading, or ESOL/bilingual education; an additional authorization to teach at a new grade level; or an Initial Administrator License will work with a faculty adviser to plan a program specific to their needs.

#### Required Courses

ED 520A Professional Portfolio I, 1 semester hour, and ED 520B Professional Portfolio II, 1 semester hour (ED 520A is taken at the beginning of the program and ED 520B is taken at the end of the program)  
ED 521A Inquiry Into Practice: The Learning Environment, 1 semester hour  
ED 521B Inquiry Into Practice: Pedagogical Principles and Practice, 1 semester hour  
ED 521C Inquiry Into Practice: Professional Responsibilities, 1 semester hour

#### Elective Requirements

A minimum of 4 semester hours

#### 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—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 500/634 Language Acquisition and Development, 3 semester hours

LA 502/620 Innovations in Reading, K-12, 3 semester hours

LA 534/614 Reading Comprehension: Theory and Practical Application, 3 semester hours

ED 532/625 Assessing Reading Strategies: Practicum, 3 semester hours

#### *Elective Courses*

LA 501/632 Researching and Teaching the Language Arts, 3 semester hours

LA 523/612 Teaching Writing to Adolescents, 3 semester hours

LA 530/630 Children's Writing, 3 semester hours

LA 531/610 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. To understand the success or failure of adolescents, 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. 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 reading, writing, 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 reading, writing, and oral examination. The reading and writing 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 500/634 Language Acquisition and Development, 3 semester hours including early childhood practicum  
 ESOL 500/600 Historical and Legal Foundations of Educating ESOL/Bilingual Students, 2 semester hours  
 ESOL 501/601 Language and Literacy With ESOL/Bilingual Students, 2 semester hours  
 ESOL 502/602 Focus on Culture and Community in Teaching ESOL/Bilingual Students, 2 semester hours  
 ESOL 503/603 Strategies and Materials for Teaching Content to ESOL/Bilingual Students, 2 semester hours  
 ESOL 504/604 Assessment and Evaluation in the Education of ESOL/Bilingual Students, 2 semester hours  
 ESOL 505/605 ESOL/Bilingual Practicum, 2 semester hours  
 ESOL 506/606 Documenting Professional Experience, 1 semester hour

#### **Application 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, GRE, 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, endorsement, 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.

#### **The Courage to Teach Program for Inservice Teachers**

The Courage to Teach is a two-year program for the personal and professional renewal of K-12 teachers. The program focuses neither on teaching techniques nor on school reform; instead, it focuses on renewing something much more personal, the inner life of the teacher.

In large groups, small groups, and solitary settings, participants explore "the heart of the teacher." Teachers share stories from their own journeys; reflect on classroom practice; and draw upon the insights of poets, storytellers, and diverse cultural traditions.

The program invites teachers to speak honestly about their lives as educators, and to listen and respond to each other with encouragement and compassion.

Because inner work takes time, participants in *The Courage to Teach* are asked to commit themselves to faithful attendance at eight retreats of three days each over a two-year period. These sessions are held at retreat centers throughout the Northwest. Between retreats, participants are offered opportunities to stay in contact with each other and to continue their inner growth. Participation is limited to 24 teachers. (Participants must be practicing teachers or have worked as educators within the past three years.)

#### *Application Procedures*

- 1) Contact the Department of Teacher Education at 503-768-7760 for a *Courage to Teach* application form and current program dates and costs.
- 2) In addition to the application form, applicants must submit:
  - A professional vitae/resume outlining relevant academic and/or professional experience.
  - A personal statement briefly explaining how they envision their future as teachers, their reasons for seeking participation in this program, and how they expect to benefit from the program.
- 3) Submit the completed application and supporting materials to: *The Courage to Teach*, Department of Teacher Education, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone: 503-768-7770.

#### **Minimum Degree Requirements and Waivers**

Lewis & Clark offers both preservice and inservice M.A.T. degree programs that vary in their minimum number of required credits. Programs and credit requirements are described elsewhere in this catalog. Students may petition to waive courses or requirements and to transfer credit earned at other institutions. Transferred credit toward a degree is normally limited to the equivalent of 10 semester hours.

Under some circumstances, students may pursue a license independently of earning a degree. To be recommended by Lewis & Clark for any education license, students must earn at least 6 semester hours of credit through a program at Lewis & Clark. In order to meet licensure requirements through coursework taken elsewhere or through experience and competency, students must apply for a waiver in writing, provide documentation of comparable course content or competency, and obtain the signatures of the instructor teaching the course in question and of their Lewis & Clark adviser or cohort coordinator.

Although there is no fixed limit to the number of credits a student may petition to waive toward earning a license, Lewis & Clark College normally does not grant any credit toward a degree for courses waived. To complete the degree, students must either replace waived credits with elective study or petition the Department of Teacher Education for a reduction in degree requirements. The student's adviser or cohort coordinator, in consultation with the department chair, will determine the merits of the petition and make a recommendation to the registrar. The registrar will notify the student of the decision in writing and will place a copy of this notice in the student's file. In no event will a petition be granted to reduce an M.A.T. degree below 36 semester hours of credit. This 36-credit minimum may include transferred credits approved according to the policies in this catalog.

#### **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.

*"The Courage to Teach program is the most deeply meaningful educational experience I've ever had. Full of substance, affirmation, and light, it is life-altering."*

*—Program participant*

*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.*

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. See also Financial Assistance in this catalog.

#### **Office and Hours**

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 and all state-required tests 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 Graduate 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. Nearly all faculty on the graduate school's roster 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: Education Courses**

*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.

## **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, 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 for school failure 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. Class time is reduced to accommodate individual conferences with the instructor and students' research time. The class meets as a group to support students' synthesis of each other's work and for problem-solving as research and writing proceed. Also listed as SPED 523.

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

*Credit:* 2 semester hours, credit-no credit.

**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.

*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 ED 561.

*Credit:* 1 semester hour, credit-no credit.

**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 ED 561.

*Credit:* 1 semester hour, credit-no credit.





**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, credit-no credit.

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

Intensive intern teaching experience. Each student teacher 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 file fee (see *Registration Announcements* bulletin).  
*Credit:* 7 semester hours, credit-no credit.

**ED 517**  
**The City in Modern America**

Same as SS 517. Also listed as CORE 541.

**ED 520A, 520B**  
**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 this course twice: once at the beginning and once at the end of their programs.

*Prerequisite:* ED 520A is a prerequisite for ED 520B.

*Credit:* 1 semester hour each, credit-no credit.

**ED 521A**  
**Inquiry Into Practice: The Learning Environment**

**ED 521B**  
**Inquiry Into Practice: Pedagogical Principles and Practices**

**ED 521C**  
**Inquiry Into Practice: Professional Responsibilities**

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 each.

**ED 523**  
**Weaving Inquiry, Teaching, and Assessment**

In-depth examination of the relationship between inquiry, teaching, and assessment. Focus is on assessing student work and encouraging and using children's questions and interests to plan learning experiences. Strategies to assess student learning and student progress are examined. Topics include planning and teaching models, integration of curriculum, and assessment design.

*Prerequisite:* Admission to Early Childhood/Elementary Intern Program and completion of summer and fall coursework.

*Credit:* 2 semester hours.

**ED 525**  
**Professional Development for Instructional Leaders**

Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices.

Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. The course is appropriate for students considering careers in educational administration. May be substituted for ED 505 or ED 507 for the master's program.

*Prerequisite:* Consent of adviser.

*Credit:* 3 semester hours.

**ED 527****Small Schools in Theory and Practice**

Exploration of advantages of small schools and their success in supporting enhanced academic achievement among a wide range of students, especially students from economically disadvantaged communities. The course covers issues that need to be considered to ensure the long-term viability of such schools. Presentations by local educators who work in small schools supplement readings. Also listed as EDAD 555.

*Prerequisite:* Enrollment in inservice M.A.T. program, educational administration M.Ed. program, or consent of instructor and adviser.  
*Credit:* 2 semester hours.

