

2008-2009 Catalog

Lewis & Clark Graduate School of Education and Counseling

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About This Catalog

This catalog is a basic guide to the Lewis & Clark Graduate School of Education and Counseling. It provides admission and graduation requirements, program and course descriptions, policies and procedures, and other information related to study in the graduate school. For more information, please contact the dean of the graduate school. To register online for classes, please visit the Registrar's Office (graduate.lclark.edu/dept/gradreg). This catalog is intended primarily for online use. To visit the online catalog, go to www.graduate.lclark.edu/graduate/catalog.

Lewis & Clark 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.

Catalog 2008–2009



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About the Graduate School

Welcome to Our Community

The Lewis & Clark Graduate School of Education and Counseling offers education and counseling students an innovative curriculum combining academic and field study in dynamic learning environments. We celebrate intellectual discourse, an atmosphere of rigorous learning, individual growth, and a commitment to social justice.

Students work closely with faculty recognized for academic scholarship and engaging instruction, as well as for ongoing service in their respective fields. Our graduates enter the field well-prepared to become change agents who transform society through education and counseling with the greater good for all in the forefront.

This catalog will further introduce you to our community, our programs, and our mission. We welcome you and look forward to supporting you on your educational journey.

Vision

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

Mission

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

The Graduate School

Lewis & Clark's Graduate School of Education and Counseling provides graduate degree and licensure students with an educational experience to 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.

The Lewis & Clark Graduate School community has identified nine guiding principles that support our vision and mission. These principles are in addition to the fundamental commitment, which is at the heart of our mission, to cultural competence and advocacy based on knowledge and respect for the vitality of diverse cultural, linguistic, and ethnic groups we serve. Through the development of competencies in each of these areas, our students attain the aims of the graduate school. These standards are:

- Create democratic communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported. (Learning and living environments)
- Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving. (Disciplinary knowledge)
- Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts. (Professional practice)
- Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region. (Connection to community)
- Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being. (Professional and technological resources)
- Assess, document, and advocate for the successful learning and living of all people involved in schools and communities. (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 education and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being. (Leadership and collaboration)
- Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s). (Professional life)

Diversity within the intellectual, linguistic, gender, ethno-cultural, regional, aesthetic, physical, and ethical domains produces abundant promise—as well as challenges—that communities must address. The strength of democratic learning environments is their ability to prepare citizens who can sustain a public culture that honors both difference and commonality. We prepare professionals to lead, teach, and provide support services in

ways that promote the cultivation of caring; the development of empathy and ethical reasoning; an increasing understanding of and commitment to social justice; fair, inclusive, and responsive approaches to all; equity in the treatment of all persons; and the recognition, exploration, and support of diverse perspectives within classrooms, communities, and the world at large.

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

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 900 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. Some program specifics apply.

History of the Graduate School

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

The establishment of Rogers Hall supported 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.

Centers and Programs

The Graduate School of Education and Counseling has developed centers and programs 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 Studies

The Center for Continuing Studies provides dynamic educational experiences for continuous personal and professional growth. We seek to encourage 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 Studies, please visit graduate.lclark.edu/dept/ccps.

Oregon Writing Project

With 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 Oregon Writing Project 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 Oregon Writing Project at Lewis & Clark includes one invitational summer institute 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 at Berkeley, which provides some financial assistance for summer institute participants.

For more information, please visit graduate.lclark.edu/dept/owp.

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, 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.

For more information about the Northwest Writing Institute, please visit www.graduate.lclark.edu/dept/nwi.

Oregon Center for Inquiry and Social Innovation

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 interactions will reveal fresh, innovative, and useful responses to challenges.

For more information about the Oregon Center for Inquiry and Social Innovation, please visit graduate.lclark.edu/org/orcenter.

The Indigenous Ways of Knowing (IWOK) Program

In the fall of 2005, the Ford Foundation awarded funding to support the development of an innovative Native American studies program at Lewis & Clark. Originally an initiative of the graduate school, the IWOK program has grown to encompass all programs that seek to benefit tribal communities through academic work. Designed in collaboration with its academic departments, IWOK seeks to increase representation for Native people and ideology within all disciplines.

