

Creativity
 Compassion
 Commitment

Portland, Oregon USA



Contents

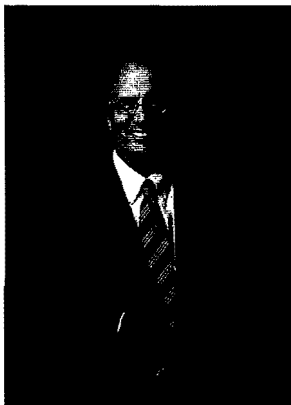
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The Graduate School Catalog

This catalog is a basic guide to the Graduate School of Education and Counseling 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 and Counseling. This catalog is correct according to information available to the administration of the Graduate School of Education and Counseling at the time of publication.

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Welcome to our community.

The Graduate School of Education and Counseling at Lewis & Clark College offers education and counseling students a daring curriculum that combines academic and field study in dynamic learning environments. We celebrate intellectual debate, an atmosphere of rigorous learning, individual growth, and a dedication to social justice.

Students work closely with a faculty recognized not only for academic scholarship and engaging instruction, but also for ongoing service conducted in the field as practitioners and activists. At Lewis & Clark, the study of innovations in counseling, teaching, and school leadership are combined with extended internship experiences in which students gain a rich understanding of how inquiry leads to constructive action. As a result, our graduates enter the field prepared to become creative leaders who transform society through education and elevate the individual through psychological and social support.

We welcome you to join us in this endeavor. This catalog will further introduce you to our community, our programs, and our mission. We look forward to supporting you on your journey to success. Sincerely,

Dean Peter W. Cookson Jr.

“Creativity, Compassion, Commitment”

Vision of the Graduate School of Education and Counseling

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

Mission of the Graduate School of Education and Counseling

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

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.



*"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 and Counseling 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.

We offer present and future practitioners the following:

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

To attain the aims of the graduate school, the Lewis & Clark educational community has identified nine areas in which our students will develop competencies: learning environments, content knowledge, teaching approaches, connection to community, educational resources, assessment, research and reflection, leadership and collaboration, and professional life. What follows are the guiding principles and the knowledge bases for each.

Through the development of trusting relationships, candidates from the Teacher Education, Educational Leadership, School Counseling, and School Psychology programs at Lewis & Clark will

- Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives supported. (Learning environments)
- Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. (Content knowledge)
- Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. (Teaching approaches)

- Design educational activities that cultivate connections between learners and their communities and region. (Connection to community)
- Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning. (Educational resources)
- Assess, document, and advocate for the successful learning of all students and school stakeholders. (Assessment)
- Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal. (Research and reflection)
- Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth. (Leadership and collaboration)
- Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures. (Professional life)

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

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

The graduate school enjoys ongoing relationships with hundreds of organizations including schools, agencies, clinics, nonprofit organizations, and legislative bodies. The curriculum reflects the theories, techniques, research, modes of application, and national movements within each professional field. Faculty employ effective instructional models that engage students in critical thinking, creative problem solving, collaboration, and inquiry. Adjunct faculty members who are active practitioners join the regular faculty in providing important links between theory and practice.

The Graduate School of Education and Counseling 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 may pursue their degrees on either a part-time or full-time basis.

History of the Graduate School

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

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

Program Offerings

The Graduate School of Education and Counseling offers the following programs:

Counseling Psychology

- Educational Specialist in School Psychology*†
- Master of Arts in Counseling Psychology (emphasis on child-adolescent-family, adult, or addictions treatment)
- Master of Arts in Counseling Psychology: Marriage and Family Therapy
- Master of Arts in Counseling Psychology: Psychological and Cultural Studies
- Master of Science in Counseling Psychology
- Initial and Continuing Licensure in School Psychology*‡
- Licensure-Only Program in Marriage and Family Therapy†
- Licensure-Only Program in Addiction Treatment‡

Educational Leadership

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

School Counseling

- Joint Program: Master of Education in School Counseling and Initial Licensure*
- Initial Licensure (no degree)*
- Continuing Licensure*‡

Teacher Education

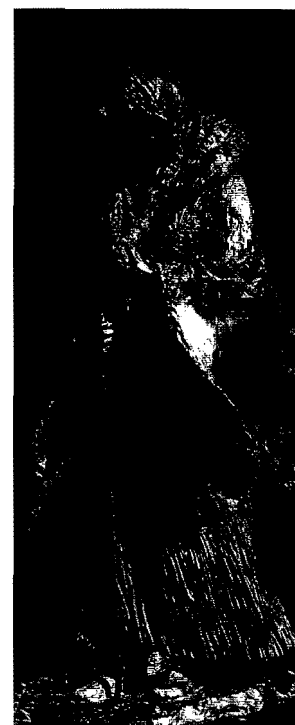
- Master of Arts in Teaching*
- Master of Arts in Teaching: Liberal Studies
- Master of Education*
- Joint Program: Master of Arts in Teaching and Educational Administration*
- Initial, Standard, and Continuing Licensure*
- Concentration Areas** Art, language arts, mathematics, music, science education (biology, chemistry, integrated science, physics), social studies, elementary education
- Drama Endorsement§
- ESOL/Bilingual Education Endorsements
- Language and Literacy: Reading Endorsement§
- Mathematics Endorsement§
- Special Educator Endorsement§

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

† Degree-level designation pending approval by the Northwest Commission on Colleges and Universities.

‡ Prior master's degree required.

§ Teaching license required.





"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

Now more than ever, counselors, therapists, and school psychologists play a vital role in society, helping individuals and groups to grow in healthy ways, to respond to difficult circumstances with resiliency, and to deepen their respect and acceptance of both self and other. Ultimately these professionals are leaders who build caring relationships and strong communities defined by hope and good health.

Lewis & Clark's graduate degree and licensure programs provide future counselors, therapists, and school psychologists with the knowledge and innovative skills critical to the practice of community mental health, addictions counseling, marriage and family therapy, and school psychology in today's diverse world. Graduate study is augmented by experiential learning that further cultivates the attitudes and skills essential to culturally competent practice. Through this combination of classroom and practicum/internship experiences, students learn how to foster helping relationships and create a spectrum of interventions effective for individuals, groups, and communities.

Graduates use their skills in a wide range of public and private agencies and schools, as well as private practices.

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. or M.S. degrees in counseling psychology are eligible to pursue licensing as professional counselors (LPC) in Oregon. Similarly, graduates of the Marriage and Family Therapy Program are eligible to pursue licensing as marriage and family therapists (LMFT).

Lewis & Clark's School Psychology Program is an approved program of the National Association of School Psychologists and has also been approved by Oregon's Teacher Standard and Practices Commission 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 have additional educational requirements that must be met prior to licensure.

* Recognized in the 39 states with licensing standards set by the Council for Accreditation of Counseling and Related Educational Programs.

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 study in counseling psychology, the College requires those students who have not completed sufficient coursework in psychology 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 graduate-level credit, these hours do not count toward the requirements for the master's degree. Alternatively, students can satisfy the psychology prerequisite for the program by passing the GRE psychology test with a score of 550 or higher.

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.

Please refer to the Policies and Procedures section of this catalog for further information.

Core Program

The Core Program, a graduate school elective option, is described in detail in this catalog. Students should consult their advisers for the specific Core requirements for counseling psychology.

Information Meetings

Anyone wanting 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. Please call the counseling psychology office for date, time, and location of the next meeting or check the Web site at education.lclark.edu/dept/cpsy.

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 the following:

- 1) Completion of all prerequisite coursework, including 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 or similar models. 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 adult counseling or on child and adolescent 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:

Degree Courses

- 503 Introduction to Counseling Individuals, 1 semester hour
- 504 Family Therapy: Theory and Practice, 3 semester hours
- 506 Life Span Development, 3 semester hours
- 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours

"The internship experience is one of the most important components of our program. This is where students apply the ideas they read and talk about in class while building lasting professional relationships with talented individuals in their field."

— Carol Doyle, associate professor of counseling psychology

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

Required Courses for Area V: Research
530B Research Methods and Statistics I,
2 semester hours

568 Research Project in Marriage
and Family Therapy, 1 semester hour

*Required Courses for Area VI: Additional
Learning*

514 Group Counseling With Children and
Adolescents, 3 semester hours

515 Group Counseling With Adults,
3 semester hours

522 Diagnosis of Mental and Emotional
Disorders, 2 semester hours

523 Treatment Planning and Intervention
With Children, 2 semester hours

524 Treatment Planning and Intervention
With Adults, 2 semester hours

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

546 Models of Addiction and Recovery,
3 semester hours

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

564 Treating Addictions in Marriage and
Family Therapy, 3 semester hours

*Required Courses for Supervised
Clinical Practice*

584 Practicum in Marriage and Family
Therapy, 3 semester hours

588 Internship in Marriage and Family
Therapy, three semesters, 9 semester hours
total

Graduate Elective Requirement
A minimum of 4 semester hours

Master of Arts in Counseling Psychology: Psychological and Cultural Studies

The Psychological and Cultural Studies Program is intended for the student who desires graduate study but is not pursuing professional licensure as a counselor. Degree candidates explore the academic discipline of psychology as it is applied through counseling and intercultural communication. This program presents an opportunity for creative individualized study: The large number of credit hours available for electives makes it possible for students to pursue specializations, such as gender studies, globalization, poverty and class, and psychology and the arts. Faculty advisers assist students in identifying coursework for their specialized focus.

Degree Requirements

A minimum of 44 semester hours,
distributed as follows:

503 Introduction to Counseling Individuals,
1 semester hour

504 Family Therapy: Theory and Practice,
3 semester hours

506 Life Span Development, 3 semester
hours

512 Theory 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

532 Introduction to Assessment,
2 semester hours

535 Research Methods in Counseling,
3 semester hours

550 Clinical Work With Diverse
Populations, 3 semester hours

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

Graduate Elective Requirement

A minimum of 4 semester hours

Elective Courses

Remaining credits (14 hours) may be used
for elective courses.

Educational Specialist in School Psychology*

This specialist degree-level program is designed for students seeking licensure as school psychologists. The Ed.S. degree demands a level of preparation significantly greater than that called for by a master's degree. Completion requires a minimum of three years, the third year involving a fulltime internship with a public school.

The Lewis & Clark School Psychology Program is fully approved by the Oregon Teacher Standards and Practices Commission and the National Association of School Psychologists.

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 Department of Counseling Psychology office prior to graduation.

Degree Requirements

A minimum of 64 semester hours,
distributed as follows:

Required Courses: Counseling Psychology

504 Family Therapy: Theory and Practice,
3 semester hours

506 Life Span Development, 3 semester
hours

507 Introduction to School Psychology I,
1 semester hour

* Degree-level designation pending approval by the Northwest Commission on Colleges and Universities.

508 Introduction to School Psychology II, 1 semester hour
 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours
 514 Group Counseling With Children and Adolescents, 3 semester hours
 517 The Exceptional Child in Schools, 3 semester hours
 523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours
 530A Research Methods and Statistics I, 3 semester hours
 531 Research Methods and Statistics II, 3 semester hours
 537 Cognitive Theory and Assessment, 3 semester hours
 538 Academic Assessment and Intervention, 3 semester hours
 539 Social-Emotional Assessment and Intervention of Children, 2 semester hours
 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, 2 semester hours
 585 Practicum in School Psychology, two semesters, 4 semester hours total
 586-587 Internship in School Psychology I and II, two semesters, 8 semester hours total

Graduate Elective Requirement

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

* Students in licensure programs may petition Oregon's Teacher Standards and Practices Commission if they wish to appeal a denied waiver request.

Continuing Licensure in School Psychology

The 11-semester-hour Continuing License Program is designed to support school psychologists who already hold Oregon Initial licenses. The four courses (each 2 semester hours) and elective credits (3 semester hours) in this continuing professional development sequence are offered over five terms so that candidates may complete the requirements in three years.

Licensure Requirements

591 Domain I: Research-Based Collaboration, 2 semester hours
 592 Domain II: On-Site Collaboration, Leadership, and Advocacy, 2 semester hours
 Domain III: Community Collaboration, Leadership, and Advocacy, 2 semester hours
 Domain IV: Professional Collaboration, Leadership, and Advocacy, 2 semester hours
 Domain V: Elective(s) specific to student, school, or community needs, 3 or more semester hours

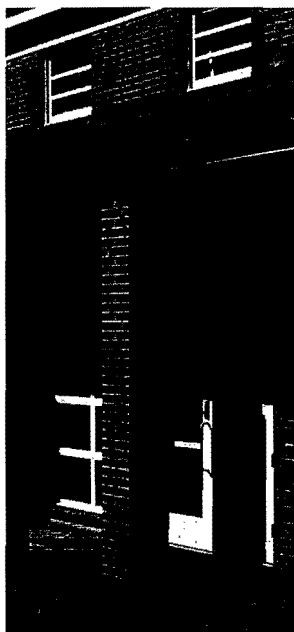
Licensure-Only Program in Marriage and Family Therapy

Students with a master's or doctoral degree in counseling, psychology, social work, or a related field may qualify for admission into the certification program in marriage and family therapy. Upon admission, transcripts of previous graduate work and supporting documentation will be evaluated by a faculty committee to determine which courses will be waived* and to develop an individualized program plan for licensure as a marriage and family therapist. Graduates of this program will have met the academic requirements needed to become a licensed marriage and family therapist (LMFT), a clinical member of the American Association for Marriage and Family Therapy (AAMFT), and/or the American Counseling Association's (ACA) Specialization in Marriage and Family Counseling.

A graduate of Lewis & Clark's Department of Counseling Psychology will be required to complete the following 29 semester hours of courses:

504 Family Therapy: Theory and Practice, 3 semester hours
 560 Couples Therapy, 3 semester hours
 561 Marital and Family Assessment, 3 semester hours
 562 Advanced Family Therapy, 3 semester hours
 563 Treatment Issues in Marriage and Family Therapy, 3 semester hours
 565 Human Sexuality and Counseling, 2 semester hours
 566 Legal Issues in Marriage and Family Therapy, 3 semester hours
 588 Internship in Marriage and Family Therapy, two semesters, 9 semester hours total





Licensure candidates who are not graduates of Lewis & Clark's Department of Counseling Psychology will be required to complete the following 34 semester hours of courses:

504 Family Therapy: Theory & Practice, 3 semester hours
 506 Life Span Development, 3 semester hours
 523 Treatment Planning and Intervention With Children and Adolescents, 2 semester hours
 560 Couples Therapy, 3 semester hours
 561 Marital and Family Assessment, 3 semester hours
 562 Advanced Family Therapy, 3 semester hours
 563 Treatment Issues in Marriage and Family Therapy, 3 semester hours
 565 Human Sexuality and Counseling, 2 semester hours
 566 Legal Issues in Marriage and Family Therapy, 3 semester hours
 588 Internship in Marriage and Family Therapy, two semesters, 9 semester hours total

Faculty

Lewis & Clark's Department of Counseling Psychology consists of 10 full-time faculty members and more than 20 adjunct faculty members, the majority of whom are practicing professionals. (See the 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

Introduction providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. 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

Introduction providing a foundation for graduate work in counseling psychology; intended for students with limited previous coursework in psychology. 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

Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation.

Prerequisite: None.

Credit: 1 semester hour.

CPSY 504*

Family Therapy: Theory and Practice

Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy. Participants explore the application of course material to their work setting or training track. This course is not clinical in nature and is not designed to train or prepare participants to conduct family therapy.

Prerequisite: None.

Credit: 3 semester hours.

CPSY 506*

Life Span Development

Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges

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

they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

Prerequisite: CPSY 500, 501.

Credit: 3 semester hours.

CPSY 507

Introduction to School Psychology I

Overview of 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: None.

Credit: 1 semester hour.

CPSY 508

Introduction to School Psychology II

Overview of 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: CPSY 507.

Credit: 1 semester hour.

CPSY 512

Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents

Introduction to the theories guiding mental health work with children and adolescents in school and clinical settings. Reviews learning theories (classical, operant, and social). Participants explore the design and implementation of contingency-management programs and various CBT strategies for educational and clinical settings. Also considers psychoanalytic, Adlerian, client-centered, Gestalt, play therapy, reality therapy, solution-focused, and brief therapy theories. Issues of diversity and client matching are addressed throughout.

Corequisite: CPSY 503, or 507 and 508.

Prerequisite: CPSY 500, 501.

Credit: 3 semester hours.

CPSY 513

Theory and Philosophy of Counseling

Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories

and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout.

Corequisite: CPSY 503.

Prerequisite: CPSY 500, 501.

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 gain practice as group leaders in addressing issues related to group dynamics, cultural diversity, potential problems encountered when running groups, and generalization and maintenance of behavioral change. Introduces curriculum for specific issues including divorce, substance use, grief, and social skills.

Prerequisite: CPSY 503, or 507 and 508.

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. 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

Overview of the exceptional child in today's educational setting. 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: None.

Credit: 3 semester hours.



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

CPSY 520 Career Counseling

Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources (including Web-based resources); facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health and addictions treatment. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and culture, and the practical application of theory and information in a professional counseling context.
Prerequisite: CPSY 503, or 507 and 508.
Credit: 3 semester hours.

CPSY 522 Diagnosis of Mental and Emotional Disorders

Introduction to the structure and uses of the DSM-IV and ICD-9 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Use of technology-based research tools to secure and evaluate contemporary knowledge.
Corequisite: CPSY 512 or 513.
Prerequisite: CPSY 503.
Credit: 2 semester hours.

CPSY 523 Treatment Planning and Intervention With Children and Adolescents

Mental, emotional, and behavioral disorders of childhood and adolescents. Topics include identification, diagnosis, and planning of multifaceted intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; multicultural considerations; and effects of substance abuse on individuals, families, schools, and other environments.
Corequisite: CPSY 522.
Prerequisite: CPSY 503, 507, or 508; 512 or 513; and 506, 517, or 522.
Credit: 2 semester hours.

CPSY 524 Treatment Planning and Intervention With Adults

Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors;

evidence-based treatments; and information technology research tools. Emphasis is on planning comprehensive, multifaceted treatment interventions.

Corequisite: CPSY 522.

Prerequisite: CPSY 503, 506, 512 or 513, and 522.

Credit: 2 semester hours.

CPSY 530A/530B* 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) Ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review. (3) Basic measurement concepts: validity, reliability, norms, score interpretation. (4) Basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research.

Prerequisite: None.

Credit: 530A, 3 semester hours. 530B, 2 semester hours.

Note: Taught during the 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 530A/530B.

Credit: 3 semester hours.

Note: 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. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse

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

populations and the impact of technology on assessment are discussed.

Prerequisite: CPSY 530A/530B or 535.

Credit: 2 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, program evaluation. (3) Ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review. (4) Basic measurement concepts: validity, reliability, norms, score interpretation. (5) 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. Reviews Web-based resources for conducting research.

Prerequisite: None.

Credit: 3 semester hours.

CPSY 537

Cognitive Theory and Assessment

First in a two-course sequence on the theory, techniques, and issues regarding intelligence and achievement testing, including issues of cultural and linguistic diversity. 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 508, 530A, 531.

Credit: 3 semester hours.

CPSY 538

Academic Assessment and Intervention

Covers a 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 to working with learners of culturally and linguistically diverse populations. Focuses on the link between academic assessment and educational planning or intervention.

Prerequisite: CPSY 537.

Credit: 3 semester hours.

CPSY 539

Social-Emotional Assessment and Intervention of Children

Theory, techniques, and contemporary issues (including diversity) regarding personality assessment of children and adolescents. Examines 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

Conceptual overview of the field of neuropsychology from developmental and applied perspectives. Explores the theories and principles of neuropsychology and their relationship to practice. Provides students with a basic understanding of the neurological underpinnings of challenges their clients face, the effects of medications and substance abuse, and the implications for assessment and treatment.

Prerequisite: Admission to School Psychology Program, CPSY 537, 538.

Credit: 2 semester hours.

CPSY 544

Practicum in Counseling

Working with clients in an agency or school setting (8-10 hours per week, 150 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling.

Prerequisite: CPSY 503, 512 or 513, 579, 580.

Credit: 3 semester hours.

CPSY 545*

Drugs, the Brain, and Behavior

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

Prerequisite: B.A. 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: None.

Credit: 3 semester hours.

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

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 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 covers documentation, record keeping and management, confidentiality, and ethical and legal issues.

Corequisite: CPSY 523, 524.

Credit: 3 semester hours.

CPSY 550
Clinical Work With Diverse Populations

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

Prerequisite: CPSY 503. For school psychology students, also CPSY 507, 508.

Credit: 3 semester hours.

CPSY 551
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 522-524.

Credit: 2 semester hours.

CPSY 552
Clinical Work With Women

Current issues in the psychotherapeutic treatment of women. 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 and 508.

Credit: 2 semester hours.

CPSY 554
Women at Midlife

Overview of the issues faced by the current generation of midlife women. Considers general themes of midlife, drawn from the literature on adult development 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 555
Cognitive-Behavioral Therapy

Review of the history, theory, and research on cognitive-behavioral methods in counseling and psychotherapy. Specific methods and applications 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 556
Gerontological Counseling: Issues in Aging

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

Prerequisite: None.

Credit: 3 semester hours.

CPSY 557
Health Psychology

Impact of psychological factors (such as stress, coping styles, personality, and family environments) on health and illness. 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: 1 semester hour.

CPSY 558
Brief Therapies

Survey of the history and techniques of numerous approaches to brief therapy. Explores the criteria for selecting or excluding brief therapy. Student study psychodynamic and cognitive approaches to brief therapy in detail.

Prerequisite: CPSY 512 or 513.

Credit: 1-2 semester hours.

CPSY 560
Couple Therapy

Systems theory therapies and practices relative to assessment, research, and treatment of couples. Explores cognitive, affective, interactional, and systemic theories

of human behavior and change as related to couples.

Prerequisite: CPSY 504, 523, 524, and 530A/530B or 535.

Credit: 3 semester hours.

CPSY 561

Marital and Family Assessment

Issues in research and the clinical assessment of couples and families. Examination of the assumptions and values underlying assessment approaches. Specific assessment techniques are discussed, evaluated, and practiced. Special attention is given to approaches in multicultural assessment. Exploration of ethical, legal and practical issues. Attention is given to theoretical underpinnings of measures as well as their psychometric properties.

Prerequisite: CPSY 504, 530B, 560, 562.

Credit: 3 semester hours.

CPSY 562

Advanced Family Therapy

Introduction to the practice of systemic family therapy through approaches based on contemporary/emergent models: brief, narrative, meaning/language systems-based, competence-based, and functional family therapy. Conceptual understanding and acquisition of specific treatment skills through training videos and live observations are emphasized. Builds upon CPSY 504 by focusing on the interventive aspects of family therapy through case examples, role play, and, when possible, live observations of actual clinical work at participating mental health sites.

Prerequisite: CPSY 504, 522-524.

Credit: 3 semester hours.

CPSY 563

Treatment Issues in Marriage and Family Therapy

Applications of family systems approach to the treatment issues facing families in crisis and transition. Addresses grief and loss, substance abuse, family violence and abuse, child and adolescent behavioral problems, and chronic physical and mental illnesses. A portion of this course emphasizes clinical case conceptualization and treatment planning.

Prerequisite: CPSY 504, 560-562.

Credit: 3 semester hours.

CPSY 564

Treating Addictions in Marriage and Family Therapy

Family systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. Examines the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians. Considers clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples, and families.