**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 500/634.

**ED 532/625****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 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 534/614.

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

Same as LA 535. Also listed as SS 535.

**ED 540/609****Teaching Linguistically and Culturally Diverse Students**

Exploration of diversity including social class, race, ethnicity, and language and how these differences intersect with ethnic minority status and limited English proficiency. Participants consider the education of language-minority students and learn specific laws and research findings related to accommodating and respecting diversity in schools. Topics include stages of language acquisition, methods for assisting language acquisition and comprehension of content, parent and community involvement, and student advocacy.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 543****Legal Rights and Responsibilities**

Same as EDAD 503 (see Educational Administration) and SCED 509 (see School Counseling).

**ED 544/644****Practicum**

*Prerequisite:* None.

*Credit:* 1 semester hour or as arranged.

**ED 546****Alternative Education**

An examination of 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 538.

**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

*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.*



*"One teacher can change a child's life... and touch the lives of thousands of children. Teaching children—to recognize letters, to read for the first time, to understand the science behind the information revolution—is one of the most important jobs in America. Our nation's future depends, in large part, on how well it is done."*

— Lisabeth Schorr

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, credit-no credit.

**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 preservice 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, Learning,  
and Exceptionality**

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; and the internal and external assets that help today's youth thrive.

*Prerequisite:* Enrollment in Middle Level/High School Intern Program, or consent of instructor.

*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:* 2 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. 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, credit-no credit.

**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 or 2 semester hours.

**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 Intern Program.

*Credit:* 1 semester hour, credit-no credit.

**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 as a resource and learning tool to enhance learning within the curriculum, rather than as an additional curricular topic or area.

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

*Credit:* 1 semester hour, credit-no credit.

**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 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 the National Council of Teachers of Mathematics and Oregon 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**  
**Reading II: Literacy Development,**  
**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, credit-no credit.

**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, credit-no credit.

**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 577**  
**Philosophy and Practice of**  
**Environmental/Ecological Education**

Overview of current theories about the role of education in developing ecologically literate citizens. Focus is on relationships between human beings and the natural world, and among human beings themselves. Cultural factors that contribute to environmental disruption are considered as well as the way educational experiences can help shift attitudes and beliefs that underlie the unsustainability of contemporary society. Also listed as SCI 567 and SS 567.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**ED 580**  
**Teaching Life Through Art: The**  
**Creative Process**

Same as ART 510.

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

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

**ED 609**  
**Teaching to Linguistic and Cultural**  
**Diversities**

Same as ED 540.

**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 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 625**  
**Assessing Reading Strategies:**  
**Practicum**

Same as ED 532.

**ED 634**  
**Inquiry Into Practice**

Same as ED 521.

**ED 901, 902**  
**The Reflective Teacher: Seminars**  
**in The Courage to Teach**

Exploration of the "heart of the teacher" through personal stories; reflections on classroom practice; and insights from poets, storytellers, and diverse cultural traditions. This course is based on a two-year calendar with eight retreats organized around the themes of agriculture and the seasons. This course may be repeated.

*Prerequisite:* Admission to The Courage to Teach program, (see page 44).

*Credit:* 2 semester hours each.

**ESOL/Bilingual Education**  
**Endorsement**

**LA 500/634**  
**Language Acquisition and Development**

See description in Language Arts section below.

**ESOL 500/600**  
**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.

**ESOL 501/601**  
**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.

*"Our classroom was full of human knowledge. We had a teacher who believed in us... he didn't hide our power; he advertised it."*

—Adriana and Rosalba Jasso

*"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

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, ESOL 600, and ESOL 602.

*Credit:* 2 semester hours.

### **ESOL 502/602**

#### **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.

### **ESOL 503/603**

#### **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, ESOL 600, and ESOL 602.

*Credit:* 2 semester hours.

### **ESOL 504/604**

#### **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, ESOL 500/600, ESOL 501/601, either ESOL 502/602 or ESOL 503/603.

*Credit:* 2 semester hours.

### **ESOL 505/605**

#### **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.

### **ESOL 506/606**

#### **Documenting Professional Experience**

For experienced ESOL/bilingual teachers seeking the ESOL/Bilingual Education Endorsement who wish to waive specific coursework based on previously gained expertise. Working with an adviser, participants develop and present a portfolio documenting how previous experiences in the field apply to proficiency standards. They also discuss experiences and related knowledge. This review can result in one of the following:

- 1) waiver of one or more specific classes,
- 2) waiver after some independent study, or
- 3) recommendation of specified coursework.

Registration through appointment with the ESOL program adviser. Also listed as ESOL 606.

*Prerequisite:* None.

*Credit:* 1 semester hour, credit-no credit.

## **Special Education**

### **SPED 510/626**

#### **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:* 3 semester hours.

### **SPED 511/629**

#### **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 510/626.

*Credit:* 2 semester hours.

### **SPED 512/631**

#### **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:* 2 semester hours.

**SPED 513/632****Assessment and Diagnosis for Students With Special Needs**

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 514/633****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 are explored. Assessment practices and procedures that provide feedback on student learning are also covered.

*Prerequisite:* SPED 513/632, and coregistration with SPED 544/644.

*Credit:* 3 semester hours.

**SPED 516/628****Interventions for Severely Challenged Students**

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:* 2 semester hours.

**SPED 520/620****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 510, 513, 514. LA 500.

*Credit:* 3 semester hours.

**SPED 521/621****Effective Program Development for Students With Serious Emotional and Behavioral Disorders**

Examination of key components of effective programs. Students 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 522/622****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 523/623/ED 509****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. ED 509 may be substituted for this course.

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

*Credit:* 2 semester hours.

**SPED 544/644****Practicum**

A practicum designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Classroom observations are collaboratively scheduled by the participant and the practicum supervisor with pre- and post-observation conferences built into each site visit. Participants document time spent modifying curriculum and instruction for students assigned individual education plans (IEPs).

*Prerequisite:* SPED 510/626, 513/632, and coregistration with SPED 514/633.

*Credit:* 1 semester hour, credit-no credit.

**SPED 598****Special Studies: New or Experimental Courses****SPED 599/649****Independent Study**

## 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 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 511

#### The Itinerant Teacher: Providing Support to Deaf and Hard-of-Hearing Students

Presentation of the skills needed by itinerant teachers of deaf and hard-of-hearing students. Topics include consultation and teamwork with regular classroom teachers and other professionals; managing interpreters; organization and time management; working with parents; selecting appropriate instructional goals; academic, social, and behavior management issues; and transition. Issues of hard-of-hearing students are emphasized. Practicum included.

*Prerequisite:* Completion of student teaching in special education: deaf and hard-of-hearing.

*Credit:* 2 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 regional program 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, video, slides, filmstrips, computer programs, and overhead transparencies. The application of computer technology to the education of deaf and hard-of-hearing children is a major content area.

*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:* TTD 580 and TTD 581, 2 semester hours each (offered summer only). TTD 582, 2 semester hours (summer); 3 semester hours (fall). TTD 583, 3 semester hours (offered fall and spring only).

**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 548****Early Childhood Development**

Developmental processes of typically developing infants and young children. This background provides an essential framework upon which the fields of early intervention and early childhood special education rely for effective assessment and intervention strategies for young children with special needs.

*Prerequisite:* Admission to the special education program, or a teaching position in the field of early intervention/early childhood special education.

*Credit:* 2 semester hours.

*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.*

*"Like the artist who experiments on canvas to find the best colors to brush and to blend, the teacher paints on the canvas of the classroom, interacting, learning, growing."*

—Christina Igoa, *The Inner World of the Immigrant Child*

**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:* None.

*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:* 9 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 and 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.

TTD 560

*Prerequisite:* Admission to the Early Intervention/Early Childhood Program.

*Credit:* 2 semester hours.

TTD 561

*Prerequisite:* TTD 560.