In an increasingly multicultural and complex world, the IWOK program helps prepare Native and non-Native community leaders for positive and informed leadership roles. Core IWOK courses have included Northwest Native History: Complicated Legacies, Counseling in Native American Communities: Principles and Practices, Native American Education: Principles and Practices, Displacement: Living and Learning in Native America, Maps of Return and Recovery: Native American Resilience Great Tribal Leaders of Modern Times and topical seminars related to degree specializations.

For more information about the IWOK program, visit www.lclark.edu/~iwok/.

Small Schools Northwest

Small Schools Northwest is a resource for public schools and school districts engaged in school redesign and whole school improvement. Our mission is to support the systemic transformation of public schools into high-achieving equitable schools where a small group of teachers are accountable for the education of a small group of students with authentic connection and choice for families. Small Schools Northwest also serves as the Oregon Center of Activity for the National School Reform Faculty, providing training and support in the implementation of Critical Friends Groups and Coaching for Educational Equity seminars.

For more information, visit lclark.edu/~ssw.

Program Offerings

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

Counseling Psychology

- Educational Specialist in School Psychology and Initial License¹
- Master of Arts in Counseling Psychology: Addiction Studies
- Master of Arts in Counseling Psychology: Community Counseling
- Master of Arts in Counseling Psychology: Marriage, Couple 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^{1,2}
- Post-Master's Study in Marriage and Family Therapy²
- Licensure-Only Program in Addiction Treatment²

Educational Leadership

- Doctor of Education in Leadership
- Master of Education in Educational Leadership with Initial Licensure¹
- Initial Licensure^{1,2}
- Continuing Licensure^{1,2}

School Counseling

- Joint Program: Master of Education in School Counseling with Initial Licensure¹
- Initial Licensure²
- Continuing Licensure^{1,2}

Teacher Education

- Master of Arts in Teaching¹
- Master of Arts in Teaching: Liberal Studies
- Master of Education¹
- Initial Licensure¹
- Continuing Licensure¹

Concentration Areas: Art, language arts (drama option available with sufficient background), mathematics, music, science education (biology, chemistry, integrated science, physics), social studies, early childhood/elementary education, Spanish, French

Endorsements

- ESOL/Bilingual Endorsement^{1,3}
- Language and Literacy Program: Reading Endorsement^{1,3}
- Mathematics Endorsement^{1,3}
- Special Educator Endorsement^{1,3}

¹Graduates of these programs are also eligible to apply for licenses or endorsements issued by the Oregon Teacher Standards and Practices Commission (TSPC). ²Prior master's degree required. ³Teaching license required.

Counseling Psychology

Counselors, family 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 themselves and others. These professionals are leaders who build caring relationships and strong communities defined by hope and concern for social justice.

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, couple and family therapy, and school psychology in today's diverse world. Academic 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, couples, families, groups, and communities. Our graduates use their skills in a wide range of public and private agencies and schools, as well as private practices.

In response to the realities of globalization, our programs explore ways to involve students in settings where they can develop skills related to the needs of marginalized groups. Students have opportunities to travel to other regions and nations and to work in impoverished communities. These experiences acquaint students with the importance of advocacy, evaluation, and system change.

Accreditation and Licensure

The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) extends approval to Lewis & Clark's programs leading to the master of arts and master of science in counseling psychology, considering them Council for Accreditation of Counseling and Related Educational Programs (CACREP)-equivalent.* The Marriage, Couple and Family Therapy program has also been designed to meet requirements set by the Commission on Accreditation for Marriage and Family Therapy Education. Graduates in the community counseling 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, Couple and Family Therapy Program are eligible to pursue licensing as marriage and family therapists (LMFT or LPC).

Lewis & Clark's School Psychology Program is an approved program of the National Association of School Psychologists (NASP) and has also been approved by Oregon's Teacher Standards and Practices Commission (TSPC) for licensing in Oregon. Graduates of the School Psychology Program earn the educational specialist degree (Ed.S.).