Prerequisite: CPSY 560, 562, 563.

Credit: 3 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 566

Legal Issues in Marriage and Family Therapy

Legal responsibilities and liabilities in the practice of family therapy. Addresses issues such as limits to confidentiality, therapist liability, and client privilege. Includes working with the legal system and relevant aspects of family law.

Prerequisite: None.

Credit: 2 semester hours.

CPSY 567

Gender, Communication, and Culture in Family Systems

Examination of the role of gender, culture, and communication in family therapy. Requires exploration of unsettling questions about cultural and personal identities. These concerns directly affect everyone as individuals and as part of a collective world. Participants must be willing to consider new ideas openly and to risk values and identities that are familiar. With awareness comes responsibility. How we act—or fail to act—influences our shared culture.

Prerequisite: CPSY 503.

Credit: 3 semester hours.

CPSY 568

Research Project in Marriage and Family Therapy

Develops a basic understanding of the research process in family therapy. Prepares students to make proficient use of research literature and to conceptualize and conduct a quality research project of their own. Students read from selected books and papers relating to the philosophy of science, research designs and methods, family measurement instruments, outcome research in family therapy, research ethics, and a variety of special issues such as gender and ethnicity. Projects involve "hands-on" experience with reviewing and critiquing published research, coding qualitative data, and developing a scholarly research proposal.

Prerequisite: CPSY 535.

Credit: 1 semester hour.

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

—Mary Clare, professor of
counseling psychology

CPSY 569
Ethical and Professional Issues in
Marriage and Family Therapy

Survey of current issues relating to ethics, professional identity, and practice in the field of marriage and family models, and utilization of these models in developmental and therapeutic practice.

Prerequisite: CPSY 504, 561, 562.

Credit: 1 semester hour.

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.

Credit: 3 semester hours.

CPSY 573
School-Based Consultation

Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. 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. Addresses issues of cultural, linguistic, and socioeconomic differences.

Prerequisite: CPSY 512.

Credit: 3 semester hours.

CPSY 574
Advanced Consultation and Program
Evaluation

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. 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

Overview of basic counseling concepts and skills, including skill development through role-plays and simulated counseling experiences.

Prerequisite: Consent of adviser.

Credit: 2 semester hours.

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: Consent of adviser.

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.

Corequisite: CPSY 523.

Prerequisite: CPSY 504, 506-508, 512, consent of adviser.

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, consent of adviser.

Credit: 3 semester hours each semester, for a total of 6 semester hours, CR/NC.

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, consent of adviser.

Credit: 3 semester hours each semester, for a total of 6 semester hours, CR/NC.

CPSY 584**Practicum in Marriage and Family Therapy**

Supervised practicum bridging the theoretical and practical as students for the first time apply their educational experiences to a real practice setting. Prospective practitioners as well as researchers build skills and practical experience for success in a variety of future employment situations. Students must be supervised by an approved supervisor through AAMFT.

Prerequisite: Consent of adviser.

Credit: 3 semester hours, CR/NC.

CPSY 585**Practicum in School Psychology**

Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. 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 581, consent of adviser.

Credit: 2 semester hours, CR/NC.

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 courses required for the School Psychology Program.

Credit: 4 semester hours each semester, for a total of 8 semester hours, CR/NC.

CPSY 588**Internship in Marriage and Family Therapy**

Extensive clinical training and experience in couples, family, and child therapy during a calendar-year internship. Requires the student to complete 600 client contact hours. Students must be supervised by an approved supervisor through AAMFT.

Prerequisite: CPSY 584, consent of adviser.

Credit: 3 semester hours each semester, for a total of 9 semester hours, CR/NC.

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 591**Domain I: Research-Based Collaboration**

First foundation course of the Continuing License Program, consisting of 1 semester hour of coursework for two consecutive semesters. Extends knowledge and understanding of the role of school psychologists in the 21st century through review of current research and consideration of local, regional, and national trends. Investigates current and emerging diversity, cultural, legal, and ethical issues with attention to the specific needs of each candidate's work site. Emphasis is on the use of action research to increase effectiveness of school psychology services for meeting the learning needs of all students.

Prerequisite: Advanced degree in school psychology, Oregon Initial License.

Credit: 1 semester hour each semester, for a total of 2 semester hours.

CPSY 592**Domain II: On-Site Collaboration, Leadership, and Advocacy**

Second foundation course of the Continuing License Program, consisting of 1 semester hour of coursework for two consecutive semesters. Addresses research and practice standards that affect the school psychologist's collaborative, leadership, and advocacy roles with teachers, parents, administrators, other educational specialists, students, and staff. Candidates initiate collaborative action research projects in their work sites based on the planning completed in Domain I. Considerations of diversity and cultural/linguistic issues as relevant to organizational development and educational leadership support each candidate's engagement of these issues in their current work sites.

Prerequisite: CPSY 591.

Credit: 1 semester hour each semester, for a total of 2 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.





"Our faculty provide a highly personalized, intellectual, and engaging environment to assist Educational Leadership Program candidates achieve their career goals and become creative, thoughtful leaders in their communities."

— Vern Jones, chair of the Department of Education

Educational Leadership

Lewis & Clark's Educational Leadership Program seeks to prepare confident individuals who embrace the leadership challenges facing our public and private schools. The liberal arts traditions of scholarship, inquiry, and self-knowledge serve as the foundation for our courses and individual programs. The faculty expect that candidates who successfully complete program requirements understand and demonstrate the knowledge and skills necessary to be a learner, collaborator, leader, and innovator. As our license candidates assume positions of responsibility, the school and district organizations they lead will provide the conditions for learning where all children will achieve.

All courses are taught by professionally active faculty and are designed as small, intensive seminars. The hallmark of these courses is the flexible and personal attention given to each candidate. Lewis & Clark offers approved programs leading to the Initial Administrator, Continuing Administrator, and Continuing Superintendent licenses as well as a Master of Education in Educational Administration and a Doctor of Education in Leadership degrees.

In addition to on-campus courses, Lewis & Clark offers administrative licensure programs through a partnership with Eastern Oregon University in LaGrande and in central Oregon by arrangement with school districts in the High Desert and Jefferson County Educational Service districts. Other district-affiliated programs for administrators are offered collaboratively by the Educational Leadership Program and sponsoring districts and institutions.

Note: A master's degree and three years of successful teaching or related experience in K-12 public schools are prerequisites for receiving an administrative license from Oregon's Teacher Standards and Practices Commission. The program offers a master's degree in educational administration combining the Initial Administrator License with a master's degree for candidates wishing to combine these two offerings. Contact the program office for information.

Nonlicensure Studies

The Educational Leadership Program 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. These are some examples:

- 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 leadership office for details.)

- Program for New Administrators: The Ropes to Skip and the Ropes to Know (EDAD 531/609) allows first-time administrators to learn about their leadership responsibilities with other new administrators. Monthly seminars are jointly facilitated by a veteran administrator and a member of the educational leadership faculty. (Call the educational leadership 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 develop excellence in personal and organizational leadership. (Contact the Courage to Lead Program at 503-768-6080 for details.)

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) An Oregon teaching or personnel service license and three years of successful teaching or personnel service experience.
- 3) Admission by the Lewis & Clark Educational Leadership Program 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 on the Praxis II Series test in educational leadership: administration and supervision (#0410).
- 7) Evidence of passing the CBEST or the PRAXIS I: PPST/CBT series of tests, if coming from out-of-state.

Initial Administrator License

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

504 Practicum for Administrators, 6 semester hours total

505 Essential Readings About School Reform, 1 semester hour

507 School Finance for Administrators, 1 semester hour

Practicum

The Educational Leadership Program helps students design practicum experiences that support 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 combined levels: early childhood/elementary and middle-level/high school.

This two-semester course includes monthly three-hour seminar meetings and a field placement with a practicum plan developed between the campus supervisor and each field supervisor. This commitment of time and energy meets the 360-hour practicum requirement as stipulated by TSPC.

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.

Eligibility for Continuing Administrator Licensure

Lewis & Clark recommends for the Continuing Administrator 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 Oregon schools on a Basic or an Initial Administrator License.
- 3) Completion of the coursework and field experience required in the Continuing Administrator Program.

"Educational leadership is grounded in the practical work of principals and superintendents through peer-based collaborative learning."

— Tom Ruhl, assistant professor of educational leadership

Continuing Administrator License

This license program is offered both on campus and at district-affiliated sites, and is open to candidates who have completed an Initial Administrator License or the Basic License.

The Continuing Administrator License Program is performance-based. Candidates develop a portfolio of evidence, demonstrating that they meet the advanced standards according to TSPC regulations. The portfolio is exhibited to peers and faculty during EDAD 558/637 Continuing Administrator License Seminar (C.A.L.S.). C.A.L.S. is usually the final course in the required 18-semester-hour program.

Required Courses

542/607 Working With Diverse Populations in School Communities, 2 semester hours

or

547/634 Ethics, Diversity, and School Administration, 2 semester hours

549/606 Professional Mentorship, Continuing License, 1 semester hour

558/637 Continuing Administrator License Seminar (C.A.L.S.), 1 semester hour

One course chosen from CORE 500-541, 1-3 semester hours

Elective Courses

520/620 Essential Readings, 1 semester hour

523/623 Communication Skills for Administrators, 1 semester hour

524/624 Implementing Curricula, 1 semester hour

526/631 Leading Schools Through Conflict, 1 semester hour

528/628 Gender and Education, 2 semester hours

530/630 Seminar on Organizational Change, 2 semester hours

531/609 Program for New Administrators: The Ropes to Skip and the Ropes to Know, 3 semester hours

532/605 Working With the Marginally Performing Teacher, 2 semester hours

533/638 Professional Development for Instructional Leaders, 1 semester hour

534/636 Physical Environment of Schools, 1 semester hour

540/629 Models of Organizational Change, 2 semester hours

541/603 Working With Professional Relationships: Board and Personnel, 2 semester hours

545/627 Contract Management, 1 semester hour

546/626 Negotiation and Collective Bargaining, 2 semester hours

548/602 Leadership and Learning: Personal Change in a Professional Setting, 2 semester hours

556/635 Advanced School Finance and District Budgeting, 1 semester hour

Note: Additional elective courses available with consent of advisor.

Eligibility for Continuing Superintendent Licensure

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

1) Acquired three years of experience as a superintendent, deputy superintendent, or assistant superintendent of Oregon schools on a license valid for the assignment.

2) Completed the coursework and field experience required in the Continuing Superintendent License Program.

Continuing Superintendent License

The license program is on campus, district-affiliated, and open to candidates who have completed their Continuing Administrator License. The program consists of four modules that offer candidates the opportunity to explore in depth issues of ethical leadership; law, advanced finance and policy; leadership and learning organizations and learning communities; and professional growth as a leader in the form a portfolio exhibition. This program is based on meeting hour and content requirements of Oregon's Teacher Standards and Practices Commission.

This program consists of 12 semester hours. Courses may be waived by the program chair based upon a candidate's competence or experience.

Required Courses

547/634 Ethics, Diversity, and School Administration, 2 semester hours

586/641 Continuing Superintendent Assessment License Seminar, 1 semester hour

Elective Courses

530/630 Seminar on Organizational Change, 2 semester hours

534/636 Physical Environment of Schools, 1 semester hour

540/629 Models of Organizational Change, 2 semester hours

542/607 Working in Diverse Populations, 2 semester hours

548/602 Leadership and Learning: Personal Change in a Professional Setting, 2 semester hours

554/662 Courage to Lead, 3-4 semester hours

556/635 Advanced School Finance and District Planning, 1 semester hour

558/637 New Superintendent Seminar, 1 semester hour

565/640 Seminar in Governance, the Law, and Interagency Cooperation, 1 semester hour

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. For details, contact the Teacher Education Program at 503-768-6100.

Master of Education in Educational Administration With Initial Administrator License

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. A minimum of 38 semester hours are required, distributed as follows:

Required Courses

ED 500 Educational Research, 2 semester hours

ED 501 Constructive Assessment in the Classroom, 2 semester hours

ED 505 Teaching and Learning in Elementary and Middle Schools, 3 semester hours

or

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

or

EDAD 533/638/ED 525 Professional Development for Instructional Leaders, 3 semester hours

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

The 17 semester hours required for the Initial Administrator Licensure Program, including the practicum. (See the Initial Licensure: Administrator section.)

Elective Courses

8 semester hours of subject-area elective courses and 4 semester hours of Core or general elective courses

Doctor of Education in Leadership

This program is designed for working professionals and other individuals seeking to complete an academically challenging terminal degree while maintaining full-time employment. The Ed.D. program consists of 60 semester hours. Candidates may transfer up to 14 semester hours of advanced licensure work

and/or work completed after a master's degree. The three-year, 46-semester-hour cohort program is designed to assist leaders in completing dissertation requirements through an action research model. The cohort credits are distributed as follows:

Required Courses

EDLL 701 Foundations and History of Leadership, 1 semester hour

EDLL 702 Introduction to Personal and Organizational Leadership, 2 semester hours

EDLL 703* Extern Seminar, 1 semester hour

EDLL 704* Leading Change Through Cultural Competence, 2 semester hours

EDLL 705 Seminar in System Concepts and Leadership, 3 semester hours

EDLL 706 Seminar in Action Research, 2 semester hours

EDLL 708 Ethics and Leadership for Social Justice, 1 semester hour

EDLL 717 Courage to Lead, 4 semester hours

EDLL 725 Leadership in Changing Society, 2 semester hours

EDLL 726 Professional Writing Seminar I, 2 semester hours

EDLL 727 Professional Writing Seminar II, 1 semester hour

EDLL 728 Proposal Development Seminar, 1 semester hour

EDLL 729* Dissertation Proposal Seminar, 2 semester hours

EDLL 730 Summative Seminar, 2 semester hours

EDLL 731* Public Policy: Creation and Implementation, 2 semester hours

EDLL 74X* Elective or Independent Study, 1 semester hour

EDLL 740* Dissertation Project Seminar, 2 semester hours

EDLL 741*, Action Research Qualitative and Quantitative Method, 3 semester hours

EDLL 750* Doctoral Dissertation, 10 semester hours

Faculty

To achieve a balance of theory and practical application, the program 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.

* These courses are in development and had not yet been approved by the Graduate School Curriculum Committee as of the date this catalog went to press.

"Good teaching can never be reduced to technique. Good teaching comes from the identity and integrity of the teacher. And so it is with good leadership."

— Parker Palmer, author of *Courage to Teach*

The graduate school's district-affiliated programs feature courses for those interested in the Initial and Continuing Administrator programs. These programs are approved by Oregon's Teacher Standards and Practices Commission. District-affiliated programs are taught by full-time faculty as well as talented adjunct faculty from across the region.

Curriculum

EDAD 500/633 Leadership Profile Center

Intensive one-day activity in which 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 content knowledge, assessment, leadership, and collaboration. Students develop a portfolio during their course and practicum experiences, including extensive professional reflection, assessed at the conclusion of the practicum.
Prerequisite: None.

Credit: .5 semester hours, CR/NC.

EDAD 501/610 School Organization

Organization and leadership theory as the foundation for the key role of administrators. Investigates the organizational dynamics of schooling, the use of educational resources, what is required for leadership in a complex organization, modeling decision making, developing communication systems that connect students and their schools to the community, and understanding school improvement and the full ramifications of Oregon's Education Reform Act and federal No Child Left Behind Act.

Corequisite: EDAD 500/633.

Prerequisite: None.

Credit: 3 semester hours.

EDAD 502/612 Instructional Leadership

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

Prerequisite: EDAD 501/610 or consent of adviser.

Credit: 3 semester hours.

EDAD 503/613 Legal Rights and Responsibilities

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. 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 allocation of resources, and educator and district liability. Also listed as ED 543.

Prerequisite: EDAD 500/633, 501/610 or consent of adviser.

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 content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisite: EDAD 500-502, admission to Educational Administration With Initial Administrator License Program.

Credit: 3 semester hours each, CR/NC.

EDAD 505/615 Essential Readings About School Reform

Seminar providing timely, thoughtful discussion on school reform including curriculum design, issues of diversity and social justice, 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, and ED 516.

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 on understanding the impact of political decisions on school revenues and budget development and allocation of resources to eliminate achievement gaps between ethnic and racial groups. 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, ED 516.

EDAD 523/623 Communication Skills for Administrators

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 between ethnic and social groups in dyads, small groups, and large groups. Investigates strategies for improving the content knowledge of group problem solving.

Prerequisite: None.

Credit: EDAD 523, 1 semester hour. EDAD 623, 1 semester hour.

EDAD 524/624
Implementing Curricula

Application of research on teaching and learning to classroom instruction and instructional leadership to eliminate the achievement gap. Stresses ways of adapting instruction to student characteristics and developing systematic staff development programs. Reviews research on the special needs of students from different cultures.

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 on applying theories and models of school-community relations to the development and/or improvement of an administrator's content knowledge, self-understanding through reflection, and interpersonal skills.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 526/631
Leading Organizations During Conflict

Working through conflict with adults in school organizations. Students investigate the causes of conflicts and consider resolution strategies to promote justice, equity, and inclusion. 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. 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. Builds content knowledge, professional identity, and organizational assessment to assist participants involved in organizational change at the building or district level to develop, implement, and evaluate the change.

Prerequisite: EDAD 540/629 or consent of instructor.

Credit: 2 semester hours.

EDAD 531/609
Program for New Administrators: The Ropes to Skip and the Ropes to Know

Challenges, ethical dilemmas, and surprises facing new administrators. Meets monthly for a year and includes fall and spring retreats. Participants develop content knowledge, leadership skills, and peer support groups within and across districts.

Prerequisite: Position requiring the Initial Administrator License.

Credit: 1-3 semester hours.

EDAD 532/605
Working With the Marginally Performing Teacher

Knowledge, skills, and support school administrators need in order to work with adults, primarily teachers, whose performance is not acceptable. Readings, whole-group discussions, guest presentations, reflective writing, and sharing support with peers. Candidates improve content knowledge and assessment techniques to increase achievement for diverse student groups.

Prerequisite: Position requiring the Initial Administrator License, position providing supervisory responsibility, or consent of instructor.

Credit: 2 semester hours.

EDAD 533/638
Professional Development for Instructional Leaders

Same as ED 525.

EDAD 534/636
Physical Environment of Schools

Management and maintenance of school facilities and equipment. Topics include school-plant needs, planning, allocating resources, costs, design, and operations. Analyzes issues of legal liability, transportation, capital investment, and depreciation.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 535/621
Organizational Leadership and Decision Making

Factors that influence leadership roles and behavior. Enhance your collaborative, leadership, and advocacy skills in the company of fellow educational administrators and school counselors. Students will gain an increased understanding of their own leadership beliefs and behaviors, as well as familiarity with new concepts, skills, and technology useful in their roles as collaborators and educational leaders within the school and community. Diversity, cultural impact on organizational management and educational leadership, advocacy, and collaboration will be addressed throughout the course. Also listed as SCED 561.

Prerequisite: Initial Administrator License or consent of adviser.

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 and the teaching approaches enhanced by technology. 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 promote achievement for diverse student groups. Students analyze achievement data and alternative forms of assessment in their schools and districts. Emphasis on mandates for certificates of mastery, portfolio construction, task building, scoring rubrics, and the need to focus on assessment for learning.

Prerequisite: None.

Credit: EDAD 537, 2 semester hours.

EDAD 632, 2 semester hours.

EDAD 540/629 **Models of Organizational Change**

Understanding current research and the application of models of organizational change for educational administrators and school counselor candidates. Changes in organizations may be caused by internal and external forces such as mandates, implemented innovations, plans for improvement, and unexpected events. Covers methods for planning change, such as organizational development, action research, survey feedback, and individual planning. Exploration of the Focus Model of the change process for the individual, small group, and organization. Discussion of readings and publications in organizational management, leadership, advocacy, collaboration, and technology as applied to the educational mission of enhancing academic, career, and personal/social success for all students. Diversity and cultural impact on organizational management will be addressed throughout the course. Also listed as SCED 562.

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 and the federal No Child Left Behind 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 reflect on 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 543 **Teaching Linguistically and Culturally Diverse Students**

Same as ED540/609.

EDAD 545/627 **Contract Management**

Administering the contract as it applies to school employees. 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. Designed for students who have responsibility for negotiation or administration of contracts. Emphasis on the influence of Oregon's Collective Bargaining Law and new models of collaborative bargaining. 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 dilemmas of professional life and leadership 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: Admission to 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 yearlong formal mentor-mentee 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. Meets the Continuing Administrator License requirement in OAR 584-017-0260.

Prerequisite: Initial Administrator License.

Credit: 1 semester hour.

EDAD 554/642**Courage to Lead**

Offers a context for participants to explore the dilemmas experienced in their work. Participants investigate a particular issue or dilemma in their administrative work life and prepare a verbal case study and written document for the members of the seminar group. Participants ask honest, open, attentive questions of the presenters. All students are responsible for particular "core" readings; each participant is also directed to specific books focused on their special area of question and concern.

Prerequisite: None.

Credit: 1-4 semester hours.

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: Admission to Inservice M.A.T. Program or Educational Leadership 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 programs designed to eliminate achievement disparities affect the annual budget-making process.

Prerequisite: Initial Administrator License.

Credit: 1 semester hour.

EDAD 558/637**Continuing Administrator License Seminar (C.A.L.S.)**

When candidates for the Continuing Administrator License complete academic requirements, they present a portfolio of professional evidence to demonstrate competence in meeting Teacher Standards and Practices Commission (TSPC) advanced standards for the Continuing Administrator License.

Prerequisite: Completion of all academic content requirements for the Continuing Administrator License.

Credit: 1 semester hour, CR/NC.

EDAD 565/640**Seminar in Governance, Law, and Interagency Cooperation**

School districts are increasingly required to act in concert with a variety of public agencies. School leaders must be able to work effectively with city, county, and state agency partners to accomplish public policy goals that often transcend traditional mandates of schools. Investigates the leadership skills needed to work across the typical boundaries and responsibilities of public schools and other public agencies and private service providers.

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, CR/NC.

"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

EDAD 585/639**Seminar for New Superintendents**

Superintendents are the chief educational officer, the chief financial officer, and often the chief legal officer for the school district. Individuals hired into their first superintendent position are often unprepared for the multiple challenges that face them. Assists professionals in meeting the ethical, legal, educational, and leadership challenges of the new position. Participants develop peer support networks with other first-year superintendents. The yearlong course meets monthly.

Prerequisite: Position of superintendent.
Credit: 2 semester hours, CR/NC.

EDAD 586/641**Continuing Superintendent Assessment License Seminar**

When candidates for the Continuing Superintendent License complete academic requirements, they present a portfolio of professional evidence to demonstrate competence in meeting Teacher Standards and Practices Commission standards for licensure.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 590**Essential Readings**

Same as EDAD 520/620, ED 516.

EDAD 591**Program Evaluation**

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 for high levels of student achievement, 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**

Series of topical workshops in school operations, beginning with a fall conference and extending through the spring semester. 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.

EDLL 701**Foundations and History of Leadership**

In 1837 Horace Mann said, "A nation could not long remain ignorant and free." Mann argued for universal public education, supported by tax funds. The major questions of the day: Who is to be educated? Who will teach them? What will they learn? These have since been answered many times over; in the 21st century we are raising those questions again. Explore how leadership, organization, and ethical and political issues relate to those three fundamental questions.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 1 semester hour.