*Credit:* 1 semester hour.

**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.

**TTD 565  
Infant/Toddler Assessment**

Assessment literature and materials as they pertain to federal, state, and local requirements for all young children, from birth through age 8, eligible for special education services. Topics include assessment inquiries into eligibility, Individual Family Service Plan/Individual Education Plan requirements, diagnosis, program planning, and curriculum.

*Prerequisite:* Completion of all required program coursework, including practicum and internship, for certification in early intervention/early childhood special education, or a teaching position in the field of early intervention/early childhood special education.

*Credit:* 2 semester hours.

**TTD 588  
Language Development for Teachers of Deaf and Hard-of-Hearing Children**

The components of spoken language and conversation—pragmatics, semantics, morphology, and syntax—and their development among children in various cultures and in non-English-speaking homes. Participants assess the characteristics of adult language used with children and its impact on development.

*Prerequisite:* None.

*Credit:* 2 semester hours.

**TTD 589  
Developing Spoken Language in Children With Hearing Loss**

Preparation to assess and evaluate the spoken language of children with hearing loss.

Participants master a variety of teaching strategies that have proven successful in helping deaf and hard-of-hearing children acquire language skills.

*Prerequisite:* TTD 588.

*Credit:* 3 semester hours.

**TTD 591  
Introduction to Audiology for Teachers of Deaf and Hard-of-Hearing Children**

The basics of sound, anatomy, and the physiology of speech and hearing mechanisms, hearing loss and its consequences. The course introduces behavioral testing and interpretation of audiograms. Participants have the opportunity for hands-on experience with amplification.

*Prerequisite:* None.

*Credit:* 3 semester hours.

**TTD 592  
Speech Development I**

The speech and hearing process, normal speech development, effects of hearing loss on speech development and production, diagnostic tools and intervention strategies

for children who are deaf, and systems of orthography. The course emphasizes Ling's Seven-Stage Model and current technology for developing speech skills in children who are deaf or hard-of-hearing.

*Prerequisite:* None.

*Credit:* 3 semester hours.

#### **TTD 593**

##### **Speech Development II**

Observation and practice using diagnostic tools and intervention strategies discussed in Speech Development I. Participants share ideas, strategies, questions, and comments.

*Prerequisites:* TTD 592.

*Credit:* 3 semester hours.

#### **TTD 594**

##### **Audiology for Teachers of Deaf and Hard-of-Hearing Children**

Exposure to detailed information about cochlear implants and classroom amplification, including hands-on experience with both. The course includes discussion of speech acoustics and speech perception. Students acquire skills with audiogram evaluation in light of knowledge of acoustic phonetics and plan rehabilitation based on that knowledge. Field experience with educational audiologists is provided.

*Prerequisite:* TTD 590.

*Credit:* 3 semester hours.

## Curriculum: Subject-Area Elective Courses

### **Art**

#### **ART 501**

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

The aesthetic principles of East Asian art in the context of stylistic and historical 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 510**

##### **Teaching Life Through Art: The Creative Process**

An exploration of the creative process incorporating studio work and lectures. Through the language of visual art, students explore their ideas about being creative and learn how to integrate inspiration and creativity into their own lives. Participants employ a variety of techniques, mediums, and artistic forms—photography, video, drawing, painting, environmental art, sculpture, writing—to exercise the creative self and find their voice. Students apply insights from art history, aesthetics, and art criticism to critically evaluate their art experience. Class time consists of studio, lecture, guest speakers, and field trips. Also listed as ED 580.

*Prerequisite:* None. Students from all backgrounds welcome.

*Credit:* 2 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 544**

##### **Practicum**

*Prerequisite:* None.

*Credit:* 1 semester hour or as arranged.





### **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 Middle Level/High School Preservice Intern Program or consent of instructor.

*Credit:* 4 semester hours.

### **ART 598** **Special Studies: New or Experimental Courses**

### **ART 599** **Independent Study**

## **Foreign Languages**

### **FL 579** **Teaching Foreign Languages to Adolescents**

Exploration of a variety of approaches to the teaching of foreign languages to secondary students. Emphasis on learning language in context through the use of role-plays, songs, conversation, total physical response. Intent is to prepare teachers who are able to teach their students to achieve an intermediate level of oral proficiency as a result of their participation in high school language study. Practice in lesson and unit development.

*Prerequisite:* Enrollment in Middle Level/High School Preservice Intern Program or consent of instructor.

*Credit:* 4 semester hours.

### **FL 598** **Special Studies: New or Experimental Courses**

### **FL 599** **Independent Study**

## **Language Arts**

### **LA 500/634** **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.

### **LA 501/632** **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 502/620** **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 521** **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.

*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, credit-no credit.

#### **LA 534/614**

##### **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 536**

##### **Introduction to Folk and Traditional Music in America**

Also listed as MUE 536 and SS 536.

#### **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. Travel and lodging fee (see *Registration Announcements* bulletin).

*Credit:* 4 semester hours.

#### **LA 551**

##### **Approaches to Teaching Shakespeare**

Four plays by Shakespeare, starting with *Romeo and Juliet*. Students jointly choose the other three. Students use traditional literary analysis and newer performance-based approaches as they deepen their understanding of Shakespeare and gain techniques for presenting his plays to middle and high school students.

*Prerequisite:* None.

*Credit:* 2 semester hours.

#### **LA 557**

##### **Teaching the Literature of Nature**

Same as ED 570. Also listed as SCI 557.

"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*)

**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 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:* 2 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:* 2 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**

How to use music, movement, and writing to teach 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:* 2 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 Preservice Intern Program, or consent of instructor.

*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:* 1-2 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 501**

##### **Inquiry Into Mathematical Thought**

Consideration of theories of learning and philosophies of mathematics that inform curriculum, teaching, and assessment decisions. Participants examine their own assumptions about the nature of mathematics and about mathematics learning while studying contemporary research and conducting their own research on students' thinking and learning. Students' conceptions and diversity among students' mathematical ideas and approaches are emphasized along with implications for classroom practice. Open to participants with an interest in mathematics teaching and learning.

*Prerequisite:* None.

*Credit:* 3 semester hours.

#### **MATH 522**

##### **Experiencing Geometry**

A broad perspective on classical and modern geometries with hands-on experience learning mathematics through open-ended problems. Emphasis on experiencing and preparing for teaching that builds on students' experiences, encourages diverse ideas, and uses hands-on explorations and nontest-based assessments.

*Prerequisite:* None.

*Credit:* 2 semester hours.

#### **MATH 525**

##### **Mathematics as Problem Solving**

Helping educators (K-6) to incorporate mathematical problem solving throughout their curriculum. The content areas of geometry, measurement, number, and probability and statistics provide a context for this perspective on mathematics in everyday life. The National Council of Teachers of Mathematics standards and the Oregon benchmarks serve as a framework for curriculum planning and assessment. Problem solving, communication of mathematics, and conceptual understanding of mathematics are emphasized.

*Prerequisite:* None.

*Credit:* 2 semester hours.

#### **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, credit-no credit.

#### **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 Preservice Intern Program, or consent of instructor.

*Credit:* 3 semester hours.

#### **MATH 590**

##### **Multicultural History of Mathematics**

Study of the ways in which mathematics has been developed and practiced across cultures, situating the subject in a global and human context. Includes an investigation of non-Western contributions to mathematics typically taught in schools, as well as culturally based practices and findings not found within the mainstream. The course features a yearly focus project, an in-depth study of the mathematics of a selected cultural group and time period (e.g., African pyramids, Babylonian altars, Pythagorean theorems, Incan quipu). Open to any student or teacher with an interest in mathematics, the course provides the background necessary to integrate historical perspectives, topics, and approaches into mathematics teaching.

*Prerequisite:* None.