Other states, including Washington, grant eligibility for licensing to graduates of our School Psychology, Community Counseling, Addiction Studies, and Marriage, Couple and Family Therapy 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 CACREP.

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. Students without a background in psychology may satisfy this program requirement within their first year of study in one of the following ways:

- Pass the GRE psychology test with a score of 550 or better.
- Pass our departmental test. Students may prepare independently for this test or may take Psychology for Everyone (noncredit option), a course offered through our Center for Continuing Studies.
- Pass one undergraduate introductory psychology course, one undergraduate abnormal psychology course, and one undergraduate social psychology course. These courses may be taken through the institution of the student's choice, ideally prior to enrollment in a counseling psychology program. (Credit hours are not applicable to the degree.) Evidence of passing grades must be presented to an advisor.

Academic Advising

Each accepted degree and nondegree (licensure-only) student is assigned an academic advisor. Faculty advisors assist students in planning an official course of study and answer questions about the student's program and career decisions.

Students are assigned a permanent advisor following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from a program coordinators, from the appropriate chair, or from other faculty members.

It is the responsibility of each student to develop an approved course of study with his or her advisor; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any change to the approved course of study.

Internships and Practica

Midprogram Evaluation and Advancement to Internship

Counseling psychology students are evaluated in several ways as they prepare for courses that involve working with clients.

All counseling psychology students maintain portfolios of their courses, fieldwork, and other professional activities. Prior to enrollment in an internship, all students must meet with a department advisor and provide documentation of the following:

1. Completion of all prerequisite courses.
2. Completion of all courses taken (i.e., no outstanding Incomplete grades).
3. Completion of these portfolio requirements:
 - A minimum of 200 hours of experience as a helper or caregiver in a school or community setting and collaborative experience with peers or other professionals (documented through a written statement of professional goals and a professional resume)
 - A minimum of 10 hours of personal counseling
 - A minimum of four visits to a variety of recovery support groups (e.g., 12-step programs)
4. A signed statement indicating comprehension of and adherence to ethical standards.

Note: See the [CPSY Student Handbook](#) for details on completing these requirements.

Students who complete required coursework, demonstrate appropriate professional development, and pass a practicum are eligible to apply to begin an internship in their final year in the program.

Community Counseling and Addiction Studies

The department partners with community agencies to provide supervised student services to clients. There are several practicum sites. Onsite faculty supervision and videotaping assist students in developing their skills and providing appropriate services to clients. Practica generally require eight to 10 on-site hours per week, as well as additional coursework.

To provide internship students with the widest range of opportunities to meet their professional goals, there are over 100 agencies in Portland and its surrounding communities approved for placement. Prospective interns contact and interview with agencies in conjunction with our annual internship fair. Students can expect to schedule 16-20 hours per week at the internship site in addition to group supervision on campus.

Marriage, Couple and Family Therapy

During their final 15 months of the Marriage, Couple and Family Therapy (MCFT) program, students are involved in direct clinical work with individuals, couples, families, and groups. One semester of practicum is followed by three semesters of internship, moving students toward increasingly independent practice. There are select agencies in the Portland and surrounding areas that are well-suited for training in family therapy. Lewis & Clark faculty and staff work closely with agency supervisors to ensure positive and appropriate placement of MCFT students.

While in their practicum and internship, MCFT students must complete at least 500 hours of direct client contact, half of which must be relational (with couples and families). Throughout the entire clinical experience, MCFT students will have at least one supervisor at all times who is either approved by the American Association for Marriage and Family Therapy or meets the equivalency standards. Supervision relies heavily on "raw data," including video tape and live observation of students' clinical work.

School Psychology

Each school psychology student will complete a practicum during his or her second year in the program. The practicum, which runs for three semesters during the school year, generally requires eight to 10 onsite hours per week as well as additional coursework. Students will be provided with a list of schools at which previous students have completed practica. Students may also find their own sites, subject to approval.

During their third year in the program, school psychology students complete a full-time internship that runs the entire school year (August-June). Many school districts provide a small stipend for this work. On-campus group supervision is provided, as well. In preparation for this internship, students apply during their second year to districts that have requested interns through the department.