EDLL 702**Introduction to Personal and Organizational Leadership**

Introduction to advanced personal and organizational leadership concepts. Emphasis on assessing individual leadership skills and learning styles. Content will include skills to develop culturally proficient leadership.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 2 semester hours.

EDLL 703***Organizational Leadership: Extern Seminar**

Exploration of the organizational aspects of leadership and systems design. Candidates will combine classroom inquiry with field-based observation (15-hour minimum) of an organization unlike the one in which they work. Designed to enable candidates to obtain first-hand experience in another organization. Participants will compare and contrast leadership dynamics, systems design, and organizational effectiveness.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 1 semester hour.

EDLL 705**Seminar in Systems Concepts and Leadership**

In-depth investigation of systems and systems thinking as a conceptual framework for understanding organizational phenomena. Learn, practice, and use advanced leadership skills to achieve desired organizational priorities.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 3 semester hours.

EDLL 706**Seminar in Action Research**

Introduction to the principles of action research. Includes history and theory of a variety of research approaches. Explores the role of participant observer as well as the action research cycle of planning, action, evaluation, and renewed planning.

* This course was in development and had not yet been approved by the curriculum committee as of the date this catalog went to press.

Participants will begin exploring researchable issues as possible dissertation topics.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 2 semester hours.

**EDLL 708
Ethics and Leadership for Social Justice**

Leaders face challenges when implementing policies and procedures regarding diversity, equity, and social justice. Explore ethical issues dealing with leadership, governance, and policy development pertaining to public institutions.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 1 semester hour.

**EDLL 717
Courage to Lead**

Offers a context for exploring the dilemmas we all experience in our work. Each seminar participant will be responsible for investigating a particular issue in his or her administrative work life and preparing a verbal case study and a 4- to 6-page overview. Learn how to ask honest, open questions, as well as how to be totally attentive to presenters. Each participant will be responsible for core readings as well as specific books focused on his or her area of question and concern. Enrollment limited to 20.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 1-4 semester hours.

**EDLL 725
Leadership in a Changing Society:
Alternative Perspectives**

Advanced seminar exploring the dynamics of change through the application of organizational leadership. Investigate through literature review, lectures, panel presentations, and discussions the lessons of historical and contemporary leaders. Apply leadership concepts from varied disciplines such as anthropology, history, economics, and philosophy.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 2 semester hours.

**EDLL 726
Professional Writing Seminar I**

Invites students to see writing as a process, develop a variety of types of writing, and understand the power of narrative to engage readers. Gain an awareness of the role of personal voice in your professional writing. Participants are encouraged to write as a habit rather than as a requirement; to use honed writing, speaking, and listening skills on a regular basis; and to use writing as a means of research. Covers practical applications to issues of leadership.

Prerequisite: Admission to Ed.D. program or consent of program director.

Credit: 2 semester hours.

**EDLL 727
Professional Writing Seminar II**

Write confidently with power and control.

Participants in this intensive seminar refine their narrative writing skills, produce a variety of writing models useful in professional life, and construct a personalized process for completing a clear and engaging dissertation. Emphasis is on writing as a means of research and on practical applications to issues of leadership.

Prerequisite: EDLL 726.

Credit: 1 semester hour.

**EDLL 728
Preproposal Development Seminar**

Developing a dissertation topic. Each participant will identify an issue that will focus inquiry, research, and literature support; prepare a topic statement; draw up a problem summary; and create an exhibition concerning the selected area of inquiry and initial literature search.

Prerequisite: Admission to Ed.D. program or permission of adviser.

Credit: 1 semester hour.

**EDLL 729*
Dissertation Proposal Seminar**

Development of the dissertation proposal. Participants will define the purpose of their research, area of investigation, and focus of their study; fully develop the rationale underlying their proposal and the background/context of their study; analyze and/or summarize relevant literature to support the logic for and background of their study; and identify useful research methodology.

Prerequisite: Admission to Ed.D. program or permission of program director.

Credit: 1 semester hour.

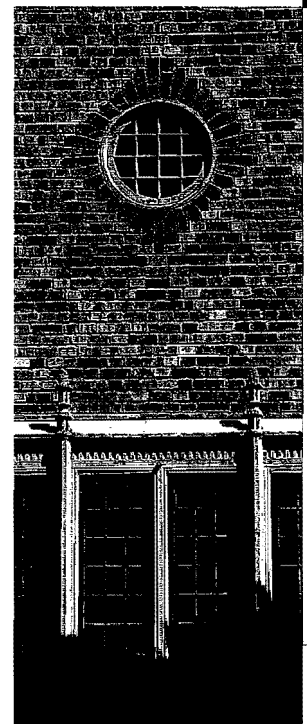
**EDLL 741*
Action Research: Qualitative
and Quantitative Methods**

Review of research methodologies necessary to complete a dissertation project. Designed to enable participants to become conversant with appropriate qualitative and quantitative methodologies, particularly as they relate to action research and leadership. Candidates will gain the skills needed to assess the relevance of published literature to their own research.

Prerequisite: Admission to Ed.D. program or permission of program director.

Credit: 3 semester hours.

* This course was in development and had not yet been approved by the curriculum committee as of the date this catalog went to press.





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

School Counseling

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

Lewis & Clark's School Counseling Program offers an innovative 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 and emphasizes a commitment to diversity and social justice issues and to the use of data, assessment, and technology.

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

The Lewis & Clark School Counseling Program fulfills the following:

- Provides a quality academic experience that develops knowledge and skills and reflects school counseling in the 21st century.
- Provides professional support and assistance for all candidates to meet state requirements for licensure.
- Focuses on the individual needs of candidates, their students, their schools, and their communities.
- Provides opportunities to work collaboratively with families, volunteers, colleagues, and community members in applying course content to actual work situations, beginning during the first semester of coursework.
- Promotes success for all participants via continued formal and informal feedback and evaluations.
- Provides an arena for multiple professional growth opportunities.

Additionally, the Lewis & Clark School Counseling Program prepares candidates to

- Develop advocacy, leadership, and collaboration skills through a comprehensive and challenging curriculum.

- Understand culturally diverse populations and issues of social justice and equity through field placements and hands-on work.

- Explore and foster collaborative efforts between schools and communities.

- Be critical thinkers, lifelong learners, and visionaries for their schools and communities.

- Analyze, synthesize, and evaluate a broad and comprehensive knowledge base of best practices in school settings, particularly those that apply to ensuring equity for all students.

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

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.)

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.

Licensure-only candidates meet with their advisers to develop individualized programs that fulfill the licensure requirements of the Teacher Standards and Practices Commission.

Core Program

The Core Program, a graduate school elective option, 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 performance rubrics developed according to the performance objectives 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 the following:

- 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

- completion of all 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 42 semester hours (distributed as follows), including 1 semester hour of an approved elective:

Required Courses

500 Introduction to School Counseling, 3 semester hours

501 Academic Development and Consultation, 2 semester hours

502 Internship: Academic Development and Consultation, 1 semester hour

503 Career Development and Consultation, 2 semester hours

505 Personal/Social Development and Consultation, 2 semester hours

506 Internship: Personal/Social Development and Consultation, 1 semester hour

507 Development of the Learner: Children and Adolescents, 3 semester hours

508 Social Justice, Diversity, and Cultural Issues, 2 semester hours

509 Ethical and Legal Issues in Education and School Counseling, 3 semester hours

510 Family Dynamics, Community Resources, and Consultation, 3 semester hours





- 511 Group Leadership Skills for School Counselors, 2 semester hours
- 512 Special Needs Populations in Schools, 2 semester hours
- 513 Continued Studies in Educational Research and Assessment, 3 semester hours
- 514 Positive Classrooms and Schools, 2 semester hours
- 516 School Counseling Internship, 8 semester hours

Graduate Elective Requirement

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 42 semester hours described above plus the following:

- 517 Practicum in Classroom Instruction, 3 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. Introduction to counseling-skill development with an emphasis on solution-focused, microskills, and cognitive-behavioral approaches. Direct involvement with local practicing school counselors and diverse student groups.

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 to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.

Corequisite: SCED 500, 502.

Prerequisite: None.

Credit: 2 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 and the elimination of achievement gaps between and ethnic and racial groups.

Corequisite: SCED 500, 501.

Prerequisite: None.

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. Content knowledge is enhanced by technology. Participants practice consultation skills with students and faculty.

Prerequisite: SCED 500-502.

Credit: 2 semester hours.

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 500-502.

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.

Corequisite: SCED 505.

Prerequisite: SCED 500-502.

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. Examines from the perspective of the school counselor the contribution of internal/external asset development that helps today's youth thrive.

Prerequisite: None.

Credit: 3 semester hours.

SCED 508
Social Justice, Diversity, and Cultural Issues

Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. 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. 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 and focus on eliminating the achievement gap.

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). Explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of Oregon's 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. 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. 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. 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 513A
Continued Studies in Educational Research and Assessment

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: 2 semester hours.

"Lewis & Clark's School Counseling Program is widely recognized as being at the forefront of educational reform. Our emphases on involving our students in school communities throughout their course of studies, working for the academic success of all students, and creating students who are systemic change agents ensure that our graduates leave Lewis & Clark ready to make an immediate, lasting contribution to their professional settings."

— Laura Pedersen, program director and assistant professor of school counseling



SCED 513B
Continued Studies in Educational
Research, Assessment, and Technology

Prerequisite: None.

Credit: 1 semester hour.

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 on the school counselor's role in managing classroom guidance and in assisting teachers. Candidates explore developing classroom and school-wide behavioral norms, responding to disruptive behavior in school settings, developing functional assessment and individual behavior change plans, creating school-wide student management plans, and ensuring success for students of diverse backgrounds.

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. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework. Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-based Admissions Standards) including curriculum, instruction, leadership, and politics. Two semesters.

Prerequisite: Portfolio meeting/signoff with advisor, completion of all required coursework.

Credit: 4 semester hours fall; 4 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: 2 semester hours fall; 1 semester hour spring.

Continuing School Counselor
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.

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 course.

The Continuing School Counselor 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 courses address the appropriate use of technology. Candidates are expected to have e-mail accounts and correspond electronically with instructors, other candidates, and fellow professionals. 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 course is housed in the Continuing License Educational Portfolio (CLEP). Each course 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 upon completing the initial school counselor license. See the department for details.

Teacher Education

Lewis & Clark's teacher education programs prepare transformative educators who are dedicated to promoting democratic reform in schools and social justice in a diverse and multicultural society. Candidates become thoughtful decision makers and innovative leaders in our nation's schools. They help young people learn and grow by implementing creative and reflective approaches to teaching, learning, and research. Many graduates take leadership roles as classroom teachers, while others eventually assume roles as principals and other leaders in education.

Lewis & Clark offers highly distinctive programs of study for future and practicing teachers. Students draw on 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 the state at large.

Teacher education candidates enjoy the benefits of small classes, collaborative learning opportunities, 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 (for inservice applicants only). Specific admission requirements and procedures for preservice applicants are described in the Admissions section.

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 strive to engage all students in finding meaning in learning, feeling valued for who they are, having their voices and cultures respected, and using their education to make important changes in their lives and the lives of others."

—Vern Jones, chair of the Department of Education



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

- Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.
- Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.
- Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
- Design educational activities that cultivate connections between learners and their communities and region.
- Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.
- Assess, document, and advocate for the successful learning of all students and school stakeholders.
- Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.
- Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.
- Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.

Recognizing the need for intellectual, social, and civic vitality in a democratic society, we are committed to preparing educators who will be leaders in these areas. At the center of our experience as teaching and learning communities, we explore the rich diversity of human experience, culture, creative expression, and our natural landscapes of the Northwest so that these may be our legacy for many generations to come.

Preservice Options: Master of Arts in Teaching/Fifth-Year Licensure Intern Program

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under Oregon's Teacher Standards and Practices Commission Rules for Fifth-Year Programs (Division 17 of the Oregon Administrative Rules). Graduates complete all program requirements, including a year-long practicum, before being eligible for recommendation to Oregon's TSPC for an Initial Teaching License.

Early Childhood/Elementary Authorizations

Lewis & Clark offers a full-time, 13- or 14-month program for beginning educators in early childhood/elementary education. There are two areas of emphasis for beginning teachers, each organized around a yearlong 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 Teaching License to teach children age 3 through grade 8 in preschools, elementary schools, and self-contained classrooms in middle 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, in addition to grades 5 and 6 in a self-contained classroom in a middle school.

The two early childhood/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 513A/513B Summer Practicum (513A, Early Childhood; 513B, Elementary), 1 semester hour each
 ED 550 Social, Historical, and Ethical Perspectives on Education, 2 semester hours
 SCI 555 Field Natural History, 1 semester hour
 ED 559 Math for Early Childhood, 1 semester hour
 ED 561 Child Development, Learning, and Exceptionality, 2 semester hours
 CORE 501 The Arts, Culture, and Creativity, 2 semester hours
 ED 569 Health and Physical Education, 1 semester hour

Fall Semester

ED 512 Real-World Problem Solving Practicum, 1 semester hour
 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, 2 semester hours
 SCI 580 Science and Children, 2 semester hours

Spring Semester

ED 515 Intern Practicum II (Early Childhood or Elementary), 8 semester hours
 ED 563 Classroom Management and Inclusion, 2 semester hours
 ED 566 Reading II: Literacy Development, K-8, 2 semester hours
 SS 578 Inquiry/Teaching/Assessment: A Social Justice and Cultural Framework, 2 semester hours

Summer Session 1

Interns continue school placement for 4 1/2 days per week until the end of the K-12 school calendar. Interns may apply for their teaching license upon completion of these courses.

M.A.T. Degree Requirements

A minimum of 40 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 (offered Summer Session 2)

Graduate Elective Requirement

A minimum of 4 semester hours

Middle-Level/High School Authorizations

Lewis & Clark offers a full-time, 13- or 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. A 46-semester-hour dual licensure M.A.T. program is offered in science and math. Specialty-area endorsements also may be offered in art and music. The Middle-Level/ High School Intern Program prepares students for an Initial Teaching License to teach a specific subject area in grades 5-9 in elementary, middle, and junior high schools and grades 7-12 in middle-level and high schools.

The M.A.T. degree in middle and high school education includes a minimum of 40 semester hours with study in education, adolescent development and learning, subject-area coursework, practicum and supervised intern teaching, and the interdisciplinary graduate Core Program. The intern option enables beginning educators to meet the needs of adolescents in ways that extend

adolescent learners' experiences and enhance beginning educators and adolescents' capacity to solve problems. This option focuses on disciplinary knowledge with an emphasis on research in theory and best practice, including creating democratic learning communities, designing educational activities that cultivate connections between learners and their communities, and incorporating a range of teaching and technological resources.

M.A.T. interns begin coursework in mid-June of each year and continue through the following summer. The program includes a full-school-year internship with an outstanding mentor teacher in a local school. New full-time M.A.T. preservice intern students are required to attend orientation in early June. 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 examine subject matter and educational theory and research, as well as reflect on their professional identity, 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 professional seminars with College faculty and mentors. The second summer includes additional coursework in education, disciplinary knowledge, and the Core Program. Students may be eligible for licensure at the end of 12 months, leaving the second summer session for completion of master's degree requirements.

*Licensure Requirements**First Summer*

CORE 501 Writing and the Writing Process, 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, 3 semester hours

(Subject Area) 579 Teaching (Your Subject Area) to Adolescents, 2-4 semester hours (courses typically listed as LA 579, SS 579, ART 579, MATH 579, SCI 579)

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 West Linn
High School

Spring Semester

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

Summer Session 1 or 2

M.A.T. Degree Requirements

A minimum of 40 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 (offered Summer Session 2)

Subject-Area Electives

A minimum of 6 semester hours and three
courses

Graduate Elective Requirement

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 exten-
sive coursework and experience in music),
and an interest in and aptitude for working
with children. The program of study leads
to an Initial Teaching 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 recommendation
to Oregon's TSPC for the Initial Teaching
License. A total of 6 semester hours of music
electives and 4 semester hours of graduate
Core Program courses are required for the
M.A.T. degree. Degree requirements must be
completed within five years of admission.

Note: Upon admission, students must con-
sult 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 includ-
ing 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
Music 500-level elective, 1-2 semester hours

Graduate Elective Requirement

A minimum of 4 semester hours

Testing Required for Program Completion

Oregon uses a system of multiple measures
to determine program completion. Students
who wish to obtain an Initial Teaching
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 Praxis I: Pre-Professional Skills
Tests or the California Basic Educational
Skills Test (CBEST).

Subject-matter testing Authorizations in early
childhood, elementary, and middle-level
teaching require passing scores on the Praxis
II: Multiple Subjects Assessment for
Teachers (MSAT) or the Oregon Educator
Licensure Assessments (ORELA) Multiple
Subjects Assessment (MSE). (This does not
apply to students pursuing art and music
endorsements.)

The MSAT consists of two tests, one in a
multiple-choice format and one in a con-
structed-response format; both assess knowl-
edge in language arts, mathematics, science,
social science, physical education, fine and
performing arts, and human development.
The MSE is a criterion-referenced and
objective-based test designed to measure a
candidate's knowledge and skills in relation
to an established standard, rather than in
relation to the performance of other candi-
dates. To achieve passing scores on the
MSE, candidates must pass two subtests.
Candidates who have received preparation
at an approved Oregon institution such as
Lewis & Clark should register for Subtests I
and II, which require candidates to demon-
strate competency in reading instruction
through work samples in their teacher prepa-
ration programs. Each of these subtests covers
three test framework subareas and comprises
approximately 60 multiple-choice items and
two constructed-response items.

Those who want to teach at the middle-level/high school grades 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.

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 or for licensure recommendation in any state.

Program information required by Section 207 of the Title II Higher Education Act may be found on page 94 and on Lewis & Clark's teacher education Web site at education.lclark.edu/dept/lcteach.

Scholarships

Four 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. Admitted Preservice M.A.T. students will be invited to apply.
- *The Carol D. Dimich Memorial Scholarship*, established in 1994, is awarded each year to a nontraditional graduate student; application information is available from the teacher education office during the fall semester.
- A limited number of *Partnership in Diversity Scholarships* are available. Contact the teacher education office for specific information.
- *The Teacher Education Diversity/High-Need School Scholarship* will be awarded to six preservice M.A.T. students. Minority candidates and/or candidates possessing bilingual capabilities and demonstrating experience and/or an interest in working in high-need schools in Oregon are encouraged to apply.

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. Teachers who hold an Oregon Initial License may pursue the 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 program for elementary teachers offers courses appropriate for the licensed teacher of the self-contained classroom through

grade 8 and the self-contained classroom in grades 5 and 6 in middle school, with opportunity for study in a variety of subject areas. Elementary teachers who hold an Initial License 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, drama, 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 the M.A.T. degree. The course of study is planned in consultation with a faculty adviser. Students who have completed graduate education courses with essentially the same content as required courses may substitute education electives with the consent of their advisers.

Degree Requirements

A minimum of 36 semester hours, distributed as follows:

Professional Education Requirements

A minimum of 17 semester hours including the following:

- 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
- Choose one course dealing with topics of diversity, school, and society.
- ED 548 Classroom Assessment: Work Sample, 1 semester hour (may be taken in conjunction with ED 501)

Subject-Area Electives

A minimum of 15 semester hours including the following:

- LA 501, SCI 501, MATH 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 Elective Requirement

A minimum of 4 semester hours

Those who want to teach at the middle-level/high school grades 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.

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 session 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.

Those who want to teach at the middle-level/high school grades 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.

Courses for Nondegree Music 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 stu-

dents. 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 who hold an Initial License 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 who hold a Basic License; 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 endorsements in areas such as reading (the Language and Literacy Program), mathematics, special education, drama, 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 8-11 semester hours selected from the ED 501-599 sequence of courses

Note: ED 505, 507, 525, or a substitute approved by the student's adviser is required of regular classroom teachers.

Liberal Arts Requirements

A minimum of 17 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.

Students must take either LA 501, MATH 501, SCI 501, or SS 501 as part of the liberal arts requirement.

Graduate Elective Requirement

A minimum of 4 semester hours

Summer Studies M.A.T. Program

Lewis & Clark College's Master of Arts in Teaching (M.A.T.): Liberal Studies Program is offered in a full-time summer studies format. This program is designed for individuals who seek advanced study in the liberal arts and in education, but who do not necessarily want to link their study to a teaching license. Over the course of three summers, participants undertake coursework with nationally recognized Lewis & Clark faculty.

With the assistance of a Lewis & Clark faculty advisor, program participants craft a course of study that meets their individual needs and professional goals. Course offerings are diverse and plentiful. Participants may explore subject-area specializations as well as such topics as writing, science and environmental studies, and education reform. Or participants may choose a more generalized course of study.

The Lewis & Clark inservice M.A.T. degree is a 36-semester-hour program composed of 10 semester hours of required professional education coursework, 4 semester hours of Core seminars on interdisciplinary topics related to education and liberal arts, and 22 semester hours of electives. Transfer credit applied to the degree is normally limited to 10 semester hours.

Participants may stay in the Lewis & Clark College residence halls and eat at campus facilities. For more information please visit education.lclark.edu/dept/summerstudies.

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

The Special Educator Endorsement Program 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/high school levels and are authorized to teach accordingly. Educators who hold a current Oregon teaching license and who complete the 17-semester-hour program (including the required Praxis tests) may apply to Oregon's TSPC for the Special Educator Endorsement. This work may include the requirements for the Oregon Continuing Teaching License, thus allowing the teacher to simultaneously earn the Special Educator Endorsement and Continuing License. Teachers who hold a Basic or Standard Oregon Teaching License may complete the Handicapped Learner I Endorsement with the same 17-semester-hour program but, within six years, must complete an additional 13 semester hours to earn their Standard Handicapped Learner I Endorsement.

Coursework for the endorsement may 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 Special Education Program director 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. This includes creating democratic classrooms that facilitate the inclusion of students with a wide range of special needs and developing instructional methods that increase the interest and success of a wide range of students. Program

"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, Mary Stuart Rogers Professor of Education

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.

participants 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 current research in best-accepted and promising practices for helping students improve their academic achievement and increase socially acceptable behaviors. An emphasis is placed on action research within one's own classroom and being a reflective practitioner.

Note: Students may work with an adviser to incorporate ESOL and Reading courses into their Master of Education and Special Educator Endorsement. 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

SPED 511/629 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders, 2 semester hours

SPED 512/631 School-Based Consultation, 2 semester hours

SPED 513/632 Assessment and Diagnosis, 4 semester hours including 1-semester-hour 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

LA 500/634 Language Acquisition and Development, 3 semester hours including practicum

SPED 648 Issues in Special Education With ESOL Students, 2 semester hours

Graduate Elective Requirement

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, reading, mathematics, drama, 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.*

Continuing Teaching License

The Continuing Teaching License Program provides a setting for teachers to form communities of learning that offer a broad range of intellectual opportunities. Throughout the program, new teachers share their talents, identify their needs, and expand their abilities to support the design of K-12 curricula and learning activities that have real-world significance to their students and communities. Through interactive, small-group seminars and portfolio documentation, teachers participating in the program explore and gather authentic assessments in three areas: (1) the learning environment, (2) the teaching and learning cycle, and (3) teacher professionalism. Class discussions, portfolio construction, and reflective writing are designed to encourage rich dialogue and enhanced practice among participating teachers.