*Credit:* 2 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 536

#### Introduction to Folk and Traditional Music in America

Survey of the historical development and musical and textual characteristics of American folk music, from its Anglo-Celtic and African roots to the present. Includes contemporary offshoots, such as country music, rhythm and blues, and gospel. Emphasis on the interaction of different musical genres and their textual significance in relation to the events, movements, and norms of the historical period. Examines instrumental and vocal musical styles, as well as background of folk instruments. Introduces students to occupational folksong genres (e.g., shanty songs, railroad songs) and the spectrum of music from children's nursery songs to songs of social commentary and protest. Also listed as LA 536 and SS 536.

*Prerequisite:* None.

*Credit:* 2 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 Preservice 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 Preservice 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.

#### **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:* 3 semester hours.

*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.*

"I don't know  
what your destiny  
will be, but one  
thing I know:  
the only ones among  
you who will be  
really happy are  
those who will have  
sought and found  
how to serve."

— Mary Pipher

**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 team 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**  
**Ecoscapes**

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. Students may take two different Ecoscapes courses as part of their degree program; however, they must register for them under different prefixes (one as Core and the other as a SCI elective,

for example). These courses cannot have the same subtitle. Locations vary. Also listed as SS 505 and CORE 521.

*Prerequisite:* None. Fee (see *Registration Announcements* bulletin).

*Credit:* 2-3 semester hours, credit-no credit.

**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 Preservice 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 Preservice Intern Program.

*Credit:* 1 semester hour.

**SCI 567**  
**Philosophy and Practice of  
Environmental/Ecological Education**  
Same as ED 577. Also listed as SS 567.

**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 micro-computers interfaced with laboratory instruments and gain practice in planning and teaching laboratory exercises.

*Prerequisite:* Enrollment in Middle Level/High School Preservice 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.

*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.

*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****Social Studies: 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****Ecoscapes**

Locations vary. Students may take two different Ecoscapes courses as part of their degree program; however, they must register for them under different prefixes (one as Core and the other as a SCI elective, for example). These courses cannot have the same subtitle. 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 for 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. Topics include 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 521.

*Prerequisite:* None.

*Credit:* 2 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****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 535****Cultural Journalism: A Tool for Expanding Student-Centered Projects**

Same as LA 535. Also listed as ED 535.

**SS 536****Introduction to Folk and Traditional Music in America**

Also listed as LA 536 and MUE 536.

**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.

**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 538.

*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.

*"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*

"Education is where we gather to question whether and how we might engage and enlarge and change our lives, and it is, then, where we confront our dreams and fight our notions of the good life, where we comprehend, apprehend, or possibly even change the world."

— William Ayers, School reform activist and founder of the Small Schools Workshop

### **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 567**

#### **Philosophy and Practice of Environmental/Ecological Education**

Same as ED 577. Also listed as SCI 567.

### **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 Preservice 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 Preservice 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:* 2-3 semester hours.



**SS 581****The Political Economy of Central Asia**

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 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**

*"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, director and associate professor, Northwest Writing Institute

## Northwest Writing Institute

Lewis & Clark's Northwest Writing Institute 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 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 invitational summer institutes for teachers (one in Portland and one for the entire metro area), kindergarten through college, and school-year follow-up meetings for a full year of learning about teaching writing.

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. Graduate credit is available for this program.



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 in the state.

### **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. First are the workshops 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 learning tool in a wide variety of subject areas.

Second are the workshops 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 workshop; and the Fir Acres Workshop, a residential program in writing and critical thinking.

### **Faculty**

Northwest Writing Institute faculty are both widely published writers and experienced teachers. They 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. E-mail: [ccollins@lclark.edu](mailto:ccollins@lclark.edu). Web: [www.lclark.edu/~nwi](http://www.lclark.edu/~nwi).



*"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, associate dean of the graduate school

## Core Program

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, experiential learning, and ethics. Classes often 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, 1998-2002**

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 cultural and language borders, isolation/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 in the context of 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, 2-3 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.

*No cruzé la frontera,  
la frontera me cruzó  
a mí. (I didn't cross  
the border, the border  
crossed me.)*

*—Latino proverb*

*"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

**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. Participants should be prepared to interact with people who live on the margins of our society, to confront their own discomfort with hunger and homelessness, and to examine this failure of the American dream. Some class sessions meet off campus.

*Prerequisite:* None.

*Credit:* 1 semester hour.

**CORE 516**  
**Journey in Homeless Youth Education**

Direct experience with the homeless youth of Portland. Agencies offering educational opportunities for homeless youth provide the environment for participants to cooperatively work with children and/or adolescents. Participants address resiliency and asset building as applied to homeless youth—particularly within an educational context. The majority of coursework is conducted at the agency site with educational experiences organized around literacy instruction.

*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, 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. Participants 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**  
**Ecoscapes**

Locations vary. Students may take two different Ecoscapes courses as part of their degree program; however, they must register for them under different prefixes (one as Core and the other as a SCI elective, for example). These courses cannot have the same subtitle. 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 534****The Informed Life: The Path of Creativity**

See CORE 511.

**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).

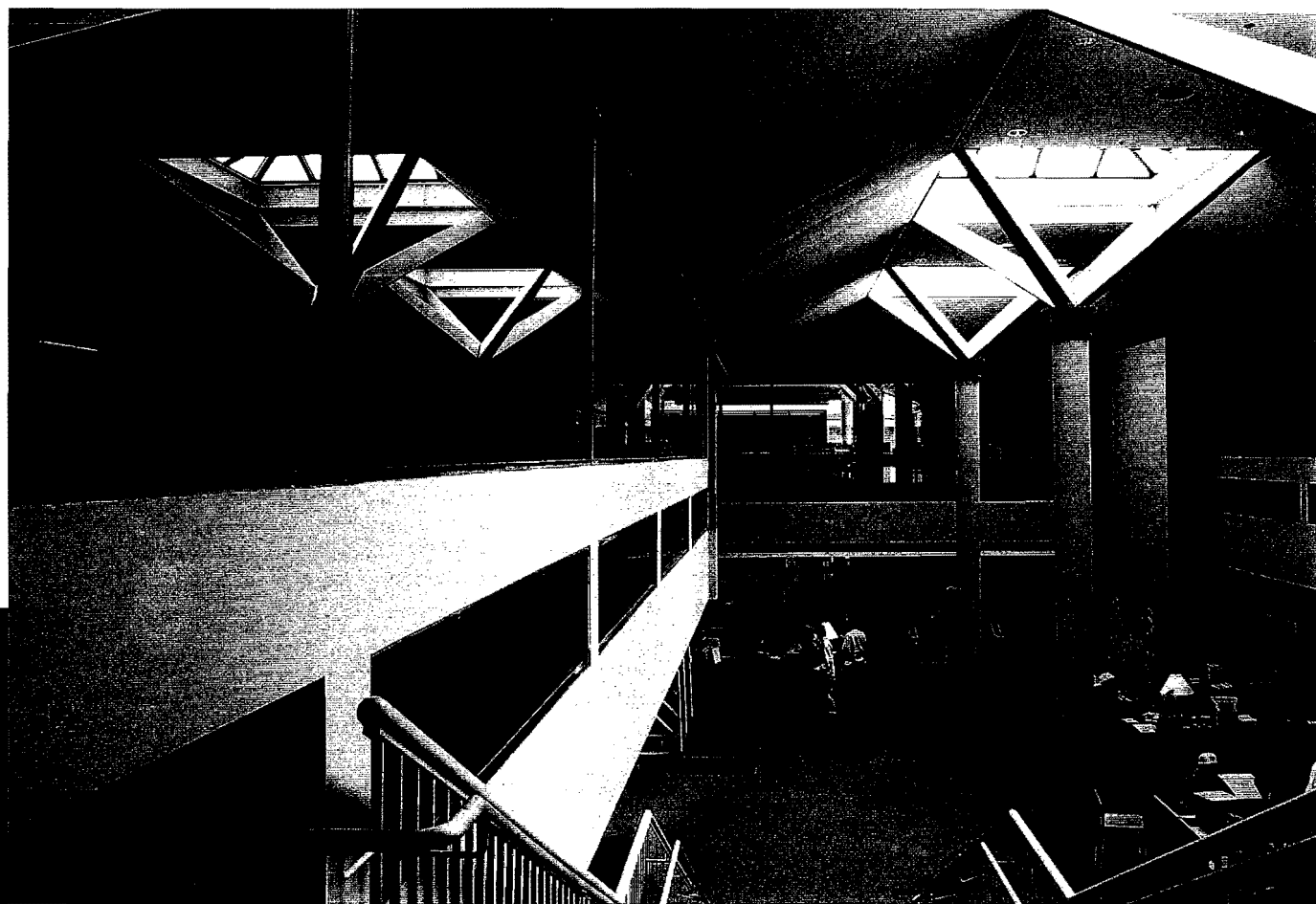
Also listed as LA 591.