Details regarding field training can be found in the CPSY Student Handbook (found online on the [CPSY homepage](#)) and in program-specific manuals available from the department.

Degree Program:

Master of Arts in Counseling Psychology: Community Counseling

This degree program is for students who wish to become counselors in community mental health clinics, programs for adolescents or children, private practice, 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 (OBLPCT) 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

CPSY 503 Introduction to Professional Counseling, 1 semester hour
 CPSY 504 Family Therapy: Theory and Practice, 3 semester hours
 CPSY 505 Practicum in Counseling, 3 semester hours
 CPSY 506 Life Span Development, 3 semester hours
 CPSY 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours
 or CPSY 513 Theory and Philosophy of Counseling, 3 semester hours
 CPSY 514 Group Counseling With Children and Adolescents, 3 semester hours
 or CPSY 515 Group Counseling With Adults, 3 semester hours
 CPSY 520 Career Counseling, 3 semester hours
 CPSY 522 Diagnosis of Mental and Emotional Disorders, 2 semester hours
 CPSY 523 Treatment Planning and Intervention With Children and Adolescents, 3 semester hours
 CPSY 524 Treatment Planning and Intervention With Adults, 3 semester hours
 CPSY 532 Introduction to Assessment, 2 semester hours
 CPSY 535 Research Methods in Counseling, 3 semester hours
 CPSY 550 Clinical Work With Diverse Populations, 3 semester hours
 CPSY 579 Practical Skills for Counselors, 2 semester hours
 CPSY 580 Ethical and Legal Issues in Professional Counseling, 2 semester hours
 CPSY 582 Mental Health Internship: Adult Emphasis, two semesters, 6 semester hours total
 or CPSY 583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours total

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

Elective Courses

Any remaining required semester hours may be earned by taking elective courses.

60-Hour Option

All of the 50-hour and 52-hour counseling psychology degree programs meet course requirements for licensed professional counselors in the state of Oregon, are congruent with standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for community counselors, and allow for National Counselor Examination (NCE) eligibility and first certification. For students seeking more extensive preparation, however, we also offer a 60-hour counseling psychology degree program. This program is comparable to social work and mental health counseling degree programs and may be useful for those community counselors who desire additional career options. An increasing number of states require a 60-hour degree for licensing.

Candidates select electives beyond those required for the 50-hour and 52-hour programs in consultation with the faculty advisor, taking into account relevant certification/licensure standards and the candidate's specific career goals and specialization interests.

CPSY 503* - Introduction to Professional Counseling

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.

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

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 505 - Practicum in Counseling

Working with clients in an agency or school setting (eight-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.

Corequisite: CPSY 506, 522.

Prerequisite: CPSY 503, 504, 512 or 513, 514 or 515, 522, 523, 524, 550, 579, 580.

Credit: 3 semester hours, CR/NC.

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 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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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. Students also gain experience constructing curricula for specific issues such as 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 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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 semester hours.

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 populations and the impact of technology on assessment are discussed.

Prerequisite: CPSY 530 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; and (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.

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

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, or 507 and 508.

Credit: 3 semester hours.

CPSY 579 - Practical Skills for Counselors

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

Corequisite: CPSY 580.

Prerequisite: CPSY 503, 506, 512/513, and permission of practicum coordinator.

Credit: 2 semester hours.

CPSY 580 - Ethical and Legal Issues in Professional Counseling

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: None.

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 505, permission of internship coordinator.

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 505, permission of internship coordinator.

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

Degree Program:

Master of Arts in Counseling Psychology: Addiction Studies

The Addiction Studies Program integrates preparation for addictions counseling with general mental health/community counseling and meets the academic requirements set by the Addiction Counselor Certification Board of Oregon as well as the Oregon Board of Licensed Professional Counselors and Therapists. Students wishing to work with adolescents who have substance-abuse problems may plan a program of study with their advisor to incorporate this special emphasis. Students completing this course of study receive a master of arts in counseling psychology or, if they complete a thesis, a [master of science](#) in counseling psychology.