Among our faculty, participants will find a wide range of teaching and scholarly interests, including such areas as literacy and writing across the curriculum, child and adolescent development and learning, classroom management and serving students at risk, equity issues and multicultural education, small schools, teacher research, the writing process, inquiry approaches to science and mathematics learning, moral development and ethics, drama education, and community and environmental regeneration. The teacher education department is committed to working with teachers who are lifelong learners, agents of change in their schools, and contributors to democratic education and social justice.

Teachers who seek a Continuing License are invited to participate in the 6-semester-hour program. The stand-alone program comprises three 2-semester-hour classes, which incorporate topics such as teacher as researcher, evaluation and assessment, multicultural education, differentiated instruction, classroom management, technology integration, and sustaining the teacher within.

* For further information contact the Department of Teacher Education at 503-768-6100.

Courses may be applied to a master's degree if desired.

Teachers may combine the Continuing License with an endorsement in a new subject area, special education, drama, reading, mathematics, or ESOL/bilingual education; an additional authorization to teach at a new grade level; or an Initial Administrator License.*

Required Courses for Stand-Alone Continuing Teaching License (to be taken in sequence)

ED 521A/621A Inquiry Into Practice I,
1-2 semester hours

ED 521B/621B Inquiry Into Practice II,
1-2 semester hours

ED 521C/621C Inquiry Into Practice III,
1-2 semester hours

Drama Endorsement Program

The Drama Endorsement Program is designed for inservice teachers or those who have completed a licensure program and applied for their license. This program emphasizes the uses of drama and theatre studies in arts-based inquiry, social-issues-based dialogue and action, learning, communication, and performance and is appropriate for drama/theatre teachers or for classroom teachers who wish to incorporate drama into classroom teaching. Coursework focuses on hands-on technical theatre skills and teaching strategies for making technical theatre experiences successful and safe for middle-level and high school students.

The program requires 8 semester hours of work, which is offered during the summer in conjunction with the six-week-long Summer Theatre Institute at Lewis & Clark College, and a 2-semester-hour practicum completed in the participant's own school setting following the summer coursework. Applicants must have some documented theatre background: an undergraduate major or minor in theatre, significant coursework in theatre arts, significant experience in theatre (college, professional, community, or a K-12 setting), or coursework in acting documented by a letter of recommendation from the acting instructor.

Applicants who seek the endorsement and a Continuing Teaching License (CTL) may complete both in a 12-semester-hour program that combines a portion of the CTL requirements with endorsement coursework.

Required Courses

THED 515 Drama for Learning and Social Action, 2 semester hours

THED 544 Practicum in Drama,
2 semester hours

THED 648 Devising Performance and Facilitating Inquiry, 2 semester hours

THED 648 Script Analysis: From Page to Stage, 1 semester hour

THED 648 Stagecraft: Bringing the Imaginary to Life, 1 semester hour

THED 648 Lighting: Painting With Life,
1 semester hour

THED 648 Sound Design: Adding Emotional Depth, 1 semester hour

ESOL/Bilingual Education Endorsement Program

Designed for educators holding an Oregon teaching license, Lewis & Clark's ESOL/Bilingual Education Endorsement Program is a 15-semester-hour course of study exploring the principles, theories, research, and practice relevant to the needs of students acquiring English as a second or additional language. To meet the needs of professionals, we offer program courses in the evenings, on weekends, during the summer, and, in some cases, on site. Candidates join colleagues and Lewis & Clark faculty to engage in small classes for dialogue, study, and field experiences that address the full complexity of language diversity and of academic and social inclusion of immigrant students.

Graduates of Lewis & Clark's ESOL/Bilingual Endorsement Program enter schools prepared to

- Support their students' English language development through content and literature studies as well as direct language instruction.
- Develop and adapt content-specific curriculum for diverse classroom populations.
- Employ innovative teaching methodologies and instructional strategies that respond to student needs in the mainstream classroom and beyond.
- Utilize assessment principles appropriately.
- Partner with families to build strong ties between the school and the diverse racial, cultural, and linguistic communities it serves.
- Lead their school community in the establishment of collaborative learning environments that support high levels of success for all students and ensure justice for all students and for their families.

Endorsement coursework is degree applicable and may be pursued in conjunction with a Master of Arts in Teaching (M.A.T.) degree or a continuing teaching license. The curriculum is composed of six courses followed by a capstone practicum conducted in the field.

A Bilingual Assessment is available for those candidates seeking to earn the bilingual component of the ESOL/Bilingual Endorsement. A cadre of native and near-native speaker specialists in targeted languages assess bilingual candidates in a written and oral examination. The reading and writing portion of the exam assesses language necessary for teaching academic content as well as understanding of cultural practices specific to that language. The oral portion



* For further information contact the Department of Teacher Education at 503-768-6100.



of the exam assesses the candidate's ability to discuss content-area subjects, explain instructional practices, and interact appropriately with adults from the language community. For this endorsement, the state of Oregon also requires a passing score on the Praxis ESOL exam (#20360).

Required Courses

ESOL 507/607, LA 500/634, ED 529
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

Language and Literacy: Reading Endorsement Program

Lewis & Clark's Language and Literacy: Reading Endorsement 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 Linda Rief, Stephanie Harvey, Ellin Keene, Stephen Krashen, Donald Graves, Louise Rosenblatt, 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: Reading Endorsement Program builds on the knowledge 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 issues in the teaching of reading and writing. What is literacy? How does our own literacy affect our instruction

of language arts? 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 the Reading Endorsement, allowing candidates to teach reading K-12. For this endorsement, the state of Oregon also requires a passing score on the Praxis reading specialist test. The program requires 14-15 semester hours 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 or ESOL 507 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 515 Drama for Learning and Social Action, 2 semester hours
LA 523/612 Teaching Writing to Adolescents, 2 semester hours
LA 530/630 Children's Writing, 2 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 can be integrated into their programs.

Mathematics Endorsement Program

The mathematics endorsements were crafted for a variety of practitioners. Typical endorsement candidates include practicing teachers at the middle and high school levels who seek to expand their instructional abilities and expertise in the area of mathematics; middle-level and high school teachers who are licensed in a subject area other than mathematics but seek to change their teaching assignment to mathematics; middle and high school level teachers who hold a transitional license and seek to continue in their current mathematics teaching position; and elementary teachers wishing to specialize in mathematics.

To meet these various needs and interests, two programs of study are offered. The Basic Mathematics Endorsement is designed for individuals preparing to teach mathematics at the middle level, and the Advanced Mathematics Endorsement is designed for individuals preparing to teach mathematics at the high school level. Both programs comply with state of Oregon requirements and guidelines.

Candidates for the Basic Mathematics Endorsement must hold an undergraduate minor in mathematics or have completed successfully three undergraduate courses in a mathematics-related field. In addition, Basic Mathematics Endorsement candidates must pass the "Middle School Mathematics" (#20069) portion of the Praxis exam.

Candidates for the Advanced Mathematics Endorsement must hold a bachelor's degree in mathematics or in science, engineering, economics, computer science, geography, or other technical field requiring extensive preparation in mathematics. In addition, Advanced Mathematics Endorsement candidates must pass the "Mathematics: Content Knowledge" (#10061) and "Mathematics: Proofs, Models, and Problems, Part I" (#20063) Praxis exams.

Because there are many ways to obtain the depth and breadth of background in mathematics required for each program, applications for admission are assessed on an individual basis.

Basic Mathematics Endorsement Requirements

1 semester hour in the required course
Minimum of 5 semester hours of math-based elective courses selected in consultation with a program adviser from the list below
2 semester hours of a mathematics teaching practicum that consists of a minimum of 30 hours in a middle-level classroom under the supervision of a program faculty member
A passing score on the Praxis exam "Middle School Mathematics" (#20069)

Required Course

MATH 579 Teaching Mathematics to Adolescents, 3 semester hours

Elective Courses

MATH 501 Inquiry Into Mathematical Thought, 2 semester hours

MATH 522 Experiencing Geometry, 2 semester hours

MATH 525 Mathematics as Problem Solving, 2 semester hours

MATH 580 Integrating Technology Into Secondary Mathematics, 1 semester hour

MATH 590 Multicultural History of Mathematics, 2 semester hours

ED 562 Elementary School Mathematics, 3 semester hours

Advanced Mathematics Endorsement Requirements

4 semester hours in the required courses

Minimum of 4 semester hours of math-based elective courses selected in consultation

with a program adviser from the list below

2 semester hours of a mathematics teaching practicum that consists of a minimum of 30 hours in a middle-level classroom under the

supervision of a program faculty member

A passing score on the "Mathematics: Content Knowledge" (#10061) and "Mathematics: Proofs, Models, and Problems, Part I" (#20063) Praxis exams

Required Courses

MATH 579 Teaching Mathematics in Adolescents, 3 semester hours

MATH 580 Integrating Technology Into Secondary Mathematics, 1 semester hour

Elective Courses

MATH 501 Inquiry Into Mathematical Thought, 2 semester hours

MATH 522 Experiencing Geometry, 2 semester hours

MATH 525 Mathematics as Problem Solving, 2 semester hours

MATH 590 Multicultural History of Mathematics, 2 semester hours

Special Educator Endorsement Program

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.

"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 Clackamas High School

"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

Summer Studies Endorsement Programs: ESOL/Bilingual Education and Language and Literacy: Reading

Over the course of two summers, licensed educators may undertake graduate endorsement, degree-applicable coursework that may be pursued in conjunction with an M.A.T. degree or a Continuing Teaching License. Summer studies coursework is offered in four to six-week blocks of full-time study. Participants may stay in the Lewis & Clark College residence halls and eat at campus facilities.

ESOL/Bilingual Education Endorsement Program (15 semester hours)

Please see the program description on page 41.

Language and Literacy: Reading Endorsement Program (14-15 semester hours)

Please see the program description on page 42.

The Courage to Teach Program for Inservice Teachers

The Courage to Teach is an 18-month 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 Program are asked to commit themselves to faithful attendance at four seasonal retreats, scheduled from Thursday evening through Saturday lunch. Starting in September and ending in July, 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 Greg Smith at 503-768-6119 for a Courage to Teach application form and current program dates and costs.

2) Submit your completed application form to Courage to Teach, c/o Greg Smith, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Be sure to include these supporting materials:

- A professional vitae/resume outlining relevant academic and/or professional experience
- A personal statement briefly explaining how you envision your future as a teacher, your reasons for seeking participation in this program, and how you expect to benefit from the program

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 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.

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 June of that year if they file for their degree application by February 27. Students completing degree requirements in December may participate in commencement the following June. In either case, degree candidates must file their completed degree application with the graduate registrar's office by the published deadline.

Academic Advising

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

Interested preservice 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 Oregon's Teacher Standards and Practices Commission (TSPC) for the appropriate license, authorization level, or endorsement. Students should note that they must apply directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from Lewis & Clark's Educational Career and Licensing Services office and at lclark.edu/dept/ecls.

Core Program

Each of the master's degree programs at Lewis & Clark may include 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 Teacher Education Program 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 online guide to registration at education.lclark.edu/dept/gradreg.

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 scholarly critique of research studies, and what it means to be a reflective teacher-researcher.

Prerequisite: None.

Credit: 2 semester hours.

ED 501*

Constructive Assessment in the Classroom

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, diverse students, and parents, including portfolios, performance assessment, interviews, observations, questioning, checklists, self-assessment, and testing. Topics include instructional planning, student engagement, information management, assessment and documentation of student learning, and reporting practices.

Prerequisite: None.

Credit: 2 semester hours.

ED 504*

Classroom Management for the Inclusive Classroom

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-wide 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. Emphasis on examining classroom environments to ensure students work in democratic communities that show respect for all students, involve meaningful instructional activities, and show respect for students' cultural 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, diverse 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 collaboratively examine professional practices through sharing videotapes of 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, diverse 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 collaboratively examine professional practices through sharing videotapes of their teaching in their own classes or in an arranged placement.

Prerequisite: None.

Credit: 3 semester hours.

ED 509

M.A.T. Project Seminar

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 about creating engaging, responsive, democratic learning communities for diverse learners 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, CR/NC.

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



ED 510
Literacy Connections Practicum:
Culturally Responsive Teaching

Plan and implement engagements with students, parents, and teachers at an elementary school in the Portland Public School system in order to broaden candidate's professional background. Participants plan and implement tutorial work with students, meet with teachers to ascertain students' needs, analyze student learning during seminars, participate in a book discussion with the entire faculty, and plan both a professional workshop and a parent activity in the library. Allows students to apply a variety of instructional and assessment strategies in a Title I school committed to greater achievement.

Prerequisite: Admission to Early Childhood/Elementary Language/Literacy cohort.

Credit: 1 semester hour.

ED 512
Real-World Problem Solving Practicum

Real-world problem-solving engages students in an emergent, integrated, culturally responsive curriculum as they construct knowledge and understanding relevant to resolving an issue or concern of significance to their local community. Designed to assist interns in understanding the context of emergent curriculum, the active role of the learner in schools, and the importance of contributing to the local community.

Prerequisite: Admission to Early Childhood/Elementary Science/Math cohort.

Credit: 1 semester hour.

ED 513A
Early Childhood Practicum

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.

Corequisite: ED 561.

Prerequisite: Admission to Early Childhood/Elementary Intern Program.

Credit: 1 semester hour, CR/NC.

ED 513B
Elementary Practicum

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.

Corequisite: ED 561.

Prerequisite: Admission to Early Childhood/Elementary Intern Program.

Credit: 1 semester hour, CR/NC.

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 devoted to reflective discussions of teaching, learning, and assessment practices in diverse contexts are scheduled throughout the semester.

Prerequisite: Admission to Early Childhood/Elementary Intern Program.

Credit: 2 semester hours, CR/NC.

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. Includes scheduled seminars.

Interns also complete observation and teaching at their second authorization level. The intern spends approximately 680 hours at the school site and also attends a campus seminar each week that is devoted to reflective discussion of teaching, learning, and assessment practices in diverse contexts.

Prerequisite: Admission to Early Childhood/Elementary Intern Program.

Credit: 8 semester hours, CR/NC.

ED 516
Essential Readings About School Reform

Same as EDAD 505/615.

ED 520A/620A
Professional Portfolio I

"Community of learners" forum for teachers enrolled in the Continuing Teaching License Program and in the ESOL Endorsement Program. Taken at the start of the program. Offers participants a collegial environment for exploring their strengths, needs, and possibilities in their current teaching setting. Participants construct a teaching narrative and design an individualized blueprint for the professional portfolio that documents their knowledge and performance in Oregon's advanced teaching competencies during their program of study.

Prerequisite: Initial License and admission to a continuing teaching license program, or consent of the department chair.

Credit: 1 semester hour, CR/NC.

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

—Johann Wolfgang Von
 Goethe, *Elective Affinities*

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

ED 520B/620B Professional Portfolio II

"Community of learners" forum for teachers enrolled in the Continuing Teaching License Program and in the ESOL Endorsement Program. Taken at the end of the program. Includes presentation of the portfolio begun in ED 520A/620A.

Prerequisite: Initial license, admission to a Continuing Teaching License Program, ED 520A/620A.

Credit: 1 semester hour, CR/NC.

ED 521A/621A, 521B/621B, 521C/621C

Inquiry Into Practice I, II, III

"Community of learners" forum for teachers enrolled in the Continuing Teaching License Program. Each of these seminars offers practicing teachers opportunities to investigate and document their teaching. Participants meet Oregon's advanced teaching competencies through reading, discussion, peer collaboration, and authentic assessments and documentation. Seminars center on themes of best practices. Includes the following three courses, which must be taken in consecutive order:

Inquiry Into Practice I

Development of a professional portfolio, teacher as researcher, evaluation/assessment, diversity and multicultural education.

Prerequisite: Instructor consent.

Credit: 1-2 semester hours.

Inquiry Into Practice II

Classroom management, special education, differentiated instruction, strategies and practices for academic success, integration of technology.

Prerequisite: ED 521A/621A.

Credit: 1-2 semester hours.

Inquiry Into Practice III

Building and maintaining professional community, sustaining and nourishing the teacher within, presentation of a professional portfolio.

Prerequisite: ED 521A/621A, ED 521B/621B.

Credit: 1-2 semester hours.

ED 523 Teaching and Assessment

In-depth examination of the relationships between inquiry, teaching, and assessment. Focus on individually and culturally responsible approaches to assessing student work and encouraging and using children's questions and interests to plan learning experiences. Examines strategies to assess student learning and student progress. Topics include planning and teaching models, integration of curriculum, and assessment design.

Prerequisite: Admission to Early Childhood/Elementary Intern Program.

Credit: 1 semester hour.

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. Appropriate for students considering careers in educational administration. May be substituted for ED 505 or ED 507 for the master's program. Also listed as EDAD 533.

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.

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: Admission to Inservice M.A.T. Program, Educational Administration M.Ed. Program, or consent of instructor and adviser.

Credit: 2 semester hours.

ED 529* Language Acquisition and Development

Same as LA 500/634, ESOL 507/607.

ED 532/625* Assessing Reading Strategies: Practicum

Seminar-practicum for classroom teachers and reading specialists at all grade levels. Topics include a language orientation for diagnosing reading problems, diverse 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 responsive to individual difference, interests, and developmental levels. Participants consider reading issues

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

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 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. Also listed as EDAD 543.

Prerequisite: None.

Credit: 2 semester hours.

ED 543*

Legal Rights and Responsibilities

Same as EDAD 503 (see Educational Leadership), SCED 509 (see School Counseling).

ED 544/644*

Practicum

Prerequisite: None.

Credit: 1-5 semester hours.

ED 547*

Race, Culture, and Power

Same as SS 547, 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 responsive to individual differences, interests, developmental levels, and cultural contexts; to teach a body of content; and to show how students have learned. The teacher assembles and analyzes a work sample to illustrate his or her ability to assess, document, and advocate for the successful learning of all students and school stakeholders. This activity meets the Teacher Standards and Practices Commission requirements for standard licensure.

Prerequisite: ED 501 (may be taken concurrently).

Credit: 1 semester hour, CR/NC.

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

ED 550

Social, Historical, and Ethical Perspectives on Education

Critical and comprehensive review of education and schooling in American society. Considers education in its larger socioeconomic, political, ideological, and cultural contexts and examines race, class, gender, and culture in the formal educational system. Analyzes issues of goals, funding, governance, curricula, policy, staffing, and reforms both in historical and contemporary forms. Participants study education both as a microcosm of society, reflecting the larger struggles in the country, and as a quasi-autonomous entity.

Prerequisite: Admission to 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. Examines issues of diverse perspectives; the changing definitions of literacy, including 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. Stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their internship sites, participants conduct interviews and apply ethnographic methods and observation systems as they work to assess and document the meaning-making strategies of a selected middle or high school student and advocate, support, and improve that student's literacy skills. Incorporates a range of technological resources from the school and community into experiences that support literacy learning.

Prerequisite: Admission to Middle-Level/High School Intern Program.

Credit: 3 semester hours.

ED 552

Adolescent Development, Learning, and Exceptionality

Discussion, critique, and application of current research on 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. Examines strategies for engaging students in learning experiences responsive to development levels and cultural contexts.

Prerequisite: Admission to Middle-Level/High School Intern Program or consent of instructor.

Credit: 3 semester hours.

ED 553

Classroom Teaching and Learning I

Professional seminar in support of students' fall practicum. Topics include teacher identity, professionalism, socialization, reflective practice, renewal/support for teachers, and the creation of democratic learning communities. Examines 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: Admission to Middle-Level/High School Intern Program.

Credit: 3 semester hours.

ED 554

Classroom Teaching and Learning II

Professional seminar to support student interns' intensive practice teaching in schools, including supervision, self-evaluation, and reflection on ethical behavior and professional development. Examination of a professional identity continues, emphasizing respect for diverse peoples, ideas, and cultures. 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.

Credit: 8 semester hours, CR/NC.

ED 555

Experience and Meaning

Reflective, collaborative examination of information and ideas from the previous 12 months of study. 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 a preservice internship.

Credit: 1-2 semester hours.

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

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. 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

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

Prerequisite: Admission to Early Childhood/Elementary Intern Program.

Credit: 1 semester hour, CR/NC.

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. 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: None.

Credit: 1 semester hour, CR/NC.

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.

Corequisite: ED 513A or 513B.

Prerequisite: Admission to Early Childhood/Elementary Intern Program or consent of instructor.

Credit: 2 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 that are individually and culturally responsive are examined and demonstrated throughout the course in terms of both the National Council of Teachers of Mathematics and Oregon standards.

Prerequisite: Admission to 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 within democratic learning communities. Examines motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioristic interventions, and working with parents. Explores school and classroom practices in response to cultural, developmental, and exceptional needs of children and adolescents. Sections focus on theory and practice appropriate for the developmental levels and cultural contexts of either early childhood/elementary classrooms or middle-level/high school classrooms.

Prerequisite: Admission to Preservice Intern Program.

Credit: 2 semester hours.

ED 564

Curriculum and Inquiry

Organizing appropriate curriculum and teaching approaches to engage students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Focus on research and theory in curriculum. Participants continue exploring the concept of teacher as researcher by adopting habits of personal and scholarly reflection that examine their professional practice. Students

complete both required Inquiry/Work Samples. 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: Admission to 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. Introduces students to a range of individually and culturally responsive instructional assessment approaches and materials to promote literacy learning, as well as the concept of media literacy.

Prerequisite: Admission to 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 on individually and culturally responsive curriculum and instructional practices for literacy development in grades K-8. Gives increased attention to fluent readers, instruction in the intermediate and middle grades, classroom organization and implementation, methods for assessing students' reading and writing performance, diagnosis of individual needs, and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.

Prerequisite: Admission to 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. Introduces and promotes use of child and adolescent literature for enjoyment and for development of thought, language, literacy, and multicultural perspectives in the classroom. Explores the language arts curriculum with emphasis on understanding the processes and skills involved in growing language competence, learning a wide range of

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

methods and techniques to foster language development, language skills, and individually and culturally responsive approaches and ways of assessing children's competence and development.

Prerequisite: Admission to Early Childhood/Elementary Intern Program.
Credit: 2 semester hours.

ED 568*
The Arts, Culture, and Creativity

Participants explore how children and adults think about and engage in the arts in connection with other areas of learning and development. Through creative, imaginative experiences, participants explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, imaginative use of the arts, and understanding the nature and value of arts in human lives and cultures. Also listed as CORE 501.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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: Admission to Early Childhood/Elementary Intern Program.

Credit: 1 semester hour, CR/NC.

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 conscious of the need to protect them. Also listed as LA 557 and SCI 557.

Prerequisite: None.

Credit: 2 semester hours.

ED 573*
Integrated Studies for the Middle and Secondary Grades

Relationship between the structure of knowledge in several academic disciplines, curriculum organization and construction, and the instructional arrangements necessary

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

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 Imagination

Same as SS 575, LA 575, CORE 537.

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 614*
Classroom Management

Most effective practices for working with students at risk for school failure in the areas of classroom management, instruction, social and study skill development, behavior change, and school management. Participants discuss classroom cases and review current research in these areas, in human development, and in educating youth with diverse needs and backgrounds. ED 504 may be substituted for the ED 614-614B sequence.

Prerequisite: None. Taken in sequence with 614B.

Credit: 2-3 semester hours.

ED 614B*
Classroom Management for Special Educators

Continuation of ED 614, with a more in-depth look at teaching students with special needs, including those receiving services under IDEA or Section 504. Final projects involve developing individual and school programs for assisting students. ED 504 may be substituted for the ED 614-614B sequence.