**CORE 541****The City in Modern America**

Same as ED 517 OR SS 517 (see Teacher Education).

**CORE 598****Special Studies: New or Experimental Courses****CORE 599****Independent Study**





*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.*

## 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 of study.

Each department requires applicants to take specific tests as part of the application to degree-granting and licensure-only programs. Consult the appropriate department section of this catalog.

Admission deposits, if charged, are nonrefundable.

### 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, U.S.A. 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.

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, U.S.A. Phone: 503-768-7310. E-mail: isalc@lclark.edu. Web: www.lclark.edu/~isalc. Students who have attained 550 on the TOEFL may apply for admission to graduate study.

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 who wish 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**

An applicant denied admission to a graduate department may reapply in the next admission cycle under the appropriate department's guidelines.

### **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. The degree application fee is \$100.

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.

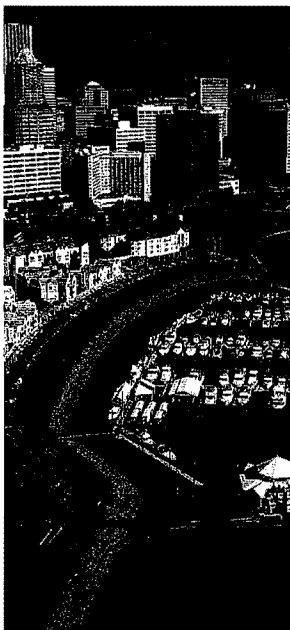
### **Advancement to Degree Candidacy**

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

*"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, associate dean of the graduate school*



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 within the same department (for example, from a degree program to a licensure program, or from one endorsement to another 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, and must file their approved leave of absence with the graduate school registrar's office. 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.

### **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. Nondegree coursework is not posted on the Lewis & Clark transcript.

Credit transfer applied to Oregon Teacher Standards and Practices Commission licensure concentrations (nondegree) may be exempt from the restrictions described above. Students should consult the appropriate adviser.

### **Graduate Tuition, Fees, and Payment**

Cost for the 2001-02 academic year is \$500 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.

Payment is due by the first day of the semester. You may charge to your Visa or MasterCard account or enclose payment with your registration. Make all checks payable to Lewis & Clark College. Past-due charges are subject to a 1.5-percent late fee, and holds may be placed on future registrations, transcripts, and diplomas.

### **Change of Registration**

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 a course.

### **Refund of Tuition Charges**

A credit toward tuition charges may be made if an enrolled student officially drops a course during the add/drop period. Dropping to zero credits qualifies as a withdrawal, not a drop. Tuition credits will be made only after an Add/Drop form has been submitted to the registrar's office. Tuition credit for a complete withdrawal is prorated in accordance with the amount of time the student has been in school for the semester. See Withdrawal From the College in the Financial Aid section of this catalog.

### 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.

*Degree application fee:* \$100.

*Educational Career and Licensing Services:*

- Placement file activation and mailing of 10 placement files: \$50
- Individual files beyond the first 10 mailings: \$5 per file
- Weekly vacancy listing service March through mid-September: \$50 (also available at no cost online, at [www.lclark.edu/~epls](http://www.lclark.edu/~epls))

Some graduate programs may charge additional fees for fieldwork and practica.

Oregon's Teacher Standards and Practices Commission charges a separate fee for teachers, administrators, school counselors, and school psychologists applying for new licenses and endorsements and the renewal of current licenses.

### Financial Assistance

Lewis & Clark College recognizes the challenge many students face in meeting the cost of obtaining a quality graduate education. While the primary responsibility for paying for college rests with the student, the College is committed to working in partnership with students to make a Lewis & Clark education an attainable goal.

Financial assistance is available in the form of grants and scholarships as well student employment and loans. Approximately 41 percent of the College's graduate students receive some form of financial assistance. The financial aid programs described in this catalog are available to students in the Graduate School of Education. Financial aid programs for law and undergraduate students are described in their respective catalogs.

#### Applying for Financial Aid

To receive financial assistance from the College, student must be admitted as degree-seeking students to Lewis & Clark College; must be U.S. citizens or eligible noncitizens; must not be in default on educational loans nor owe repayment of federal grant funds; and must be making satisfactory academic progress toward their degree (as defined in this catalog). Students must be enrolled full time (6 or more credit hours per semester) to receive grant or scholarship assistance and must enroll at least half time (at least 3 credit hours per semester) to receive assistance in the form of loans or student employment.

All students who wish to be considered for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). In addition, continuing students must complete the College Aid Application (CAP). Financial aid is offered annually and students must reapply beginning January 1 of each year. To receive priority consideration for financial assistance, students must submit all appropriate financial aid forms no later than March 1. Applications for financial aid received after the March 1 priority filing date are subject to fund availability.

The FAFSA can be completed in a paper format or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students must list Lewis & Clark's Federal School Code of 003197 on their FAFSA in order for the College to receive their FAFSA analysis. It is also important that students complete the FAFSA using the same name and Social Security number registered with the Social Security Administration. Students will receive a Student Aid Report (SAR) from the federal processor as a confirmation that their FAFSA has been processed. Students should review the information on the SAR for accuracy and keep the document on file for future reference. The SAR may contain comments indicating that the student's application has been selected for a process called verification. This means that Lewis & Clark College must verify the accuracy of the information submitted on the FAFSA. Students selected for verification are required to submit additional documents to the Office of Student Financial Services, such as signed copies of Federal tax returns and W-2 forms as well as a verification worksheet. Students selected for verification will not receive an offer of financial assistance until these documents are received. Students should not submit additional documentation unless requested.

Financial aid is awarded on the basis of demonstrated financial need. Financial need is defined as the difference between the cost of attending college and the amount students are expected to contribute toward meeting that cost. The expected family contribution is determined by applying federal methodology (i.e., the federally approved need analysis formula) to the information submitted on the FAFSA. Factors such as family size, number of students in college, income, and assets are considered in assessing the student's ability to contribute to his or her educational costs. Students must notify the Office of Student Financial Services of any changes to information submitted on their FAFSA as such changes may require a revision of their eligibility for assistance. All financial information remains confidential. For more information, contact Lewis & Clark's Office of Student Financial Services at 503-768-7090.

*Lewis & Clark's Graduate School of Education enrolls about 600 students every year in master's degree and licensure programs in teaching, administration, counseling psychology, school counseling, and special education. Graduates of all these 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.*

### **Satisfactory Academic Progress**

Students are required to be in good academic standing as defined by the College and must maintain satisfactory academic progress toward their degree to remain eligible for financial assistance. Full-time students (enrolled for 6 or more credit hours each semester) are expected to complete at least 12 semester hours by the end of an academic year and maintain at least a 2.0 cumulative GPA. Half-time students (enrolled for at least 3 credit hours each semester) must complete a minimum of 6 credit hours by the end of an academic year and maintain at least a 2.0 cumulative GPA.