Degree Requirements

A minimum of 56 semester hours, distributed as follows:

Degree Courses

CPSY 503 Introduction to Professional Counseling, 1 semester hour

CPSY 504 Family Therapy: Theory and Practice, 3 semester hours

CPSY 505 Practicum in Counseling, 3 semester hours

CPSY 506 Life Span Development, 3 semester hours

CPSY 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours

or CPSY 513 Theory and Philosophy of Counseling, 3 semester hours

CPSY 514 Group Counseling With Children and Adolescents, 3 semester hours

or CPSY 515 Group Counseling With Adults, 3 semester hours

CPSY 520 Career Counseling, 3 semester hours

CPSY 522 Diagnosis of Mental and Emotional Disorders, 2 semester hours

CPSY 523 Treatment Planning and Intervention With Children and Adolescents, 3 semester hours
 CPSY 524 Treatment Planning and Intervention With Adults, 3 semester hours
 CPSY 532 Introduction to Assessment, 2 semester hours
 CPSY 535 Research Methods in Counseling, 3 semester hours
 CPSY 545 Drugs, the Brain, and Behavior, 3 semester hours
 CPSY 546 Models of Addiction and Recovery, 3 semester hours
 CPSY 547 Addictions Treatment: Procedure, Skills, and Case Management, 3 semester hours
 CPSY 550 Clinical Work With Diverse Populations, 3 semester hours
 CPSY 579 Practical Skills for Counselors, 2 semester hours
 CPSY 580 Ethical and Legal Issues in Professional Counseling, 2 semester hours
 CPSY 582 Mental Health Internship: Adult Emphasis, two semesters, 6 semester hours total
 or CPSY 583 Mental Health Internship: Emphasis on Child and Family Problems, two semesters, 6 semester hours total

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

CPSY 503* - Introduction to Professional Counseling

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.

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

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 505 - Practicum in Counseling

Working with clients in an agency or school setting (eight-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.

Corequisite: CPSY 506, 522.

Prerequisite: CPSY 503, 504, 512 or 513, 514 or 515, 522, 523, 524, 550, 579, 580.

Credit: 3 semester hours, CR/NC.

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 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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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. Students also gain experience constructing curricula for specific issues such as 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 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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 semester hours.

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 populations and the impact of technology on assessment are discussed.

Prerequisite: CPSY 530 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; and (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.

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

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: None.

Credit: 3 semester hours.

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

CPSY 546 - Models of Addiction and Recovery

Theories of the nature, course, causes, 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.

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, or 507 and 508.

Credit: 3 semester hours.

CPSY 579 - Practical Skills for Counselors

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

Corequisite: CPSY 580.

Prerequisite: CPSY 503, 506, 512/513, and permission of practicum coordinator.

Credit: 2 semester hours.

CPSY 580 - Ethical and Legal Issues in Professional Counseling

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: None.

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 505, permission of internship coordinator.

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 505, permission of internship coordinator.

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

Degree Program:**Master of Arts in Counseling Psychology: Marriage, Couple and Family Therapy**

The Marriage, Couple and Family Therapy (MCFT) Program is designed to lead graduates to eventual employment as marriage, couple and family therapists (LMFT) in settings that focus on family-based interventions. The MCFT program is unique in offering students a number of choices in planning their academic and clinical experience. First, all MCFT students can choose between focusing on children or adults in treatment planning and group processes. Each student works with her/his advisor to consider past training and experience, as well as future career goals to determine which of these courses best fit educational needs.

MCFT students can also include a special concentration on addictions treatment in the context of families. This concentration allows for collaboration across programs so that addictions treatment can inform family therapy and family therapy can inform addictions treatment, thus strengthening both programs. Since addictions treatment is in great demand across the country, an opportunity to be trained in this area strengthens the practice focus of our students and increases their marketability.

The curriculum for the MCFT program builds the knowledge base and skills necessary for practitioners to provide high-quality, effective therapy and integrates preparation for marriage, couple and family therapy with general mental health/community counseling. It prepares students to use an active, positive approach to therapy that will help individuals, couples, and families build on their strengths, improve their relationships, and generate solutions to relational problems.