Prerequisite: None. Taken in sequence with ED 614.

Credit: 1 semester hour.

ED 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. Based on an 18-month calendar with five retreats organized around the themes of agriculture and the seasons. This course may be repeated. *Prerequisite:* Admission to Courage to Teach Program (see page 44).

Credit: 2 semester hours each.

ESOL/Bilingual Education Endorsement

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. Ensures that educators are not only able to plan and implement programs optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.

Prerequisite: None.

Credit: 2 semester hours.

ESOL 501/601

Language and Literacy With ESOL/Bilingual Students

Relationships between first-language literacy and second-language literacy, oral language proficiency and reading, and students' experiences and reading comprehension. Explores materials, literacy teaching approaches, and classroom organization structures, as well as assessment of reading and writing progress, and technology for literacy development. Teachers reflect on their beliefs regarding oral and written language and consider their practices in relation to the diverse needs of students at various proficiency and skill levels.

Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; ESOL 502/602.

Credit: 2 semester hours.

ESOL 502/602*

Focus on Culture and Community in Teaching ESOL/Bilingual Students

Teachers reflect on the importance of significant persons in a child's environment and the impact of a child's experiences on the ability to connect with learning. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child's academic programs as well as confronting racism and bias in schools and communities.

Prerequisite: None.

Credit: 2 semester hours.

ESOL 503/603*

Strategies and Materials for Teaching Content to ESOL/Bilingual Students

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, community resources, and treatment of the content in relation to student experience.

Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; ESOL 502/602.

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. One emphasis is on assessing language proficiency and academic progress in English and other languages.

Teachers acquire the skills to ensure just and inclusive assessment of all students. This capstone course should be taken at the end of the program.

Prerequisite: LA 500/634, ED 529, or ESOL 507/607; ESOL 500/600; ESOL 501/601; 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 individual students 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, CR/NC.

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.

Prerequisite: Permission of instructor.

Credit: 1 semester hour, CR/NC.

ESOL 507/607*

Language Acquisition and Development

Same as LA 500/634, ED 529.

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



"Special education at Lewis & Clark College means studying with gifted practitioners and fellow students who are committed to truly understanding students with special needs and who work passionately and creatively for school environments sensitive to the needs of all."

—Vern Jones, chair of the Department of Education

Special Education

SPED 510/626*

Educating Students With Special Needs: Learning and Legal Issues

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, incorporation of technology, and legal issues. Students develop sensitivity and a basic foundation in the education of students with special needs and examine issues of cultural variability in student special education eligibility.

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 including environmental modifications, social skill training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students. Emphasis on examining students' lives in their community and school to assess students' assets and support that can be provided to encourage the student to make better decisions.

Prerequisite: None.

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. Students are provided skills in examining classroom settings and developing skills in helping teachers developing instructional and assessment methods sensitive to students' special abilities and sensitive to students' cultural values and beliefs.

Prerequisite: SPED 510/626.

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. Pays special attention to mental retardation and learning disabilities. Students practice selecting, administering, and scoring selected tests and interpreting the scores. An emphasis is placed on issues of culturally sensitive assessment and involving students and families in the assessment process.

Prerequisite: SPED 510/626.

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. Explores issues of collaboration between educators and families and sensitivity to cultural issues as well as issues of ensuring that student work is meaningful and engaging. Covers assessment practices and procedures that provide feedback on student learning.

Corequisite: SPED 544/644.

Prerequisite: SPED 513/632.

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. Students examine methods for using a wide range of resources, including those found in the community and technology.

Prerequisite: SPED 510/626.

Credit: 2 semester hours.

SPED 517/627

Teaching Reading to Students with Special Needs

Introduction to theory, curriculum, and instructional practices to teach reading to students with special needs. Topics include causes and correlates of reading difficulties, current models for reading instruction and

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

trends in enhancing reading comprehension, assessment procedures in reading, and strategies to facilitate reader's improvement. Emphasis on assessments that accurately describe special-needs students' reading abilities in ways that can be used by their teachers to design instruction that best helps them develop as readers. Each participant assesses a special-needs student as a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies.

Prerequisite: SPED 514/633 or permission of adviser.

Credit: 2 semester hours.

SPED 520/620

Advanced Instructional Decision Making

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

Prerequisite: SPED 514/633 or permission of adviser.

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. Emphasis on creating democratic communities that respond sensitively to students social/emotional and developmental needs and are culturally sensitive. Focuses on creating meaningful learning including place-based education and real-world problem-solving with students who experience emotional and behavior disorders.

Prerequisite: SPED 511/629.

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 chil-

dren. Topics include services that bridge the transition from school to community/workplace as well as transition services for younger children.

Prerequisite: SPED 516/628.

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 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 his or her 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 27 of the 34 semester hours toward the Special Educator Endorsement.

Credit: 2 semester hours.

SPED 544/644

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).

Corequisite: SPED 514/633.

Prerequisite: SPED 510/626, 513/632.

Credit: 1 semester hour, CR/NC.

SPED 598/648

Special Studies or New Experimental Courses

SPED 599/649

Independent Study

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

"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

Curriculum: Subject-Area Elective Courses

Art

ART 510* **Teaching Life Through Art: The Creative Process**

Exploration of the creative process incorporating studio work and lectures. Through the language of visual art, students explore ideas about being creative and learn how to integrate the discipline and practice of art in ways that extend their understanding and enhance their capacity to solve problems.

Participants employ a variety of techniques, mediums, technologies, and artistic forms—photography, video, drawing, painting, environmental art, sculpture, writing—to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work, lectures, guest speakers, and field trips. Also listed as ED 580.

Prerequisite: None.

Credit: 2 semester hours.

ART 511 Same as CORE 534.

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 explore central disciplinary knowledge and practices related to line, shape, value, composition, color, and so on to develop their perceptual and technical skills and become more successful problem solvers. Through group and individual critique students reflect upon, assess, and articulate their work in an ongoing dialogue with their 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: 1-3 semester hours.

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

ART 516 **Ceramics in Visual Arts Curriculum**

Overview of ceramics techniques for teachers of art. Covers an introduction to the basic forming methods (hand-building and wheel-throwing) through the design and execution of various functional and sculptural projects. Introduction of glazing and kiln-firing techniques used by secondary art teachers. Exploration of historical and contemporary trends, with emphasis on diversity in today's secondary art classroom.

Prerequisite: Background in art or art education or consent of instructor.

Credit: 2 semester hours

ART 534* **Printmaking: Silk Screen**

Crayon-tusche and glue, paper, photo stencils, and other techniques. Emphasis 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 the instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to art history, criticism, and aesthetics to the production of a variety of media. Pays attention to the organizational factors involved in teaching art, including materials ordering and management. Includes planning, organization, and assessment practices aimed at supporting the successful learning of all students. Emphasizes instruction to enhance the experience of students with varied interests, developmental levels, and cultural backgrounds. Central to the class are visits to the classrooms of art teachers throughout the Portland area to investigate the range of teaching and technological resources used to support student learning in this field. Participants write the teaching plan for their first required Inquiry/Work Sample.

Prerequisite: Admission to 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**



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 promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Special Educator, Reading, and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings. Also listed as ED 529, ESOL 507/607.

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 teaching approaches that engage students in listening, speaking, reading, and writing experiences that are responsive to individual differences, interests, developmental levels, and cultural contexts. Emphasis on framing teachers' own classroom inquiry through the adoption of habits of teacher research that focus on personal and scholarly reflection.

Prerequisite: None.

Credit: 3 semester hours.

LA 502/620

Innovations in Reading, K-12

Organizing, managing, and evaluating both classroom and school-wide 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 to extend learners' experiences and enhance their own and students' capacity to solve literacy problems. This capstone course of the Language and Literacy: Reading Endorsement Program must be taken at the end of the sequence.

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

Credit: 3 semester hours.

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

LA 515

Drama for Learning and Social Action

Interactive exploration of drama in the K-8 curriculum that prepares teachers to use drama to engage students in learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Through workshops, participants experience drama as an art form; as a medium for language and literacy development and inquiry-centered, multidisciplinary content learning; and as a powerful mode for meaning-making. Through discussion and presentation, students explore historical and current perspectives on educational drama and its potential to support creative, cognitive, physical, emotional, and social development for all children. Reflects a pluralistic drama education perspective that prompts children to engage issues of diversity, examine how cultural knowledge is constructed, critique the dominant culture, and confront questions of social justice. Also listed as THED 515, CORE 542.

Prerequisite: None.

Credit: 2 semester hours.

LA 523

Teaching Writing to Adolescents

Writing process as it relates to thinking and learning in adolescence. Emphasizes a writing workshop approach to composition, as well as use of response groups and conference procedures and strategies that are responsive to adolescents' individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

LA 530

Children's Writing

Teaching writing to children. 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 that is responsive to elementary students' individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 3 semester hours.

LA 531/610

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 teachers across disciplines encounter in their classrooms. Topics

"Our task is to create classrooms where students and teachers engage in and discover the power and joy of reading and writing."

—Kimberly Campbell,
assistant professor of
education

include recent research and theory in composing as well as practical teaching techniques that can be integrated to enhance learners' experiences. Required introductory course in the Middle-Level/High School Intern Program. Also listed as CORE 501.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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 and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. 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 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 teaching approaches that engage students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

LA 557*

Teaching the Literature of Nature

Same as ED 570, SCI 557.

LA 561*

Multicultural Literature (Grades 5-12)

Exploration of multicultural literature as a tool for creating communities in which diverse perspectives are supported. Addresses both literary and social themes of multicultural literature through reading, research, discussion, writing, curriculum design, and developing teaching approaches. Also listed as SS 531.

Prerequisite: None.

Credit: 2 semester hours.

LA 564*

Through the Looking Glass

Examination of commonly taught 19th- and 20th-century British and American novels, short stories, plays, and poems. Focuses 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. Examines teaching approaches and educational resources that support meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

LA 565*

Literature for Children and Adolescents

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 in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

LA 570*

Readers' Workshop: Coming of Age

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 teaching approaches introduced in the elementary through high school classrooms in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

LA 575*

Seminar in Moral Development, Ethics, and Imagination

Same as SS 575, ED 575, CORE 537.

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

LA 579**Teaching Language Arts to Adolescents**

Student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learning and discovery, 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. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts; articulation of objectives and linking them to teaching and assessment. Participants write the teaching plan for their first required Inquiry/Work Sample.

Prerequisite: 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. 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. Discusses and allows participants to practice integrating knowledge of writing in ways that extends writers' own understanding of writing and supports the development of meaningful writing experiences to engage students.

Prerequisite: Letter of application, submission of writing sample.

Credit: 1-2 semester hours.

LA 591***Envisioning a Sustainable Society**

Same as SS 591, CORE 540.

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

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

Mathematics**MATH 501*****Inquiry Into Mathematical Thought**

Consideration of theories of learning and philosophies of mathematics that inform curriculum, teaching, and assessment decisions. Participants learn to approach content knowledge through the examination of their own assumptions about the nature of mathematics and mathematics learning, as well as study contemporary research and conduct their own research on students' thinking and learning. Emphasizes students' conceptions, diversity among students' mathematical ideas, and teaching approaches responsive to them as participants learn to examine educational resources. Open to participants with an interest in mathematics teaching and learning.

Prerequisite: None.

Credit: 2 semester hours.

MATH 522***Experiencing Geometry**

Broad content knowledge perspective on classical and modern geometries with hands-on experience learning mathematics through open-ended problems. Emphasis on experiential learning environments and teaching approaches that prepare teachers to build on students' experience. Teachers learn to encourage diverse ideas, use hands-on explorations, develop nontest assessments, and incorporate a wide range of technological resources toward the end of experiencing geometry.

Prerequisite: None.

Credit: 2 semester hours.

MATH 525***Mathematics as Problem Solving**

Helping educators (K-6) to incorporate mathematical problem solving throughout their curriculum. Content knowledge from 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. These standards encourage teachers to engage their students through teaching approaches that encourage meaningful learning, respond to individual differences, and respect cultural contexts. Emphasizes problem solving, communication of mathematics, and conceptual understanding of mathematics.

Prerequisite: None.

Credit: 2 semester hours.

"Education is the best provision for old age."

—Aristotle

"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*

MATH 579

Teaching Mathematics to Adolescents

Teaching and learning mathematics in middle- and secondary-level classrooms. 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 creating learning environments in school mathematics as well as with research into the psychology of learning mathematics. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Participants will examine educational resources in order to write the teaching plan (including a careful strategy of assessment) for their first required Inquiry/Work Sample. Participants are also introduced to information technologies for teaching middle- and secondary-level mathematics with emphasis on mathematical exploration and problem solving. Attention to how best to structure the learning environment to incorporate computer and calculator resources.

Prerequisite: Middle-Level/High School Preservice Intern Program or consent of instructor.

Credit: 3-4 semester hours.

MATH 580

Integrating Technology Into Secondary Mathematics

Introduction to the equipment and software available to teach secondary mathematics. Participants consider the potential of calculator- and computer-based approaches through mathematical exploration and problem solving. They analyze the features and benefits of specific software and equipment for promoting rich mathematical experiences and plan classroom activities based upon their findings. Participants reflect on how calculator, simulation, problem solving, and mathematical exploration software and technologies enhance student comprehension. They learn how best to structure the learning environment to incorporate such technology resources.

Prerequisite: None.

Credit: 1 semester hour

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. Participants learn how to promote diverse perspectives in a learning environment responsive to contributions to mathematical thought from many different peoples of the world. Helps teachers to broaden their conception of content knowledge through the 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). These projects emphasize how mathematics connects learners with their communities. Provides the background necessary to integrate historical perspectives, topics, and approaches into mathematics teaching. Open to any student or teacher with an interest in mathematics and willingness to engage in reflection.

Prerequisite: None.

Credit: 2 semester hours.

MATH 598*/698

Special Studies: New or Experimental Courses

MATH 599/699

Independent Study

Music Education

MUE 500*

Music Education Research and Assessment

How music educators can gather, reflect upon, and interpret information needed 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 provides the knowledge needed to enhance the learning and performance of all students.

Prerequisite: ED 548.

Credit: 3 semester hours.

MUE 543*

Elementary Music: Curriculum and Inquiry

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. Surveys dominant trends in teaching elementary music and integrates disciplinary knowledge to extend learners' experience and capacity as musicians to solve problems. Music specialist students develop the attitudes, teaching procedures, skills, and competencies required to engage students who demonstrate

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

varying musical aptitudes, interests, developmental levels, and cultural backgrounds.

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.

Corequisite: For preservice candidates, MUE 579.

Prerequisite: Consent of instructor.

Placement fee may be applicable.

Credit: 1-4 semester hours.

MUE 579

Teaching Music to Adolescents

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. Disciplinary topics include rehearsal techniques, recruiting, motivation, assessment, budget and administration, sequential instruction, scheduling, and public performance. Emphasis on tailoring curricular priorities and selecting instructional materials responsive to student differences, interests, developmental levels, and cultural backgrounds. Attention to helping participants reflect upon their own experience and professional practice with the aim of developing a personal philosophy of music education.

Corequisite: MUE 544 for music students seeking an Initial Teaching License.

Prerequisite: Admission to Middle-Level/High School Preservice Intern Program.

Credit: 4 semester hours.

MUE 580*

Instrumental and Choral Ensemble Seminar/Lab

Advanced rehearsal techniques for teaching band, orchestra, and chorus in the schools. Includes an in-depth study of disciplinary knowledge related to 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.

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

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 assessment. Surveys dominant approaches to teaching music—Orff, Kodaly, Manhattanville, Dalcroze, Music Learning Theory (Gordon)—with 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: Admission to Middle-Level/High School Preservice Intern Program or consent of instructor.

Credit: 3 semester hours.

MUE 584

M.A.T. Seminar in Music Education

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. 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.

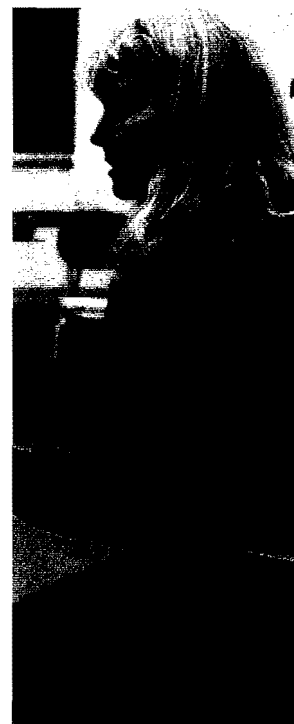
MUS 585*

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. 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

Teaching approaches associated with 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

Teaching approaches associated with playing stringed instruments, maintenance of instruments, and evaluation of methods and materials.

Prerequisite: None.

Credit: 1 semester hour.

MUS 588*
Woodwind Pedagogy

Teaching approaches associated with 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 skills for assessing 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 content knowledge in science so difficult for so many learners? Gives attention to features of learning environments that foster confidence among science learners and to science teaching that is responsive to developmental levels and cultural contexts. 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 and students are encouraged to adopt habits of scholarly reflections anchored to these traditions.

Prerequisite: None.

Credit: 2 semester hours.

SCI 503*
The Nature of Informal Science and Technology Education

How informal science learning affects people's science understanding and attitudes toward science and technology. Surveys sources of educational resources for teaching science found outside of the classroom.

Students learn to evaluate how well visitors grasp museum and zoo exhibit messages, and then apply these insights to help children learn science through exploration in a variety of settings. Students develop a museum-style exhibit for classroom display and focus on how technology, both simple and complex, contributes to exhibit effectiveness.

Prerequisite: None. Fee (see Guide to Registration).

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, in how the practice of science affects social justice. Topics include the promises and consequences of biomedical and genetic engineering, and societal transformations brought about by information access through computer networks. Pays particular attention to John Dewey's conception of how technology interacts with situations that teem with values. Students learn to think of science concepts as mental inventions engineered in keeping with a human-centered purpose

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

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. Shows how STS fosters the connection to community in the science curriculum. Also listed as SS 502 and CORE 518.

Prerequisite: None.

Credit: 2 semester hours.

SCI 555

Field Natural History

The study of nature from aesthetic, historic, and scientific perspectives, with emphasis on the biological diversity of the Pacific Northwest. Students engage in fieldwork and biological monitoring at an introductory level, learn styles of nature writing, and explore how to introduce children to holistic study of their surroundings. Nature appreciation and understanding of biological adaptations receive balanced treatment within a framework of how humans have conceptualized nature through time.

Prerequisite: Admission to Early Childhood/Elementary Preservice Intern Program.

Credit: 1 semester hour, CR/NC.

SCI 557*

Teaching the Literature of Nature

Same as ED 570, LA 557.

SCI 560

Thematic Inquiry in the Elementary School

Concepts about inquiry in the natural and social sciences curricula of the elementary school. Focuses on children's intuitive notions and spontaneous interests, on planning instruction around themes that tap such interest, and on integration of subjects. Applies principles of whole language learning across the curriculum. Illustrates how to combine multiple subjects in an integrative approach to content knowledge while demonstrating teaching approaches that are responsive to interests, differences, and development. Essential to the class are ideas about constructive assessment and how to provide helpful feedback to students in the midst of study that integrates subjects in the context of inquiry.

Prerequisite: Admission to Early Childhood/Elementary Preservice Intern Program.

Prerequisite: None.

Credit: 1 semester hour.

SCI 575*

Field Geology of Oregon for Teachers

Introductory field techniques for conducting geological inquiry. 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. Immersion in geologic content knowledge happens on several levels: basic concepts, geology of Oregon, and approaches to solving field problems in geology. Students develop confidence in their capacity to solve geologic problems of the local landscape at a novice level. They also develop very basic skills in using maps, compasses, and GPS.

Prerequisite: None. Fee (see Guide to Registration).

Credit: 2 semester hours.

SCI 579

Teaching Science to Adolescents

Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of laboratory technologies in science teaching. Includes planning, organization, and assessment of science teaching and learning. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Introduces students to the importance of science as the work of a particular cultural community with shared values and linguistic norms while examining research about the challenge to students may face in making a "cultural border crossing" into science.

Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views of Novak, Mintzes, and Wandersee as well as Driver, Posner, Aikenhead and other leaders in science education research. Participants complete an interview assessment of student prior knowledge and write the teaching plan for their first required Inquiry/Work Sample, being careful to include in this plan reflection on research previously conducted on the learning of concepts that are central to the Work Sample unit.

Prerequisite: Admission to Early Childhood/Elementary Preservice Intern Program or consent of instructor.

Credit: 2 semester hours.

SCI 580*

Science and Children

Investigations with everyday materials and common creatures that will enrich teaching and learning in the primary through intermediate elementary years. Participants examine their own, as well as children's, intuitive science notions. Fosters confidence in teaching hands-on science by attending to teacher understanding of background knowledge; individually and culturally responsive

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.

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



approaches to teaching, assessment, and technology; and safe, successful use of classroom science equipment.

Prerequisite: None.

Credit: 2 semester hours.

SCI 595* **Physical Science**

Imaginative inquiry in physics and chemistry with careful attention to laboratory safety and intriguing connections among everyday experiences. Topics may include stability and equilibrium, force and balance, sound and vibration, light and shadow, simple electrical circuits, corrosion, chemical and physical changes, acids and bases, and material properties. Provides guidance in preparing classroom science activities and emphasizes the joy of science. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in physical science.

Prerequisite: None.

Credit: 2 semester hours.

SCI 596* **Earth/Space Science**

Learning to investigate and appreciate landscape changes and celestial events that occur on scales beyond ordinary experience. Students join in evenings of sky-watching and journey for several days to Oregon's Blue Mountains where they continue night observations and engage in introductory geological fieldwork. Throughout the course they assemble a Visual Arts Portfolio containing sketches, digital photographs, and expressive, interpretive text. Underscores the value of multidisciplinary approaches to the study of science. Participants should expect rustic camping conditions and be prepared for physical activity during the field component of the course. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in earth and space science. Also listed as CORE 501.

Prerequisite: None.

Credit: 2 semester hours.

SCI 597* **Life Science**

Survey of diverse fields such as cell biology, ecology, and genetics, and inquiry activities appropriate for learning science in the school laboratory, with careful attention to health, safety, and ethics. Emphasis on exploration of life science concepts, teaching strategies, and innovative classroom practices. Consideration of teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in life science.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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

SCI 599/699 **Independent Study**

Social Studies

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. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages teachers in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 3 semester hours.

SS 502* **Science, Technology, and Society**

Same as SCI 510, CORE 518.

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. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

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

SS 531*
Multicultural Literature (Grades 5-12)

Same as LA 561.

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. Addresses issues of gender. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

SS 547*
Race, Culture, and Power

Analysis of race, culture, and power as distinct but intersecting social constructs. Participants scrutinize scientific, institutional, and systemic racism in today's U.S. society; the various forms, dynamics, and consequences of white privilege; formal and informal power in society; the power elite; the concentration and intersection of wealth, power, and privilege; the hierarchy of cultures; the ideology of Eurocentrism; the roles and manifestations of race, culture, and power in international affairs; centers and peripheries; and hegemony and counter-hegemony. Also listed as ED 547, CORE 538.

Prerequisite: None.

Credit: 2-3 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. Students

learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Recommended for teachers at all levels.

Prerequisite: None.

Credit: 2 semester hours.