### **Financial Aid Withdrawal Policy**

Student who receive financial aid and who completely withdraw from all classes during a semester are subject to a recalculation of eligibility for assistance in accordance with federal regulations. The date that a student initiates the official withdrawal process with the Office of the Registrar will be considered his or her official withdrawal date. This date will be used to determine the charges incurred by the student as well as the aid that will be kept by the College to address those charges. The College will perform a calculation to determine which portion of federal Title IV funds must be returned to federal aid programs. The formula uses the number of days of attendance to determine how much federal aid the student has earned to address the charges incurred for the period of enrollment. Students will be eligible to keep the same percentage of institutional aid as the percentage of tuition charged due to their withdrawal.

Students are encouraged to meet with a counselor in the Office of Student Financial Services to discuss the financial aid implications of withdrawal before beginning the withdrawal process.

### **Sources of Assistance**

Financial aid includes resources awarded in the form of gifts (grants and scholarships) and self-help (student employment and loans). The College, federal and state governments, and private organizations and businesses provide the funding for these resources. The majority of assistance is awarded primarily on the basis of demonstrated financial need as determined by the FAFSA analysis although there are some funding sources that are available to students regardless of financial need.

### **Scholarships and Grants**

The Graduate School of Education provides a limited number of scholarships to students in the teacher education department (including the Special Education: Deaf and Hard-of-Hearing Program). Information about the application and selection process for these funds is available from the teacher education office.

Students often receive scholarship support from private organizations and businesses. Federal regulations require that such support be considered in determining eligibility for federal student aid; therefore, it must be reported to the Office of Student Financial Services. Students are encouraged to apply for external scholarships to reduce the amount of their debt burden.

### **Student Employment**

The Federal Work-Study program funds employment opportunities for students. Students typically work an average of 8 to 10 hours per week, and not more than 20 hours per week while classes are in session. Jobs are primarily located on campus and pay \$6.50 to \$8 an hour. Graduate students often find that their academic schedules do not allow time to take advantage of the work-study program. However, students who wish to have their eligibility for the program reviewed should contact the Office of Student Financial Services.

### **Student Loan Programs**

Students are encouraged to budget carefully and borrow conservatively. Students typically borrow from one or more of these loan programs: Federal Perkins Loans, Federal Stafford Loans, and private alternative loans.

*Federal Perkins Loans* These loans, which carry a fixed 5-percent interest rate, are awarded to students who demonstrate exceptional financial need. Repayment begins nine months after the borrower graduates or drops below half-time attendance and continues up to 10 years. Students who are awarded a Federal Perkins Loan will be required to complete a promissory note before loan funds can be disbursed. They are also required to participate in an exit interview before leaving the College.

*Federal Stafford Loans* These loans are part of the Federal Family Educational Loan Program and are available to students regardless of demonstrated financial need. Loans in this program carry a variable interest rate that is capped at 8.25 percent. Subsidized loans, awarded to students who demonstrate financial need, do not accrue interest during periods of at least half-time enrollment. Unsubsidized loans accrue interest beginning at the time the loan is disbursed. Interest may be paid during periods of enrollment or

may be capitalized and added to the principal amount of the loan when the loan enters repayment. Repayment begins six months after a borrower graduates or drops below half-time enrollment and continues for 10 years. Extended repayment options are available. The maximum Federal Stafford Loan for an academic year is \$18,500, a maximum of \$8,500 of which may be subsidized. Loan processing fees of up to 4 percent are deducted from loan proceeds before disbursement. Stafford Loan borrowers must participate in loan counseling sessions upon entering the College as well as at the point of separation from the College. These loan counseling sessions may be completed online.

**Private Alternative Loans** These loans are available from many lenders to address educational expenses. Private loans typically cover the cost of attendance as determined by the school minus other assistance the student borrower is eligible to receive. Approval for a private loan is based on individual creditworthiness. Interest rates, grace periods, fees, and repayment terms and options vary by lender.

#### **Withdrawal From Lewis & Clark College**

The College plans its operations on the basis of projected income for the full academic year. A general assumption is that students who enroll will remain for the full period of enrollment. In cases where students find it necessary to withdraw from all coursework during the semester, the College provides only a partial refund of the semester charges.\* Before the refund can be calculated, the student must initiate formal withdrawal by completing documentation available in the registrar's office. Date of notification appearing on the signed withdrawal form is the date used for assessing charges and the amount of any tuition credit. Tuition credits are issued based on the official withdrawal form as follows.

*On or before first full day of classes:*  
100% refund

*Second day through first 10% of semester:*  
90% refund

*After 10% through first 25% of semester:*  
50% refund

*After 25% through first 50% of semester:*  
25% refund

*After 50% of semester:*  
no refund

For students receiving financial assistance, refunds to federal programs are calculated according to federal regulations and will be made to the appropriate programs before funds are released to the student.

\* Students who withdraw from individual courses after the official Add/Drop period do not receive a tuition refund.

#### **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 under On-Campus Registration.

#### **Course Numbering System**

**300-499** Upper-division undergraduate courses.

**500-599** Graduate courses.

**600-669** Graduate professional development courses. All credits may be applicable to a Lewis & Clark College master's degree.

**670-689** 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.

**690-699** 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 may 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 consults with the faculty member 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**

An instructor may give a grade of Incomplete only when circumstances beyond the student's control prevent completion of the course by the date grades are due. 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.

Course requirements to remove the Incomplete grade must be completed by the date agreed upon in writing and signed by the student and instructor. The instructor may change the Incomplete grade to an appropriate grade, based on the instructor's evaluation of the coursework. After one year, following the last day of the term in which the course was offered, the Incomplete grade is recorded permanently on the student's transcript as a PI (Permanent Incomplete). Students must have all Incompletes resolved prior to entering the pre-practicum, practicum, pre-internship, internship, or student teaching.

In well-documented exceptional circumstances beyond the student's control, a student may petition for an extension of the Incomplete due date beyond the one-year limit. It is the student's responsibility to initiate the request for extension in advance of the one-year deadline. The petition must receive approval from the instructor, the department chair, and the dean of the graduate school for the extension to be granted. Petitions to extend the Incomplete grade beyond the one-year deadline will be reviewed by a special committee of two faculty members and the registrar. The decision of the committee will be final.

### **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 such 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 or Degree Requirements**

A student may seek waiver of a course or course requirement in one or more of these ways:

- 1) A written or oral examination by a faculty member in the area in which competence is to be tested (with consent of instructor).
- 2) 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 and each department office.\*

\* Students in licensure programs may petition the Oregon Teacher Standards and Practices Commission if they are dissatisfied with the denial of a request for waiver.



### **Degree Application and Conferral**

The degree application must be filed with the appropriate department chair before the applicable deadline. The degree application fee is \$100.

*December degree completion:*  
September 14

*May degree completion:*  
November 30

*August degree completion and June commencement participation:*  
February 28

*August degree completion:*  
April 27

### **Family Educational Rights and Privacy Act**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

They are:

1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. The student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) he or she wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student may ask the College to amend a record that he or she believes is inaccurate or misleading. The student should write the College official responsible for the record, clearly identify the part of the record he or she wants changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student with notification of the right to a hearing.

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.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

It is the intention of the graduate school to designate certain information as directory information in accordance with FERPA. The list of information includes the student's name, address, telephone number, Internet address, current enrollment status, 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. If you want to withhold the disclosure of any or all of the categories designated as Directory Information, you must sign a "Request to Prevent Disclosure of Directory Information" form and return it to the graduate school Office of the Registrar within two weeks of the beginning of the semester. The signed form expires one year after the date of signature. If you wish to continue your disapproval for the College to disclose any or all of the categories of Directory Information, you must sign and date a new form each year.

### **Emergency Procedures**

Any campus emergency should be reported to the Campus Safety emergency number, which operates 24 hours a day; dial extension 7777 on campus or 503-768-7777 off campus. 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

*"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, director and associate professor, Northwest Writing Institute

## College Resources

Students in the Graduate School of Education enjoy access to a variety of resources and services on campus.

### Graduate School Registrar

The graduate school Office of the Registrar is open from 8:30 a.m. to 5 p.m. Monday through Thursday and 8:30 a.m. to 4 p.m. Friday, and closed each day between noon and 1 p.m. The office has extended hours at the beginning of each semester. Hours may vary during summer semester and semester breaks. For specifics call 503-768-7708 or check the Web at [www.lclark.edu/~gradreg](http://www.lclark.edu/~gradreg).

### Educational Career and Licensing Services

This office provides career advising information on education-related job vacancies and assistance with placement files. It 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. Detailed information is also available on the Web at [www.lclark.edu/~epls](http://www.lclark.edu/~epls).

### 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 has extended hours. 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. During the first 15 days of the semester, students may also visit the office to sign up for optional health insurance and pay for it.

MasterCard and Visa credit cards are accepted for all charges. Credit card information and payment may be given over the telephone or through the mail, as well as in person.

Currently enrolled students with no outstanding unpaid charges may cash checks up to \$100 at the office with presentation of a photo 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 undergraduate classes are in session, Aubrey R. Watzek Library is open 24 hours a day from Sunday at 11 a.m. until Friday at 10 p.m. It is open on Saturday from 11 a.m. to 7 p.m. During College vacation periods, the library is open from 8 a.m. to 5 p.m. Monday through Friday. Summer hours are 8 a.m. to 5 p.m. Monday through Thursday, 8 a.m. to 9 p.m. Friday, and 11 a.m. to 7 p.m. Saturday and Sunday. Full reference services are generally available between 9 a.m. and 9:30 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.

### Instructional Media Services

Instructional Media Services, located in Watzek Library, offers a wide variety of services to students and faculty. Instructional technology equipment including televisions, VCRs, video cameras, cassette decks, and projection equipment is available for check-out to support faculty and student academic projects. Equipment is available on a first-come, first-served basis. For more information, visit our Web site at [www.lclark.edu/~infotech](http://www.lclark.edu/~infotech). For assistance, call the Instructional Media Services desk at 503-768-7290, send e-mail to [msdesk@lclark.edu](mailto:msdesk@lclark.edu), or use the Web reservation form at [www.lclark.edu/~msdesk/form.html](http://www.lclark.edu/~msdesk/form.html).

### 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.

### Parking

Fee-based parking is available on campus. For parking permit information, see Visitor Information or phone 503-768-7857. (Parking is free after 7 p.m. weekdays, as well as on weekends and during the summer.)

### 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 fall and spring semesters, hours are from 7 a.m. to 10 p.m. Monday through Thursday, 7 a.m. to 8 p.m. Friday, and 3 p.m. to 10 p.m. Sunday. Summer hours are 7:30 a.m. to 3 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 airdome 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.

The Health Center is open 8 a.m. to noon and 1 to 4 p.m. Monday through Friday, September through May.

### Counseling Center

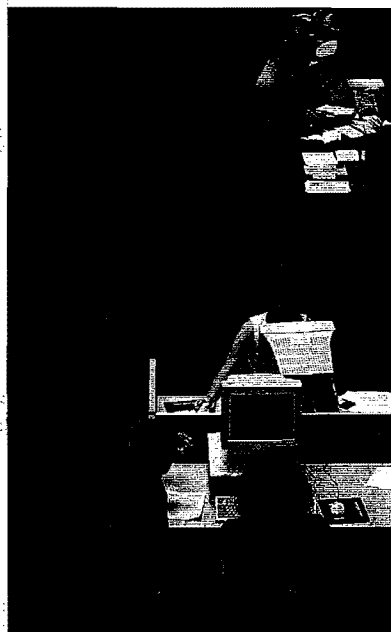
The Counseling Center, located on the lower level of Templeton Student Center, is a broad-based service designed for facilitating student learning and growth. The center is open from 8:30 a.m. to noon and 1 to 4:30 p.m. Monday through Friday, September through May. For availability during summer or for additional information, phone 503-768-7160.

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.

*"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



### 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 associate dean of the graduate school.

### Further Information

For additional information on graduate programs, policies, or College resources, consult the appropriate office listed below. Correspondence may be addressed to any office at the College address:  
Lewis & Clark College  
0615 S.W. Palatine Hill Road  
Portland, Oregon 97219-7899

### Lewis & Clark College

President, Michael Mooney

#### Campus Safety

503-768-7855

Director, Bill Curtin

#### Cashier and Credit

503-768-7829

Director, 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

#### Transportation and Parking

503-768-7857

Director, Mark Morgan

### Graduate School of Education

#### Office of the Dean

503-768-6000

Dean, Jay Casbon

Associate Dean, Valerie White

Administrative Assistant, Sara Mattheisen

#### Office of the Registrar

503-768-7708

Registrar, Etta Schwab

#### Graduate Core Program

503-768-6010

Program Coordinator, Valerie White

#### Department of Counseling Psychology

503-768-7730

Chair, Carol Doyle

#### Department of Educational Administration

503-768-7740

Chair, Tom Ruhl

#### Department of School Counseling

503-768-7677

Chair, Vicki Brooks

#### Department of Teacher Education

503-768-7760

Interim Chair, Carol Witherell

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

503-768-7780

Program Coordinator, Carolyn Bullard

#### Northwest Writing Institute

503-768-7745

Director, Kim Stafford

#### Educational Career and Licensing Services

503-768-6008

Director, Sharon Chinn

### Faculty and Professional Staff

**Charles R. Ault, Jr.**, professor of education.

Ph.D. 1980 Cornell University. A.B. 1972

Dartmouth College.

**Janet Bixby**, assistant professor of education.

Ph.D. 2001 University of Wisconsin at

Madison. M.Ed. 1989 Harvard University.

B.A. 1986 Harvard University/Radcliffe

College.

**Sabra Bradshaw-Wackerle**, director of special projects. M.S. 1975 Portland State

University. B.S. 1969 University of Kansas.

**Vicki Brooks**, department chair and assistant

professor of school counseling. Ph.D. 1992

University of Wyoming. M.A., B.A. 1968

Western State College.

**Carolyn Bullard**, program coordinator and

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.

**Kimberly Campbell**, visiting assistant pro-

fessor of education. J.D. 1985 Willamette

University College of Law. M.A.T. 1994,

B.A. 1979 Lewis & Clark College.

**Jay Casbon**, dean of the graduate school

and associate professor of educational admin-

istration. 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 Univer-

sity of Puget Sound.

**Carolyn DeSantis**, visiting assistant profes-

sor of special education. M.Ed. 1984 Lewis

& Clark College. B.A. 1978 Duquesne

University.

**Carol Doyle**, department chair and associate 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.

**Barbara Fletcher-Stephens**, assistant professor of counseling psychology. Ph.D. 1998 The Union Institute. M.A. 1989 University of Akron. M.Ed. 1971 Kent State University. B.A. 1970 Wilberforce University.

**Kelly Gaddis**, assistant professor of education. Ph.D. 1997, M.A. 1992 Cornell University. B.A. 1984 State University of New York, College at New Paltz.

**Gloria Gostnell**, assistant professor of educational administration. Ed.D. 1996 Portland State University. M.A. 1974 Bank Street College of Education. B.S. 1961 Michigan State University.

**David Hagstrom**, associate professor of educational administration. Ed.D. 1966 University of Illinois. M.A.T. 1958 Harvard University. B.A. 1957 Grinnell 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.

**Vern Jones**, professor of education. Ph.D. 1971 University of Texas at Austin. B.A. 1968 Lewis & Clark College.

**Allen Koshewa**, assistant professor of education. Ph.D. 1998 Indiana University. M.A. 1984 University of Southern California. B.A. 1977 Indiana University.

**Gordon Lindbloom**, associate professor of counseling psychology. Ph.D. 1974, M.A. 1970 University of Oregon. B.A. 1963 Northwest Nazarene College.

**Penny McDonald**, T.A.S.K. project coordinator, Center for Professional Development. Ed.D. 1981 Portland State University/University of Oregon. Ed.M. 1974, B.A. 1968 Oregon State 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.S. 1969 University of Oregon.