SS 575*
Seminar in Moral Development, Ethics, and Imagination

Exploration of how children and adolescents develop ethical judgment, imagination, and a sense of justice and compassion. Questions covered include the following: How do children and adolescents make sense of the worlds they live in from a moral and philosophical perspective? What are some important ways adults can contribute to the social and moral development of young people through personally and culturally responsive teaching, counseling, leading, and mentoring? Are there both shared and distinctive moral values across cultures? Memoir, literary narratives, poetry, environmental studies, music, film, reflective journal writing, and case studies from participants' experience with youth in many contexts will guide our explorations. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Also listed as ED 575, LA 575, CORE 537.

Prerequisite: None.

Credit: 2-3 semester hours.

SS 578
Inquiry/Teaching/Assessment: A Social and Cultural Framework

Understanding and applying inquiry and assessment within a social and cultural framework that leads to thematic curriculum development for pre-K through middle school. Participants explore children's intuitive notions and reasoning about social, cultural, and geographic worlds from developmental, social, historical, 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. Students are guided in teaching and assessment practices that draw from children's questions and interests.

Prerequisite: Admission to Early Childhood/Elementary Preservice Intern Program.

Credit: 3 semester hours.

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

*"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

"Teachers affect eternity; they can never tell where their influence stops."

—Henry Brooks Adams,
The Education of Henry
Adams (paraphrased)

SS 579

Teaching Social Studies to Adolescents

Developing a conceptual framework for teaching social studies in a democratic society. Focuses 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. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment and teaching. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Students also learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Participants write the teaching plan for their first required Inquiry/Work Sample.

Prerequisite: Middle-Level/High School Preservice Intern Program or consent of instructor.

Credit: 4 semester hours.

SS 580*

Global Inequality

Examination of inequities both in the United States and among nations. Addresses persistent and increasing socioeconomic and political inequities between races, classes, and sexes within the United States; the concentration of wealth, power, resources, and privileges in society; and the cult of consumerism and the eclipse of civil society and democracy. Considers injustices between countries: north-south, center-periphery, and "developed" and "undeveloped." Offers a critique of globalization, the WTO, the IMF, the World Bank, and transitional corporations. Examines assaults on commons and the cost and consequences of inequality.

Prerequisite: None.

Credit: 2 semester hours.

SS 585*

The Middle East in Crisis

Overview of the Middle East in an international context. Considers the legacy of colonialism and the impact of the new imperialism; socioeconomic, political, and cultural dynamics within the region; the Israeli-Palestinian conflict; the role of energy resources; and the clash of paradigms. Covers the U.S. invasion of Iraq and Afghanistan

as well as U.S. hegemony and counter-hegemonic resistance to it. Considers the region as a focal point for intercapitalist rivalries.

Prerequisite: None.

Credit: 2 semester hours.

SS 591*

Envisioning a Sustainable Society

Consideration of cultural changes needed in response to the environmental crisis. Explores how modern industrial societies are premised on uninhibited growth, the planetary limits that challenge this possibility, the implications of a fundamental shift in our material conditions, and what it all may mean for those who work in public institutions. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages pre- and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Also listed as LA 591, 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. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages pre- and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None, but previous coursework in micro- or macroeconomics helpful.

Credit: 2 semester hours.

SS 598*

Special Studies: New or Experimental Courses

SS 599/699

Independent Study

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

Drama

THED 515

Drama for Learning and Social Action

Interactive exploration that prepares K-8 teachers for using drama to engage students in learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Through workshops, participants experience drama as an art form; as a medium for language and literacy development and inquiry-centered, multidisciplinary content learning; and as a powerful mode for meaning making. Through discussion and presentation, students explore historical and current perspectives on educational drama and its potential to support creative, cognitive, physical, emotional, and social development for all children. Reflects a pluralistic drama education perspective that prompts children to engage issues of diversity, examine how cultural knowledge is constructed, critique the dominant culture, and confront questions of social justice. Also listed as LA 515, CORE 542.

Prerequisite: None.

Credit: 2 semester hours.

THED 544

Practicum in Drama

Using plans generated as part of their earlier studies, participants work in their own school settings during the year following their coursework. May be completed in one semester or may span an entire school year. Participants will keep a log of activities related to the practicum as well as a portfolio of evidence, including a videotape recording at least one example of their students' drama learning and performance.

Prerequisite: None.

Credit: 2 semester hours.

THED 648

Devising Performance and Facilitating Inquiry

Interactive exploration of performance that prepares theatre artists, educators, community workers, and other professionals to begin using drama in their work with groups. Through workshops, readings, and discussion, participants experience theatre as an art form, and as a tool for learning and for addressing social justice issues. The course reflects a pluralistic theatre and education perspective that prompts engagement with issues of diversity, examines how cultural knowledge is constructed, critiques the dominant culture, and confronts questions of equity and social justice.

Prerequisite: None.

Credit: 2 semester hours.

THED 648

Script Analysis: From Page to Stage

To translate a playwright's ideas into physical design, a theatre craftsperson has to develop the ability to communicate information using conceptual means. Script analysis provides the language that allows us to transform concepts and ideas into reality. Once proficient in that language, we can use technical drawing, sketching, and model making to apply symbolic representations that establish a visual link between a creative idea and its working reality.

Prerequisite: None.

Credit: 1 semester hour.

THED 648

Stagecraft: Bringing the Imaginary to Life

A theatre craftsperson has to develop the ability to communicate information using graphical means. Stagecraft provides the language that allows us to transform concepts and ideas into reality. Like any other language it takes practice to become comfortable and skilled in its use. This course is designed to provide opportunities for a student to learn the language of technical drawing and stagecraft.

Prerequisite: None.

Credit: 1 semester hour.

THED 648

Lighting: Painting with Life

Theatrical stage lighting technology. Students gain an understanding of the physical properties of light and the technology used to light the stage. Topics include lamps, lighting instruments, control systems, color, optics electricity, the physics of light, and the technical considerations involved in lighting the stage. The course's primary goal is to help students learn not just specific facts about equipment and technology, but to understand the art and science of lighting, as well as the history and logic of why things do what they do.

Prerequisite: None.

Credit: 1 semester hour.

THED 648

Sound Design: Adding Emotional Depth

Theatrical stage sound technology. Students gain an understanding of the physical properties of sound and the technology used to bring sound to the stage. Topics include sound effects, soundscapes, sound scores, control systems, electricity, the physics of sound, and the technical considerations involved in creating sound for the stage. The course's primary goal is to help students learn not just specific facts about equipment and technology, but to understand the art and science of sound for the theatre, and well as the history and logic of why things do what they do.

Prerequisite: None.

Credit: 1 semester hour.





Core Program

The graduate Core Program is a place for graduate students in the educational and counseling psychology professions to explore connections between personal identity and professional life within the social, cultural, and environmental contexts in which we live. Interdisciplinary and intercultural in their design, graduate Core Program courses bring students and faculty from diverse professional roles and disciplines together in creative approaches to collaboration, learning, and real world problem solving.

Discovering New Terrain: Conversations at the Borders, 2005-2009

The current theme, to be developed over five years, offers participants opportunities to explore meanings across cultural and intellectual borders and to build sustainable bridges across diverse ways of knowing, inquiring, and understanding.

Courses and seminars offered within the Core Program are also designed to inspire participants to consider avenues for competent, responsive service to the diverse populations we serve and to the shaping of a more just, inclusive, and compassionate regional and global culture.

Curriculum

CORE 501 Graduate Seminars

Conceived with the Core theme in mind and designed to include students' suggestions for readings, topics, and projects. Topics have included American Perception of Addiction; The Healing Power of Story; Spirituality, Religious Diversity, and Professional Practice; Bearing Witness: Writing and Social Justice; and Between Here and There: Borders, Boundaries, Edges, and Overlap in Professional Practice. 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.

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 504
Journey Through Change

Application of Joseph Campbell's cross-cultural writings on mythology and William Bridges' book *The Way of Transition: Life's Most Difficult Moments* to understanding the change process. Includes discussion of educational and therapeutic change, as well as topics related to popular culture.

Prerequisite: None.

Credit: 1 semester hour.

CORE 505E
Adventure-Based Learning: Challenge Course

Off-campus, weekend outdoor course that challenges participants both physically and mentally. Community-building activities to foster self-awareness, trust, communication, leadership, tolerance, and cooperation. Self and group observations through reading and discussions. Emphasis on understanding group dynamics and the experiential learning process as it might be adapted to participants' professional goals and endeavors. Includes overnight camping at a challenge course site near Glenwood, Washington. Introductory meeting on campus, medical consent, and fee required.

Prerequisite: None.

Credit: 1 semester hour.

CORE 506
Displacement: Living and Learning in Native America

Participants learn from the historic and contemporary experiences of the people indigenous to the U.S. Drawing from essays, poetry, and short fiction, considers the implications of Native American experience for professionals in counseling and education.

Prerequisite: None.

Credit: 1 semester hour.

CORE 507
Maps of Return and Recovery: Native American Resilience

With particular attention to the experiences of contemporary Native American people, supports exploration of the paths of resilience. Ways taken for returning and recovering are evident in the use of maps as a theme in contemporary Native American literature.

Following this theme, involves imaginative and actual investigation of recovery and its maps—maps that are sometimes testimony, sometimes instruction, sometimes prophecy.

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

Workshop to explore the power of writing to engage diverse perspectives, ideas, and cultures at the restless boundary between personal insight and professional practice. In our search for equity, social justice, and inclusion, collaborative writing in professional life may be the most important writing we do. As educators our own writing is our best teacher, as counselors our written reflections will give us our best advice, and as leaders our work will be improved by writing about the challenges we face. To foster expressive clarity, the class as a writing community examines reading, 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 cultural contexts of creativity, 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

"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, assistant professor of education

"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

personal and professional lives. Using cross-cultural, historical, and folklore research, 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 educational leadership 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 and cultural dimensions of schools, classrooms, and counseling.

Prerequisite: None.

Credit: 1 semester hour.

CORE 515

Hunger and Homelessness

Contextual understanding of the causes and results of hunger and homelessness in America. Students volunteer in institutions that serve the homeless and working poor. 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 517

Multiple Perspectives

Amid dialogues about diversity and multiculturalism, "culture," "ethnicity," and "identity" have largely become nothing more than stock phrases. Through a variety of readings, including firsthand accounts of immigration experiences and personal interactions, participants move beyond misconceptions, stereotypes, headlines, and statistics to explore the immigrant experience as it unfolds through individual lives. Finding ways to incorporate insights and discoveries into personal and professional lives is the central goal.

Prerequisite: None

Credit: 1 semester hour.

CORE 518

Science, Technology, and Society

Same as SCI 510 (see Teacher Education), 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 diverse populations of students, clients, and employees in their professional practices.

Prerequisite: None.

Credit: CORE 518A, 1 semester hour.

CORE 518B, 2 semester hours.

CORE 519

Amish/Las Vegas: Polarities in American Lifestyles

Two communities as symbols of the polarities within ourselves and our society. Las Vegas represents instant gratification, materialism, risk, impulse, excitement, and individualism. The Amish symbolize simplicity, plainness, selflessness, community, slow change, and humility. Explores both subcultures and reflects on the everyday societal, family, educational, and personal tensions that mirror these polarities. Uses interdisciplinary-focused lectures, directed discussions, and videos to illustrate the need to understand how culture affects our daily life.

Prerequisite: None.

Credit: 1 semester hour.

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.

that are individually and culturally responsive. 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

Examines the central need to make meaning from the predicaments and possibilities of human life through story. 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, 1-2 semester hours.

CORE 536, 3 semester hours.

CORE 531

Personal Voice in Professional Writing

See CORE 510.

CORE 532A

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. 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 532B

Writing Culture: An Exploration

What cultural habits make us Northwesterners, Italian-Americans, Mexican-Americans, Jewish, or Christian? How do we learn in particular ways when among the Japanese or Native Americans, or as members of a professional community? Culture offers a lens through which to view the world. Each culture's unique and varied patterns act through its beliefs and values, rituals and ceremonies, languages and stories. Writing to explore our own cultures, as well as those of others we meet through reading, travel, and in our everyday lives.

Prerequisite: None

Credit: 1-2 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 Imagination

Same as SS 575 (See Teacher Education), ED 575, LA 575.

CORE 538

Race, Culture, and Power

Same as SS 547 (see Teacher Education), 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. Among the key questions: 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: 2-3 semester hours.

CORE 540

Envisioning a Sustainable Society

Same as SS 591 (see Teacher Education), LA 591.

CORE 542

Drama for Learning and Social Action

Interactive exploration introduces teachers, counselors and other professionals to ways of using drama in their work. No theatre background required. Through workshops, readings, and discussion, participants experience drama as both art form and tool for learning and for addressing issues. Reflects a pluralistic drama education perspective that prompts engagement with issues of diversity, examines how cultural knowledge is constructed, critiques the dominant culture, and confronts questions of equity and social justice. Also listed as LA 515, THED 515 (see Teacher Education).

Prerequisite: None.

Credit: 1-2 semester hours.

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

—Latino proverb

Northwest Writing Institute

The Northwest Writing Institute offers workshops where writers find their subjects, develop their talents, and join a professional and supportive writing community. In our courses and symposia, the practice of writing begins in courage and moves toward eloquence. Our courses welcome students currently enrolled in Lewis & Clark's graduate programs as well as writers, teachers, and other community members.

In addition to workshops in creative writing, the NWI offers classes to integrate writing into the life of the "literary activist" at the heart of personal and social change. These courses include Personal Voice in Professional Writing, The Healing Power of Story, The Gift, and others.

Outreach programs include the William Stafford Center, an evolving resource for study and creation, and the Writing Culture Summer Institute, where writers, educators, counselors, and other seekers cross cultural boundaries to empower diverse voices.

Writing Culture Summer Institute

The Writing Culture Summer Institute is both a workshop and a gathering, where we engage in imaginative and ethnographic writing together to discover cultural meanings and develop new approaches to cross-cultural insight. The Institute welcomes writers of varied genres and levels of experience—teachers, students, fiction and non-fiction writers, poets, journalists, and cultural workers in anthropology, folklore, social service, and other fields. Nationally recognized visiting faculty lead morning workshops devoted to generating and deepening writing, and to considerations of craft, cultural documentation, and the power of story. Afternoons, participants continue writing in solitude or join faculty-led response groups. These sessions critique new work as well as address ways to move the practice of writing culture into classrooms and work settings, and build a new world.

"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

Oregon Writing Project

A 20-year tradition of helping teachers use writing to promote student learning, the Oregon Writing Project at Lewis & Clark has become a landmark in the lives of a generation of teachers. Since 1984, the OWP has worked with school districts in the Portland area and southwest Washington to identify and train teachers as experts in classroom writing instruction and as in-district resources for staff development. Participating teachers write in a broad range of genres to strengthen their own sense of the writing process, and also explore current research, share tested classroom strategies for teaching writing, and prepare for writing assessment and issues in school reform.

The OWP at Lewis & Clark includes two invitational summer institutes for teachers of all disciplines, kindergarten through college, and school-year follow-up meetings for a full year of learning about teaching writing. Our program is affiliated with the National Writing Project at the University of California, Berkeley, which provides some financial assistance for summer institute participants.

The Writing Studio

A setting for creation, the Writing Studio helps students and staff to learn, teach, and communicate through writing. At the studio, writing turns personal curiosity into inquiry and harnesses the imagination to develop new thinking. For more information about the Writing Studio, see the College Resources section of this catalog or contact Marcia Silver at 503-768-6166 or silver@lclark.edu.

Faculty

Northwest Writing Institute faculty are 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 and Registration

Current course offerings, including special writing workshops, are listed on the Web site at education.lclark.edu/dept/nwi 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, to receive our newsletter, or to register, contact the Northwest Writing Institute, Lewis & Clark College, 0615 S.W. Palatine Hill Road, Portland, Oregon 97219-7899. Phone: 503-768-6160. Fax: 503-768-6165. E-mail: nwi@lclark.edu. Web: education.lclark.edu/dept/nwi.

Centers

The Graduate School of Education and Counseling has developed three centers—the Center for Continuing and Professional Development, the Oregon Center for Inquiry and Social Innovation, and the William Stafford Center—to serve the needs of our students and to reach out to the larger community. Through offerings of study-abroad programs, lectures, workshops, and continuing professional development, these centers allow participants a wide range of innovative opportunities for engaging in social justice, creative practice, and lifelong learning.

Center for Continuing and Professional Studies

The Center for Continuing and Professional Studies provides dynamic educational experiences for continuous personal and professional growth. Our goal is to enable adults to think creatively, act knowledgeably, and live reflectively. We invite individuals to join us to effect positive change in the communities in which we live and serve. Together we create a forum for a rich diversity of voices and perspectives in a complex and ever-changing world.

For more information about the Center for Continuing and Professional Studies, please visit our Web site at education.lclark.edu/dept/ccps.

Oregon Center for Inquiry and Social Innovation

"Giving thought to action and action to thought."

The Oregon Center for Inquiry and Social Innovation advocates for the actualization of community ideas. Our programs support clear identification of questions facing local and global communities, and engagement with these issues by members of those communities with the assistance of professionals and scholars. Our hope is that such interaction will reveal fresh, innovative, and useful responses to challenges.

For more information about the Oregon Center for Inquiry and Social Innovation, please visit our Web site at education.lclark.edu/org/orcenter.

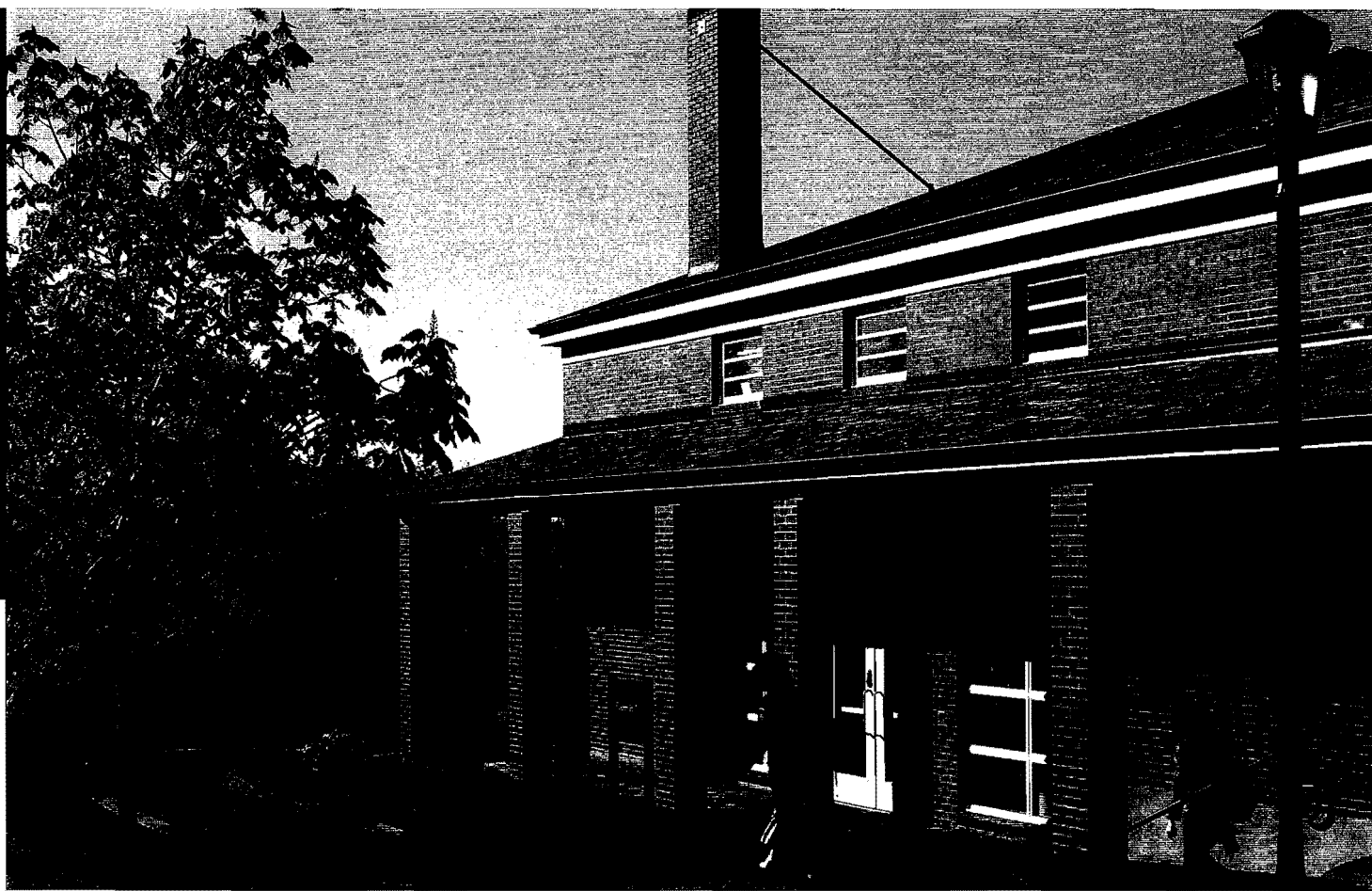
William Stafford Center

"In a world where honorable communication is essential to community, the William Stafford Center cultivates clear and ethical language for public life."

The William Stafford Center is a forum for hands-on thinking through creative expression by students, alumni, and other members of the community. We support writing, reflection, teaching, and literary citizenship, advancing lifelong learning and public engagement.

For more information about the William Stafford Center, please visit our Web site at education.lclark.edu/dept/grad/centers.html.





Lewis & Clark's 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.

Admission

An applicant to a degree, licensure, or endorsement program at the Lewis & Clark Graduate School of Education and Counseling is required to submit an application of admission. Applicants must hold a baccalaureate degree. Required application materials include the following:

- Completed and signed application packet
- \$50 application fee (waived if the application is submitted online at education.lclark.edu/dept/gseadmit)
- Professional resume
- Official transcripts from all undergraduate and graduate schools attended
- Three letters of recommendation and/or completed Recommendation for Admission forms
- Personal essay(s)
- Required test scores

See the Specific Admission Requirements section following for information on additional documentation requirements specific to each program.

Meeting the minimum entrance requirements of a given program does not guarantee admission. 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.

All application documents, as well as online application information, are available at education.lclark.edu/dept/gseadmit/gseapplications.html. Application forms and information may also be obtained by contacting the College:

Graduate Office of Admissions
Graduate School of Education and Counseling
Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899
503-768-6200
503-768-6205 fax
gseadmit@lclark.edu
education.lclark.edu/dept/gseadmit

Specific Admission Requirements

In addition to the general required application materials, there are specific admission requirements within each department.

Counseling Psychology

Applicants to counseling psychology programs must have work or volunteer experience in the applicant's area of professional interest. Letters of recommendation and personal essays should address this experience.

School Psychology Licensure and Continuing Licensure Program—Applicants must hold a master's or doctoral degree in counseling, psychology, special education, or a related field to qualify for admission to the licensure-only program in school psychology and continuing licensure in school psychology.

Marriage and Family Therapy Licensure Program—Applicants must hold a master's or doctoral degree in counseling, psychology, social work, or a related field to qualify for admission to the certification-only program in marriage and family therapy.

Marriage and Family Therapy Degree and Licensure programs—Qualified applicants will be invited to interview with the program coordinator upon completion of their application.