**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.

**Lynn Reer**, visiting assistant professor of education. Ph.D. 1982 Georgetown University. M.A. 1966 University of Michigan. B.A. 1964 Oberlin College.

**Al Rousseau**, assistant professor of educational administration. Ph.D. 1970 University of Oregon. M.A. 1958, B.A. 1952 University of Portland.

**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.

**Carolyn Sheldon**, visiting assistant professor of school counseling. M.S. 1960 Boston University. B.S. 1958 College of William and Mary.

**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.

**Maria Timmons-Flores**, assistant professor of education. Ph.D. 1999 University of Colorado. M.Ed. 1986 Huxley College. B.A. 1982 Western Washington University.

**Maralyn Turner**, assistant professor of educational administration. Ph.D. 1992 University of Oregon. M.A. 1986 Antioch University. M.S. 1974 Portland State University. B.S. 1963 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**, associate dean of the graduate school and Core coordinator. M.A. 1993 Antioch University. B.A. 1974 Whitman College.

**Carol Witherell**, interim department chair and professor of education. Ph.D. 1978 University of Minnesota. M.A. 1975 University of California at Irvine. B.S. 1963 Skidmore College.

*"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

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# Accreditation and Policy Statements

## Accreditation

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.

## Section 207 of Title II Higher Education Act

Lewis & Clark College offers two distinct preservice programs. One prepares teachers for the regular public school classroom, pre-K through grade 12, and is organized around a full school year of student teaching. The other prepares beginning teachers to work with students who are deaf and hard-of-hearing, a highly specialized field, and is organized around practicum and student teaching placements. A subset of the latter program prepares early intervention/early childhood specialists. Lewis & Clark is one of the Northwest's major professional development resources in the education of students who are deaf and hard-of-hearing. Students apply from all over the U.S. and the world and do their student teaching in Oregon and other states as services are provided to deaf and hard-of-hearing children both in special schools and the regular public education system.

In this section, we report first on the regular Preservice Intern Program and then provide data for the Special Education: Deaf and Hard-of-Hearing Program. Figures on these two programs are reported separately because the student teaching experience is organized so differently.

(A) Number of students in the regular teacher preparation program at Lewis & Clark:

1. Total number of students enrolled during 1999-2000: 85 and 26.

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? 85 and 26.

3. Number of supervising faculty who were:  
Appointed full-time faculty in professional education: 9 and 3.

Appointed part-time faculty in professional education, but full time in the institution: 0 and 0.

Appointed part-time faculty in professional education, not otherwise employed by the institution: 29 and 1.

Total number of supervising faculty for the teacher preparation program during 1999-2000: 38 and 4.

4. The student/faculty ratio was (the number given in B2 divided by the total number given in B3): 85/38 or 2.2 and 26/4 or 6.5.

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 23.8 hours; in Special Education: Deaf and Hard-of-Hearing Program: 40. The total number of weeks of supervised student teaching required is 36; in special education: 10. The total number of hours required is 857; in special education: 400.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is Lewis & Clark's teacher preparation program currently approved or accredited by the state? ☒ Yes ☐ No

7. Is Lewis & Clark's teacher preparation program currently under a designation as "low-performing" by the state (as per section 208[a] of the Higher Education Act of 1998)? ☐ Yes ☒ No

Note: See appendix A of the federal guide for the legislative language referring to "low-performing" programs. See Lewis & Clark's teacher education Web site at [www.lclark.edu/dept/lcteach](http://www.lclark.edu/dept/lcteach) for the full text of the Title II Report.

*"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



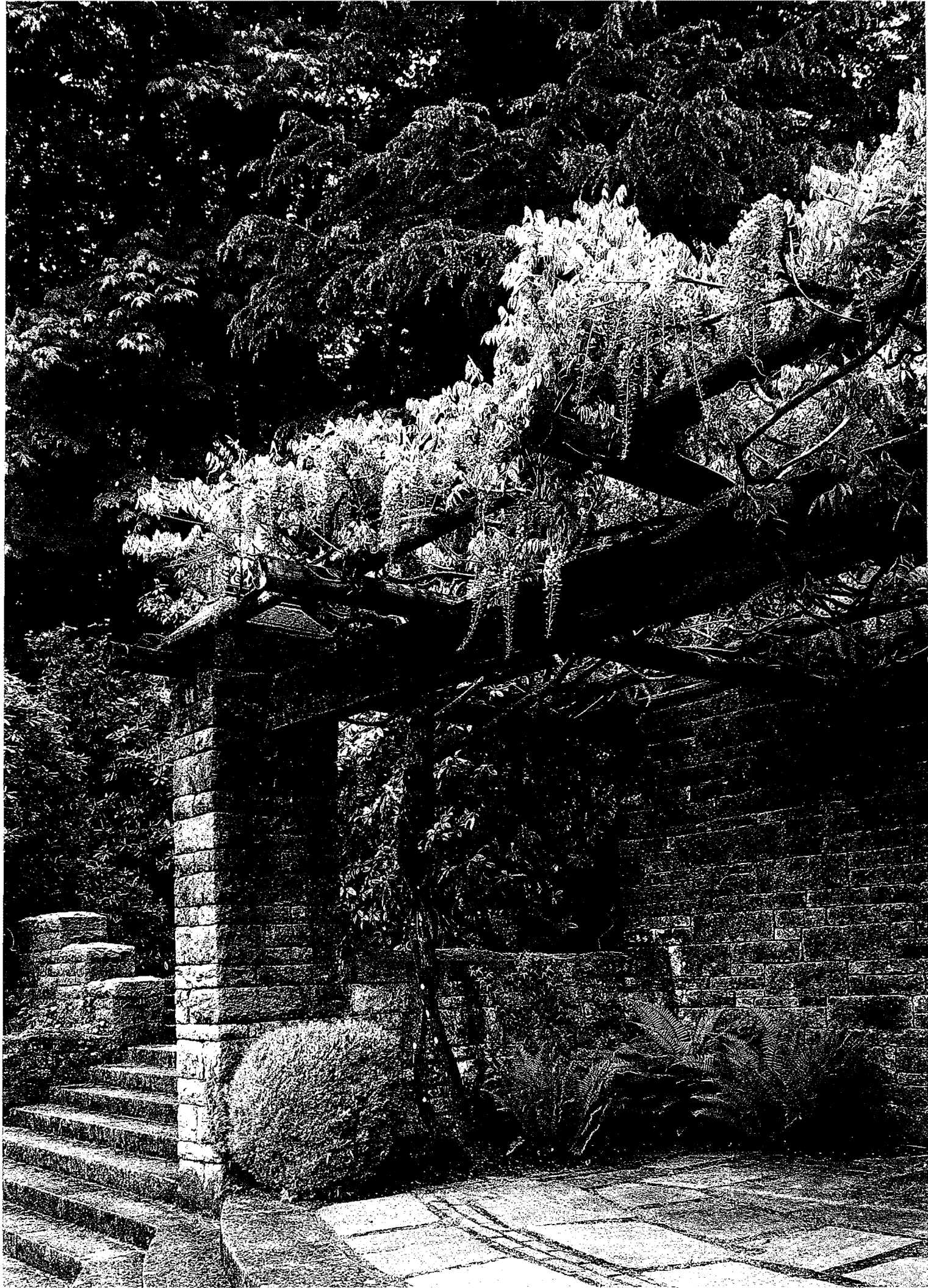
### Equal Opportunity Policy

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 Jane Atkinson, Vice President and Provost, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899; 503-768-7200. She is responsible for referring all complaints of discrimination to the chief administrative officer of the undergraduate college, Graduate School of Education, or Northwestern School of Law, as appropriate.

### Campus Safety Policy

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).





Lewis & Clark College  
Graduate School of Education  
<http://graduate.leclark.edu>

Catalog 2001-02