Testing

Applicants to the counseling psychology department are required to take the Graduate Record Examination (GRE) General Test. Those applying to the Marriage and Family Therapy Program must have a combined score of 1,000 or higher on the verbal and quantitative portions of the GRE as well as a score of 4 or higher on the analytical writing sections of the test. Official test scores from within 5 years must be received by the application deadline. The GRE testing requirement is waived if the applicant holds a Ph.D.

GPA Requirements

- Marriage and Family Therapy Program, School Psychology Program: 3.00 undergraduate degree
- All other programs: 2.75 undergraduate degree

Educational Leadership

Applicants to Educational Leadership programs must have three years of current licensed teaching, school counseling, or school psychology experience in Oregon. An Employment Verification form must be completed by the school district's human

resources office and submitted with the application. A copy of the applicant's license or certificate must also be included. Please contact an advisor if you do not meet these requirements.

All Educational Leadership applicants must submit three recommendation forms.

Applicants to the Master of Education in Educational Administration Program must arrange for an interview with the faculty after all admissions materials have been submitted. Applicants to the Initial Administrative License Program must hold a master's degree and are required to successfully complete the prerequisite courses EDAD 500/633 and EDAD 501/610.

Applicants to the Continuing Administrator License Program must arrange for an interview with faculty if they did not attend the Initial Administrator License Program at Lewis & Clark College.

Testing

No testing is required for admission to the Educational Leadership Program.

GPA Requirements

All programs: 2.75 undergraduate degree, 3.0 graduate degree

School Counseling

Applicants to Track I programs in school counseling must have completed two successful years of teaching in Oregon. An Employment Verification form must be completed by the school district's human resources office and submitted with the application. A copy of the applicants teaching license or certificate must also be included.

Applicants to licensure programs must hold a master's degree in a closely related field (e.g., education, psychology, social work).

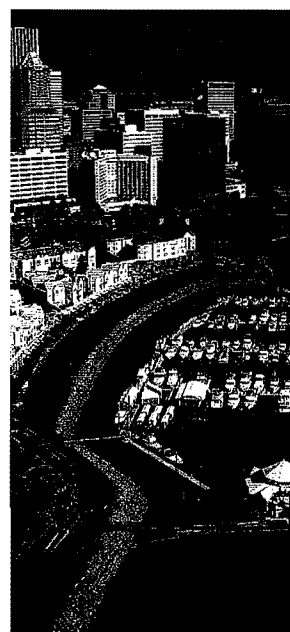
Qualified applicants from Oregon and southwest Washington will be required to attend an interview session and complete an impromptu written exercise. Students outside the area will be contacted by a Lewis & Clark faculty member about interview possibilities.

Testing

No testing is required for admission. However, Praxis I: Academic Skills Assessments (pre-Professional Skills Test) or the California Basic Education Skills Test (CBEST) official test scores must be received prior to the end of the first semester of coursework.

GPA Requirements

All programs: 2.75 undergraduate degree



Lewis & Clark's Graduate School of Education and Counseling 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.

Teacher Education

Preservice Programs

Applicants must submit 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, at least one reference letter must address the candidate's work with children in educational settings.

Full admission to the M.A.T. Preservice Intern Program is contingent upon acceptance by a school district for an internship.

Qualified applicants from Oregon and southwest Washington may be required to interview with a faculty member as part of the application process. Telephone interviews may be offered to applicants in other geographic areas.

Testing

All preservice applicants are strongly encouraged to submit test scores from the Praxis I: Academic Skills Assessments or Praxis II: Subject Assessments (MSAT and/or Multiple Subjects Examination and/or Subject Assessments and Specialty Area) or ORELA tests. Test scores will increase the admissions committee's ability to assess an application. All testing must be completed before a preservice student may be recommended for Initial Licensure in Oregon.

GPA Requirements

All Preservice programs: 2.75 undergraduate degree

Inservice Programs

Applicants to endorsement or licensure programs must include a copy of their Oregon Teaching License or certificate with their application if they wish to be recommended for an endorsement through TSPC.

Applicants to the Continuing Teaching License Program are required to submit three letters of recommendation: two Department of Teacher Education recommendations and one Continuing Teaching License Program recommendation, which must be completed by the applicant's current principal or supervisor.

Testing

Applicants to teacher education master's degree programs are required to submit a score from the Graduate Record Exam (GRE) General Test, the Miller Analogies Test, or a Praxis Exam, or they may choose to submit a portfolio of their professional work. Applicants for endorsement-only programs

are required to provide either a test score, a portfolio, or official transcripts indicating they hold a master's degree. Oregon's Standards for Teaching and Practice Commission require test scores for licensure. For more information and portfolio guidelines, contact the Graduate Office of Admissions.

GPA Requirements

All Inservice programs: 2.75 undergraduate degree

International Students

The Lewis & Clark Graduate School of Education and Counseling welcomes applications from international students. The College is authorized under federal law to enroll nonimmigrant students. Graduates of American colleges and universities or of recognized degree-granting institutions abroad are eligible to apply for graduate study. Applicants should write directly to the Graduate Office of Admissions to obtain an admission packet and to inquire about specific requirements and procedures.

International students should have sufficient knowledge of the English language. All nonnative English-speaking students 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, visit the Web site at toefl.org. A score of 575 (paper-based) or 233 (computer-based) 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.

For information regarding visas and immigration papers, international applicants must contact the Office of International Student Services. They may be reached by e-mail at iso@lclark.edu, by phone at 503-768-7305, or by fax at 503-768-7301. Visit their Web site at www.lclark.edu/dept/iso. The office can also supply more information regarding English language testing and requirements.

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.

Alumni of the Graduate School of Education and Counseling

Applicants who have completed a degree or licensure program within the last five years who are seeking admission to another licensure or degree program within the same academic program need only complete the "Personal," "Education Information," and

"Personal and Professional Fitness" sections of the admissions application; check the appropriate program of study; sign and date the application; and include a current resume, a letter of intent, and a letter of recommendation from a current or former supervisor. We also require official transcripts for any coursework undertaken since the completion of your previous Lewis & Clark Graduate School of Education and Counseling program. The \$50 application fee is waived.

Special Student Status Application Instructions

With Special Student status, individuals may take degree-applicable credit prior to formal admission to the Graduate School of Education and Counseling. (Special Student status does not guarantee formal admission to the Graduate School of Education and Counseling.) Please refer to each department's individual policies outlined below.

Application materials submitted for Special Student status may be used again for formal admission to degree programs, but please note that additional materials are required for formal admission.

Counseling Psychology and School Counseling

Prior to admission, individuals may take a maximum of 9 semester hours of degree-applicable credit. Counseling psychology and school counseling require application materials and department approval for Special Student status. Please submit the following materials at least two weeks before the semester begins: a completed and signed application form, a personal essay (as required by your program), two letters of recommendation, a resume, a \$50 application fee, and transcripts from all undergraduate and graduate schools attended. (Unofficial transcripts are accepted when applying for Special Student status.)

Educational Leadership and Teacher Education

Individuals seeking Special Student status should contact the program office prior to course registration for course information.

Candidates in educational leadership licensure-only programs may take a maximum of 6 semester hours of credit prior to formal admission. Master of Education in Educational Administration With Licensure Program participants may take a maximum of 9 semester hours of study as a Special Student prior to formal admission. There is no required application process for Special Student status.

Teacher education students may take a maximum of 8 semester hours of study as a Special Student prior to formal admission. There is no required application process for Special Student status.

Application Deadlines

All completed applications must be received no later than the corresponding program deadline specified below by semester. Priority will be given to applications received by the specified deadline; however, applications may be turned in by late admission deadline as indicated below.

Counseling Psychology

Fall: Fourth Monday in February.

Late admission: First Monday in June.

Spring: Third Monday in October.

(No late admission.)

Summer: Fourth Monday in February.

(No late admission.)

Educational Leadership, School Counseling, and Teacher Education Inservice Programs

Fall: First Monday in April.

Late admission: First Monday in July.

Spring: First Monday in November.

(No late admission.)

Summer: First Monday in February.

Late admission: First Monday in April.

Teacher Education—Preservice Intern Program

Applications are accepted for summer admission only, and must be received no later than the first Monday in January. Applications received after this date will be reviewed on a space-available basis.

Decision Notification

The Graduate School of Education and Counseling will confirm the receipt and status of your application packet. Any outstanding items will be noted. After the application deadline has passed, completed applicant files will be reviewed by program faculty. Applicants will be notified of an admissions decision in writing. No information regarding admission decisions can be given over the phone.

Denial of Admission

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





Policies and Procedures

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, educational specialist*, or doctoral degree, or licensure in teaching, administration, school counseling, or school psychology.

Master's or Doctoral Degree Requirements

These steps apply for all degree concentrations:

- 1) Apply for admission to graduate study. All materials submitted in connection with application for admission become the property of the College.
- 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.

* Degree-level designation pending approval by the Northwest Commission on Colleges and Universities.

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 online.

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 through a petition process. In general, doctoral degree candidates may transfer up to 14 semester hours of relevant coursework completed after a master's degree and initial professional licensure coursework. Transfer of credit from another institution must be approved by a Lewis & Clark Graduate School of Education and Counseling adviser.

Advisers

The director of each graduate program 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 a program director, from the appropriate chair, or from other faculty members.

Student Status: Special Student

If, for valid reasons, a student is unable to complete an application prior to the deadline, the student may be granted Special Student status. (See the Admission section.) A Special Student is defined as one of the following:

- 1) A student who is not seeking a Lewis & Clark degree or licensure 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 Admission 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.

Degree Candidacy

The following steps are taken to determine whether an admitted student's performance is satisfactory enough to allow the student to complete requirements for the degree.

- 1) Course grades are examined to determine whether the student is maintaining a 3.0 grade point average and whether the student has earned more than two grades below B- or any grade lower than C-.
- 2) The courses taken are compared to those listed on the student's formal program of study to ensure that the student is progressing as planned.
- 3) Information relevant to each degree/licensure concentration is solicited from adviser(s), instructors, and other sources.

Transferring or Adding Programs

Students wishing to transfer to another academic program within the Graduate School of Education and Counseling must submit an application for admission to the new program, complete with essays and letters of recommendation directed to the new program.

Current students who would like to add a degree, endorsement, or licensure program to their current course of study should send a letter of intent to the Graduate Office of Admissions. The Graduate Office of Admissions will work with the appropriate program office to coordinate any required documents.

Students who are transferring or adding programs are responsible for meeting with their advisers as soon as possible to develop revised program plans. Failure to revise the program could result in failure to obtain a degree, endorsement, 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

Since summer semester 1994, courses have been assigned credit in semester hours. Between fall 1986 and spring 1994, courses were assigned credit in quarter hours.

1 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 and may include courses using both traditional and alternative modes of delivery. Normally a student is prohibited from transferring more than the equivalent of 10 semester hours. The amount of transfer credit accepted by individual programs may vary. Usually only credits earned in the 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 CR or "pass" from an institution that provides documentation that a CR or pass grade represents a grade of B or higher.

Transferable coursework is determined at the time a program of study is formally designed with a graduate adviser. The adviser evaluates the Transfer Credit Request Form with the advice of the graduate school registrar. Nondegree coursework is not posted on the Lewis & Clark transcript.

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

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.

"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

Graduate Tuition, Fees, and Payment

Cost for the 2005-06 academic year is \$590 per semester hour for on-campus programs. The College reserves the right to change tuition, fees, or both. Contact the appropriate program office for specific cost information. Some courses have additional fees for laboratory, materials, supplies, 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.

Audit Fee

Lecture courses may be taken for no credit on a space-available basis. The audit fee is the same as the regular tuition for the course. Auditors attend class for personal enrichment and do not take examinations, submit papers, or fulfill other class requirements.

Change of Registration

Students must complete changes of registration in person in the graduate registrar's office, or by mail postmarked, or fax dated, within the course drop or withdrawal time limit if they wish to avoid change or late fees. 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.

Withdrawal From Lewis & Clark College

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 to the registrar's office is the date used for assessing charges and the amount of any tuition credit.

Tuition credits are issued based on the official withdrawal form.

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.

Special Fees

The following fees apply only to graduate students.

Application to graduate study: \$50. (This fee is waived if the application is submitted online at education.lclark.edu/dept/gseadmit.) In addition, a deposit from admitted students may be required. Details are provided in the admission packet. Students may contact the appropriate program for specific information.

Educational Career and Licensing Services: For Lewis & Clark graduates with a placement file established prior to January 1, 2003: The first 10 mailings are included in the set-up fee; additional mailings are \$5 per file.

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.

There are several scholarship opportunities available to students in the graduate school; however, most financial assistance is available in the form of student loans. Approximately 62 percent of the College's degree-seeking graduate students apply for

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

and receive some form of financial assistance. The financial aid programs described in this catalog are available to students in the Graduate School of Education and Counseling.

Applying for Financial Aid

To receive financial assistance from the College, students 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. 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 should not submit additional documentation unless requested.

Not all financial aid is awarded on the basis of demonstrated financial need. Subsidized federal loans, however, are granted

only to those students who can prove such a 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 the federally mandated 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 influence 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.

Satisfactory Academic Progress for Financial Aid

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. Satisfactory Academic Progress has three components:

- Students must complete a required number of credits each academic year.
- Students must complete their program within the prescribed number of semesters.
- Students must maintain a minimum cumulative grade point average of 2.0.

Students are awarded financial aid based on the number of credits that students in their respective program typically complete over an academic year. In order to maintain Satisfactory Academic Progress, students must complete this number of credits over the course of their academic year. Credits earned may vary from semester to semester based on the course offerings and the student's preferences, as long as the student is enrolled at least half-time (3 credits) each semester. Completion of the required number of credits each academic year will lead to the completion of the program within the prescribed number of semesters.

Federal aid regulations require that students maintain Satisfactory Academic Progress in order to retain eligibility for federal student aid. Therefore, failure to meet any of the Satisfactory Academic Progress components will lead to the suspension of federal financial aid eligibility.

If a student fails to complete the required number of credits, fails to maintain a minimum cumulative GPA of 2.0, and/or exhausts the number of semester of aid eligibility without completing their degree requirements, they have failed to maintain Satisfactory Academic Progress.





Students who have not met the Satisfactory Academic Progress requirements are not eligible for federal or institutional student aid. However, they will be invited to submit a petition explaining the reasons for failing to meet the criteria along with an academic plan signed by their advisor. The Standards of Progress Committee will review the petition and may grant a probationary period of aid eligibility.

If a student has been granted a probationary term and again fails to meet the standards, the student will be ineligible for further federal or institutional financial aid until he or she meets the Satisfactory Academic Progress standards.

Financial Aid Withdrawal Policy

Students 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 the student is eligible to use 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. While several student loans are awarded on the basis of demonstrated financial need as determined by the FAFSA analysis, most student loans are available to students regardless of their financial need.

Scholarships and Grants

The Graduate School of Education and Counseling provides a limited number of scholarships to students. Information about the application and selection process for these funds is available from each program office.

A number of students each year 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 student loan borrowing.

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 \$7.25 to \$8 an hour. Graduate students often find that their academic schedules do not allow time to take advantage of the Federal 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. Federal Stafford Loan borrowers must complete an online loan counseling session on entering the College as well as at the point of separation from the College.

Private Alternative Loans These credit-qualified loans are available from many lenders to address educational expenses not covered by some other source of financial assistance. 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.

Financial Assistance for Non-Degree-Seeking Students

Students admitted either as special students or into nondegree programs may be eligible for private student loans. These loans are not a part of the federal student loan program and students interested in applying for them need not complete a FAFSA. However, a student seeking such a loan must submit an academic plan to the Office of Student Financial Services, which will determine the maximum loan amount. The student may then apply for the loan through his or her lender, who will make the final approval decision.

Veterans

Students qualifying for Veterans Administration benefits should consult the graduate 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 registrar any changes in program or status.

Registration

Registration for graduate students may be completed by mail, by fax, or in person at the graduate registrar's office. Consult the online guide to registration at education.lclark.edu/dept/gradreg for details.

Course Numbering System

500-599 Graduate courses

600-699 Graduate-level continuing education courses

700-749 Doctor of Education in Leadership courses

901-902 Courage to Teach courses

0001-0999 Professional development courses not applicable to a Lewis & Clark 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

Once a grade is recorded, it is permanent. Unless it is successfully appealed, no grade will be changed except to correct a clerical or computational error.

Any appeal procedure concerning a grade change must involve the instructor who assigned the grade. A student who believes that the course grade awarded does not accurately reflect his or her performance should first attempt to resolve the matter with the individual faculty member. If the student and instructor are unable to reach a resolution, the parties should request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal, following the graduate school appeal review process.

In the event the parties agree to a grade change, they must submit a Change of Grade form explaining the reason(s) for the change. No grade may be changed after one year from the date of issuance.

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

A grade of Incomplete will be granted only in the case of compelling circumstances that prevent completion of a course prior to the date grades are due. It is the responsibility of the individual instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time.

When an instructor determines that an Incomplete is appropriate, he or she will complete and sign an Incomplete Grade form. If possible, the instructor will also obtain the signature of the student before submitting the form to the registrar's office.

An Incomplete must be resolved within a one-year period or it becomes a Permanent

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 and only with adviser approval, courses may be taken on a credit/no credit (CR/NC) basis. Credit will be awarded only if the work is equivalent to a grade of B or better. No more than 10 semester hours of coursework taken on a CR/NC basis may be applied toward a graduate degree or licensure. This limitation does not apply to required coursework that is offered only on a CR/NC basis.

Students in nondegree graduate programs in teacher education must maintain a 2.75 GPA. Students in administrative licensure programs must maintain a 3.0 GPA.



Incomplete (PI). In extraordinary circumstances, a student may petition for an extension of the Incomplete deadline. It is the student's responsibility to initiate the request for extension in advance of the one-year deadline. To be granted, the request must receive approval from the instructor, the department chair, and the dean of the graduate school.

Students must resolve any Incompletes before beginning an internship or student teaching. Graduating students receiving an Incomplete must consult the registrar's office to establish a revised graduation date. If the Incomplete is not made up in time for the revised graduation date, the student will be removed from the list of potential graduates. The student will not be reinstated to the list until the grade change has been submitted to the registrar's office.

Appeal Review Process

A student may contest decisions related to his or her graduate program participation, such as whether he or she is ready for a practicum or internship. The student should first attempt to resolve the concern with the appropriate faculty member or adviser. If the matter remains unresolved, the student may then elect to meet with the department chair. If these efforts are not successful, the student may choose to request a formal appeal review by sending written notification to the dean's office.

Not later than three weeks following receipt of the student notification requesting appeal review, an appeal review committee consisting of a department chair from outside the student's program, one faculty member, and the dean will convene to address the student's concern. The student and student's department chair will present their positions to the committee at this time, along with supporting documentation. The committee may conduct an additional investigation.

The appeal review committee's decision will be final and will be sent in writing no later than one week following the review hearing.

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.

Waiver of Courses

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. Waiver Request forms and information about specific waiver procedures are available in each department office and in the graduate registrar's office.*

Modification of Academic Requirements

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 petition. A petition form is available from the graduate registrar's office and each department office.

Degree Application and Conferral

The degree application must be filed with the graduate registrar before the applicable deadline.

December degree completion and June commencement participation:
September 10

May degree completion and June commencement participation:
November 29

July or August degree completion and June commencement participation:
February 28

July or August degree completion and no commencement participation:
March 28

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

Family Educational Rights and Privacy Act of 1974 Lewis & Clark College Education Records Policy

I. Education Records

The Family Educational Rights and Privacy Act (Public Law 93-380), effective November 19, 1974 (as amended by Public Law 93-568, Buckley Amendment), is intended to ensure students the right to inspect, review, and control access to student educational records maintained by an educational institution.

The Education Records Policy of Lewis & Clark College is intended to comply with the requirements of the Family Education Rights and Privacy Act (FERPA). Students will be notified of their rights under FERPA annually by publication in the student handbook, catalog and/or registration announcements of the respective School.

All school officials, as defined in this Policy, are expected to manage student records in their custody in accordance with all FERPA regulations.

To receive access to student records, school officials (including work-study student personnel) must receive a copy of this Policy and remain current regarding any FERPA modifications.

A. Definitions

1. Student

Refers to any person currently enrolled at Lewis & Clark College

Refers to any person who has previously earned academic credit at Lewis & Clark College.

Applicants for admission are not classified as students.

2. Educational Records

Refers to any record (in handwriting, print, tapes, film, computer, or other medium) maintained by the institution or an agent of the institution which is directly related to a student, except: A personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record.

Records created and maintained by the institution's law enforcement unit for law enforcement purposes. (However, if a copy of the Campus Safety Office record is given to the Registrar or other official of the institution for enforcement of a trespass order or other legitimate institution need, that copy becomes an educational record subject to FERPA.)

An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.

Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.

Alumni records that contain information about a student after he or she is no longer in attendance at the institution and that do not relate to the person as a student.

Records maintained by Lewis & Clark College legal counsel.

3. Institution

This policy covers students of the three schools of Lewis & Clark College: College of Arts and Sciences, Northwestern School of Law, and Graduate School of Education and Counseling.

B. Contents of Record

Lewis & Clark College has defined Directory Information as the information listed below. This information may be released for any purpose at the discretion of the respective School unless notified in writing to the contrary. Students have the right to prevent disclosure of Directory Information; these requests must be provided in writing, signed and dated, to the appropriate Office of the Registrar.

Name
Address
Telephone Number
Internet Address
Current Enrollment Status
Dates of Attendance
Degree(s) Conferred
Honors and Awards
Major Field of Study
Past and Present Participation in Officially Recognized Sports and Activities
Heights and Weights of Members of Athletic Teams
Photographs
Previous Institutions Attended
Date and Place of Birth

"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



2. Confidential Information, including but not limited to the following:

All information (except for Directory Information) contained in the application for admission or readmission. Letters of recommendation used to determine admission to Northwestern School of Law do not become part of the education record; those letters not marked confidential are returned to the student.

All records of test scores and/or results.

All transcripts of previous academic work.

Transcript at Lewis & Clark College, including course grades, grade point average, and advancement information.

All petitions requesting variance in established academic policy.

Graduation petition and evaluation.

Notices and/or reprimands for failure to meet academic policy and/or requirements of the Honor Code.

Rank in class (unless related to honors or awards).

All correspondence relevant to the academic records including letters of acceptance, receipts, academic performance, leave of absence, withdrawal, and the like.

Records of all authorizations to access or release information contained in the student education record.

Career Service Records, Educational Placement Records, and/or Career Planning Records.

3. Challenge of Contents

The student has a right to challenge the content of the education record. See the section on Correction of Education Records.

II. Access to Education Records

A. Student Access

A student has access to all education records, except for those listed below under Limitation on Right of Access, and has the right to personally view his or her education record within 45 days of the initial request.

Limitation on Right of Access

The institution will not permit a student to inspect the following records:

The financial statement of the student's parents.

Letters and statements of recommendations for which the student has waived his or her right of access, or which were maintained before January 1, 1975.

Records connected with an application to attend the institution or a component unit of the institution if that application was denied.

Those records that are excluded from the FERPA definition of education records.

Provision of Copies

The institution reserves the right to deny copies of records, including transcripts, not required to be made available by FERPA in any of the following situations:

The student lives within commuting distance of the institution.

The student has an unpaid financial obligation to the institution.

There is an unresolved disciplinary action against the student.

The education record requested is an exam or set of standardized test questions.

Fees for Copies of Records

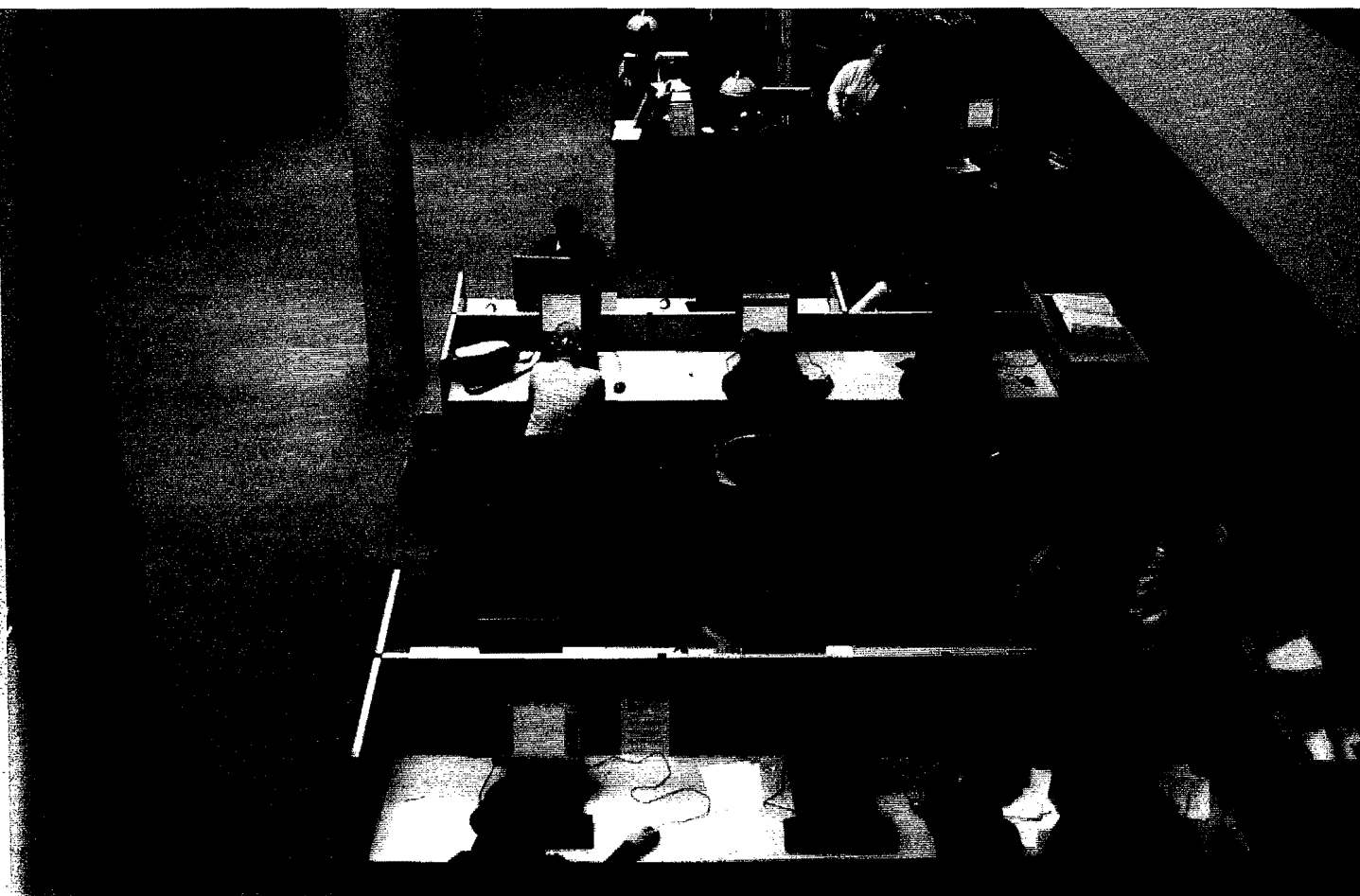
The fees for copies are set by the individual registrars' offices.

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 announcements on local radio stations. Several radio stations routinely include school 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 (503-768-SNOW). Instructors may also establish a telephone network among class members.



College Resources

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

Graduate School Registrar

The Graduate Office of the Registrar is open 8 a.m. to 5:15 p.m. Monday, Tuesday, and Thursday; 8:30 a.m. to 6:30 p.m. Wednesday; and 8:30 a.m. to 5 p.m. Friday. The office has extended hours at the beginning of each semester. Hours may vary during summer semester and semester breaks. For specifics call 503-768-6030 or check the Web at education.lclark.edu/dept/gradreg.

Educational Career, Licensing, and Accreditation Services

This office provides career and license advising for Graduate School of Education and Counseling students and graduates. It is the only place on campus where applications for licensure through Oregon's Teacher Standards and Practices Commission are processed. To make an appointment, please call 503-768-6008. Detailed information is also available on the Web at education.lclark.edu/dept/ecsls.

Information regarding applying to become an Oregon Licensed Professional Counselor is available from Marsha White, internship/practicum administrator, Department of Counseling Psychology (503-768-6064).

The Writing Studio

A setting for creation, the Writing Studio helps students and staff to learn, teach, and communicate through writing. At the studio, writing turns personal curiosity into inquiry and harnesses the imagination to develop new thinking.

Individual conferences provide assistance with course assignments and professional writing projects. In a single conference, a writer may achieve a clearer understanding of a particular writing task, learn what her or his drafts have communicated, and enrich thinking for further work. The consultant, acting as preview audience, will ask and answer questions and offer suggestions to help move the writer toward project completion. Assistance in preparing resumes and cover letters is also provided through the Writing Studio.

For more information about the Writing Studio, call Marcia Silver at 503-768-6166 or e-mail silver@lclark.edu. Detailed information is also available on the Web at education.lclark.edu/dept/wstudio/.

Cashier and Credit Office

The Cashier and Credit Office, located on the lower level of Templeton Student Center, is open from 8:30 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.

A 10-month payment program is available through Tuition Management Systems for the convenience of students who wish to pay on a monthly basis.

MasterCard and Visa credit card payments are accepted for all charges. Credit card payment may be made in person, over the phone at 503-768-7829, through the mail, or online at lclark.edu/dept/busoff/cashiers.html.

Currently enrolled students with no outstanding unpaid charges may cash checks up to \$25 at the office with presentation of a photo ID such as a driver's license.

Student Financial Services

Student Financial Services, located on the lower level of Templeton Student Center, is open from 8:30 a.m. to 4 p.m. Monday through Friday. For more information call 503-768-7090 or visit the Student Financial Services Web site at www.lclark.edu/dept/sfs/.

Lewis & Clark Bookstore

The Lewis & Clark Bookstore is located in Templeton Student Center. Bookstore hours vary with the academic calendar. Call 503-768-7885 for specific hours.

The bookstore accepts cash, traveler's checks, personal checks, and authorized second-party checks. Checks must be imprinted with the signer's name, current address, and phone number, and should be made out to L&C Bookstore. The bookstore also accepts Visa, MasterCard, American Express, and Discover credit cards.

You may place a credit card order by phone at 503-768-7885. The bookstore can ship your credit card order directly to your home for a modest shipping charge, or they can deliver your order to the Campus Safety Office for you to pick up.

Library

During fall and spring semesters, Aubrey R. Watzek Library is open 24 hours a day from Sunday at 9 a.m. through 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 9 p.m. Monday through Thursday, 8 a.m. to 5 p.m. Friday, and 11 a.m. to 7 p.m. Saturday and Sunday. Reference services are available

seven days a week and Sunday through Thursday evenings. For a complete schedule go to library.lclark.edu/lib/hours/htm.

Registered students have full access to a variety of resources and services, such as remote access to over 100 research databases and full interlibrary borrowing privileges. For further information on library services for graduate students, check the Web at library.lclark.edu/lib/grad/gradserv.htm or call 503-768-7285.

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 the Web site at www.lclark.edu/~infotech. For assistance, call the Instructional Media Services desk at 503-768-7290, send e-mail to msdesk@lclark.edu, or use the Web reservation form at www.lclark.edu/~msdesk/form.html.

Information Technology

Information Technology, located on the first floor of Watzek Library, is responsible for helping faculty, staff, and students integrate technology into the instructional process and the operations of the College. Information Technology staff assist students in learning to use hardware, software, and peripheral computer equipment; offer training resources such as tutorials or classes; and provide user accounts for accessing College network resources such as e-mail and 24-hour access to microcomputers on campus. For more information, visit the Web site at lclark.edu/~infotech.

Duplicating Services

A card-operated photocopier is located in the student lounge on the first floor of Rogers Hall. Photocopiers located near the Information Desk in Templeton Student Center and in Watzek Library (both on the Fir Acres Campus) are also available for student use. Copy cards are available for purchase in the graduate registrar's office, the Cashier and Credit Office in Templeton Student Center, and the library. Students can also make use of the College's Copy Center, located on the main floor of John R. Howard Hall, across from Watzek Library.

Parking

All vehicles parking on the College's campuses must be registered with the College.

A parking permit is required for parking on weekdays from 7 a.m. to 7 p.m. No permit is required for parking after 7 p.m., on weekends, or during summer. Please note that unauthorized use of spaces marked or

posted for staff and faculty may result in a fine, immobilization, or towing at owner expense.

For parking permit information and purchase please visit Campus Safety or call 503 768-7857.

Food Services

College food services are operated by Bon Appétit Management Company. The South Campus Conference Center housed Food for Thought, a café offering soups, salads, sandwiches, wraps, baked goods, snack food, and a variety of drinks. Hours vary by semester, but are typically 11 a.m. to 7 p.m. Monday through Thursday. The café is closed Friday, Saturday, and Sunday.

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.

Maggie's, a café and convenience store, is located on the first floor of Roberts Hall. Maggie's offers smoothies, gourmet desserts, grab-and-go quick meals, some fresh items including fruit and vegetables and, of course, coffee.

The Trail Room, located in Templeton Student Center, 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.

A beverage vending machine is located in Rogers Hall. Food and beverage vending machines are located in Watzek Library.

Athletics Facilities

The College features a full complement of athletics facilities. Most offer recreational hours during which they are available to the entire campus community, including graduate students.

Located in Griswold Stadium is an eight-lane, quarter-mile, all-weather track. The Huston Sports Complex, down the hill from the Fir Acres 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 recreational facilities, 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.

Student Support Services

The Office of Student Support Services, located in Albany 206 on the Fir Acres Campus, works with disabled students, staff, and guests to arrange special accommodations. For details about requesting accommodations, contact the coordinator of student support services at 503-768-7191 or visit the Web site at education.lclark.edu/dept/access. You may also contact the associate dean of the graduate school at 503-768-6003.

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, Thomas J. Hochstetler

Campus Safety

503-768-7855

Director, Bill Curtin

Cashier and Credit

503-768-7829

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 and Counseling

Dean, Peter W. Cookson Jr.

Office of the Dean

503-768-6004

Executive Administrator, Vanessa Fawbush

Associate Dean, Nancy Nagel

Assistant to the Associate Dean,

Debbie Gifford

Office of the Registrar

503-768-6030

Registrar, Etta Schwab

Office of Admissions

503-768-6200

Admissions Coordinator, Helen Hayes

Office of Student Services

503-768-6037

Director, Camie Wiggins

Graduate Core Program

503-768-6010

Department of Counseling Psychology

503-768-6060

Chair, Tod Sloan

Educational Leadership Program

503-768-6080

Director, Richard Sagor

School Counseling Program

503-768-6140

Director, Laura Pedersen

Department of Education: Teaching Education,

School Counseling, and Educational Leadership

503-768-6100

Chair, Vern Jones

Northwest Writing Institute

503-768-6160

Director, Kim Stafford

Educational Career and Licensing Services

503-768-6008

Director, Sharon Chinn

Center for Continuing and Professional Studies

503-768-6043

Director, Catherine Leedy

Oregon Center for Inquiry and Social Innovation

503-768-6099

Director, Mary Clare

William Stafford Center

503-768-6161

Director, Kim Stafford

Faculty

Charles R. Ault Jr., professor of education.

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

Dartmouth College.

Marcus Berglund, instructor in counseling

psychology. M.A. 1993 Pacific Lutheran

University. B.S. 1984 Oregon State

University.

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.

Carolyn Bullard, professor of educational

administration. Ph.D. 1973 University of

Washington. M.A. 1966 Teachers College,

Columbia University. B.A. 1964 Reed

College.

Kimberly Campbell, assistant professor of

education. J.D. 1985 Willamette University

College of Law. M.A.T. 1994, B.A. 1979

Lewis & Clark College.

Sherri Carreker, instructor in teacher

education. M.Ed. 1980 University of

Louisville. B.A. 1971 Mercer University.

Mary Clare, professor of counseling psy-

chology. Ph.D. 1986 University of Nebraska

at Lincoln. M.A. 1980, B.A. 1978 Austin

College.

Peter W. Cookson Jr., dean and professor

of educational administration. C.A.S. 1991

Harvard University. Ph.D. 1981, M.A. 1968,

B.A. 1966 New York University.

Cynthia Cosgrave, instructor in education.

M.A. 1975, B.A. 1971 University of

Massachusetts.

Carol Doyle, associate professor of counsel-

ing psychology. Ph.D. 1996 University of

Nevada. M.Div. 1981 Boston University

School of Theology. B.A. 1978 California

State University at Fresno.

Melina Dyer, instructor in teacher educa-

tion. M.A. 1993 University of Portland.

B.A. 1988 Washington State University.

Alejandra Favela, assistant professor of edu-

cation. Ph.D. 2004 Claremont Graduate

University/San Diego State University. M.A.

1994 London School of Economics. B.A.

1992 University of California at Berkeley.

Barbra Fletcher-Stephens, assistant profes-

sor 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.

Kasi Allen Fuller, visiting assistant professor

of education. Ph.D. 1997, B.A. 1986

Stanford University.

Jan Glenn, instructor in education. M.F.A.

1972 Stanford University. B.A. 1969

University of California at Berkeley.

Mike Howser, assistant professor of educa-

tional leadership. Ph.D. 1989 University of

Oregon. M.S. 1976, B.S. 1971 Portland

State University.

Vern Jones, chair and professor, Department of Education: Teacher Education, School Counseling, and Educational Leadership. Ph.D. 1971 University of Texas at Austin. B.A. 1968 Lewis & Clark College.

William Layton, instructor in school counseling. M.S. 1993 Oregon State University. B.S. 1969 Mount Angel College.

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

Joan Hartzke McIlroy, associate professor of counseling psychology. Ph.D. 1973, M.A. 1971 University of Colorado at Boulder. B.A. 1967 Fontbonne College.

Elizabeth Meador, assistant professor of education. Ph.D. 2000, University of Colorado at Boulder. M.A. 1991, University of Denver. B.A. 1978, San Diego State University.

Alfred Meunier, instructor in educational leadership. M.A. 1967 Gonzaga University. B.A. 1964 Carroll College.

Christine Moore, instructor in teacher education. M.A. 1972 University of Southern California. B.A. 1969 California State University at Los Angeles.

Peter Mortola, associate professor of counseling psychology. Ph.D. 1998, M.A. 1993 University of California at Santa Barbara. B.A. 1981 University of California at Berkeley.

Joanne Mulcahy, assistant professor, Northwest Writing Institute. Ph.D. 1988, B.A. 1977 University of Pennsylvania. M.A. 1983 University of Wisconsin at Madison.

Nancy Nagel, associate dean and 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.

Laura Pedersen, director and assistant professor of school counseling. Ph.D. 1999 University of Florida. Ed.M. 1986 Harvard University. B.A. 1982 Amherst College.

Boyd Pidcock, associate professor of counseling psychology. Ph.D. 1998 Texas Tech University. M.Ed. 1994 Southwest Texas State University. B.A. 1978 University of Houston.

Diane Poujade, instructor in school counseling. M.Ed. 1976 Lewis & Clark College. B.A. 1969 Oregon State University.

Melanie Quinn, instructor in teacher education. M.Ed. 2001 Lewis & Clark College. B.S. 1985 University of Missouri.

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

Amy Rees, assistant professor of counseling psychology. Ph.D. 1998, M.A. 1995 Ball State University. B.S. 1993 Purdue University.

Tom Ruhl, assistant professor of educational leadership. Ph.D. 1990 University of Oregon. M.S. 1976 Western Oregon University. B.S. 1971 Lewis & Clark College.

Richard Sagor, director and professor of educational leadership. Ph.D. 1974, M.A. 1973, M.A. 1972, University of Oregon. B.A. 1971, New York University.

Ruth Shagoury, Mary Stuart Rogers Professor of Education. Ph.D. 1988, M.Ed. 1981 University of New Hampshire. B.A. 1972 Colby College.

Marcia Silver, assistant professor of Northwest Writing Institute. Ph.D. 1995, M.A. 1978 New York University. M.A. 1967 Hunter College, CUNY. B.A. 1961 College of William and Mary.

Tod Sloan, chair and professor, Department of Counseling Psychology. Ph.D. 1982, M.A. 1977 University of Michigan. B.S. 1975 Brigham Young University.

Carol Smith, instructor in educational leadership. M.M. 1970 Lewis & Clark College. B.M.Ed. 1965 Stetson University.

Gregory Smith, professor of education. Ph.D. 1989 University of Wisconsin at Madison. M.A. 1976 Southern Oregon University. B.A. 1970 University of Oregon.

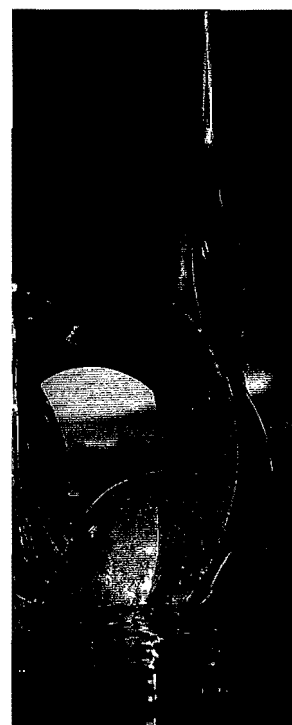
Kim Stafford, director, Northwest Writing Institute, and associate professor of the graduate school. Ph.D. 1979, M.A. 1973, B.A. 1971 University of Oregon.

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

Danielle Torres, assistant professor of school counseling. Ph.D. 2003 University of Oregon. M.A. 1997, B.A. 1995 Pepperdine University.

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.

Linda Wolf, instructor in teacher education. M.A.T. 2003 Lewis & Clark College. B.A. 1974 College of St. Benedict.



"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*

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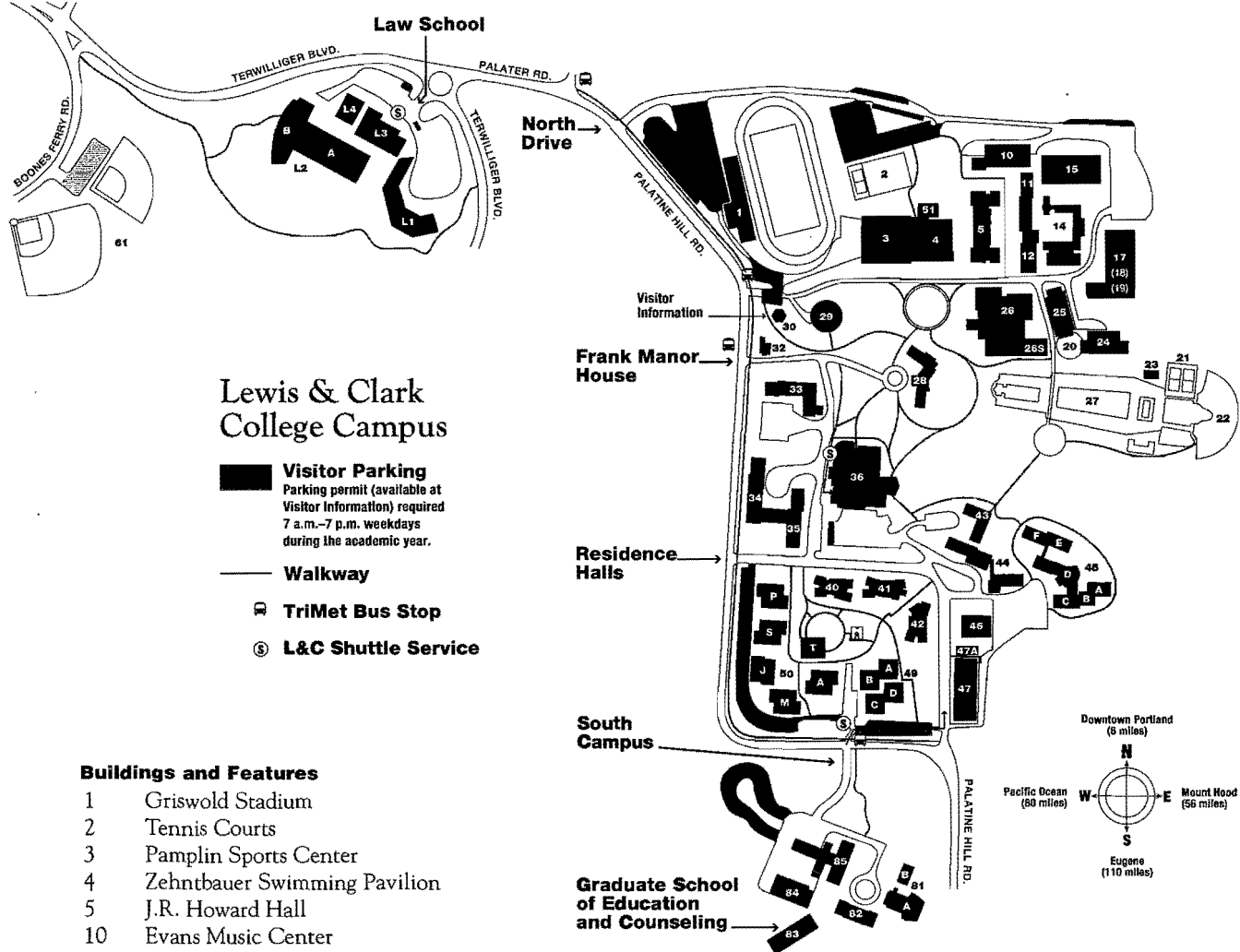
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"Education is where we gather to question whether and how we might engage and enlarge and change our lives, and it is, then, where we confront our dreams and fight our notions of the good life, where we comprehend, apprehend, or possibly even change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

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

Accreditation and Policy Statements

Accreditation

Lewis & Clark College is accredited by the Northwest Commission on Colleges and Universities. It is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. 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 Oregon's Teacher Standards and Practices Commission, the Oregon Board of Licensed Professional Counselors and Therapists, and the National Association of School Psychologists.

Section 207 of Title II Higher Education Act

In this section, we report 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 2003-04: 110 and 3.

(B) Information about supervised student teaching:

2. Number of students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-04: 98 and 3.

3. Number of supervising faculty who were:
Appointed full-time faculty in professional education: 4 and 1.

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: 36 and 2.

Total number of supervising faculty for the teacher preparation program during 2003-04: 40 and 3.

4. The student/faculty ratio was (the number given in B2 divided by the total number given in B3): 98/40 or 2.45 and 3/3 or 1.

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 teach-

ing 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 education.lclark.edu/dept/lcteach for the full text of the Title II Report.

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 and Counseling, or Lewis & Clark Law School, 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.