Lewis & Clark's MCFT program is designed to meet the standards of accreditation set by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). It meets the academic requirements for state licensure in Oregon. Graduates of this program will have met the academic requirements needed to become licensed marriage and family therapists (LMFT), clinical members of the American Association for Marriage and Family Therapy (AAMFT), and/or the American Counseling Association's (ACA) Specialization in Marriage and Family Counseling, and will have met the majority of standards to become licensed professional counselors (LPC). MCFT students can also choose to add coursework to meet the academic requirements for Licensure as a Professional Counselor (LPC) in Oregon.

Degree Requirements

A minimum of 60 semester hours, chosen from the following list:

Degree Courses

CPSY 503 Introduction to Professional Counseling, 1 semester hour

CPSY 504 Family Therapy: Theory and Practice, 3 semester hours

CPSY 506 Life Span Development, 3 semester hours

CPSY 514 Group Counseling With Children and Adolescents, 3 semester hours

or CPSY 515 Group Counseling With Adults, 3 semester hours

CPSY 522 Diagnosis of Mental and Emotional Disorders, 2 semester hours

CPSY 523 Treatment Planning and Intervention With Children and Adolescents, 3 semester hours
or CPSY 524 Treatment Planning and Intervention With Adults, 3 semester hours
 CPSY 530 Research Methods and Statistics I, 3 semester hours
 CPSY 550 Clinical Work With Diverse Populations, 3 semester hours
 CPSY 558 Brief Systemic Therapies, 2 semester hours
 CPSY 559 Social Constructionist and Critical Family Therapies, 2 semester hours
 CPSY 560 Couple Therapy, 3 semester hours
 CPSY 561 Assessment and Prevention in Family Therapy and Counseling, 3 semester hours
 CPSY 562 Advanced Family Therapy, 3 semester hours
 CPSY 563 Treatment Issues in Family Therapy, .5-3 semester hours
 CPSY 578 Sex Therapy, 2 semester hours
 CPSY 579 Practical Skills for Counselors, 2 semester hours
 CPSY 580 Ethical and Legal Issues in Professional Counseling, 2 semester hours
 CPSY 584 Practicum in Marriage and Family Therapy, 3 semester hours
 CPSY 588 Internship in Marriage and Family Therapy, 9 semester hours total

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

Elective Courses

Any remaining required semester hours may be earned by taking elective courses.

Additional Courses for Concentration in Addictions Treatment (9 semester hours)

CPSY 545 Drugs, the Brain, and Behavior, 3 semester hours
 CPSY 546 Models of Addiction and Recovery, 3 semester hours
 CPSY 547 Addictions Treatment: Procedures, Skills, and Case Management, 3 semester hours

Additional Courses for Licensure in Professional Counseling (9 semester hours)

CPSY 512 Theory of Counseling and Behavior Change with Children, 3 semester hours
or CPSY 513 Theory and Philosophy of Counseling, 3 semester hours
 CPSY 520 Career Counseling, 3 semester hours
 CPSY 523 Treatment Planning and Intervention With Children and Adolescents, 3 semester hours
and 524 Treatment Planning and Intervention With Adults, 3 semester hours

CPSY 503* - Introduction to Professional Counseling

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.

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

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 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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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. Students also gain experience constructing curricula for specific issues such as 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 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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 semester hours.

CPSY 530* - Research Methods and Statistics I

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) 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: 3 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.

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

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: None.

Credit: 3 semester hours.

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

CPSY 546 - Models of Addiction and Recovery

Theories of the nature, course, causes, 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.

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, or 507 and 508.

Credit: 3 semester hours.

CPSY 558 - Brief Systemic Therapies

Survey of the history, theoretical assumptions, and techniques of several approaches to brief systemic therapy. Structural and solution-focused family therapy approaches are covered in detail.

Prerequisite: CPSY 512 or 513.

Credit: 1-2 semester hours.

CPSY 559 - Social Constructionist and Critical Family Therapy

This course covers the history, theoretical assumptions, and practice of social constructionist and critical family therapies. Special attention is paid to how societal structures, modern practices of power, and internalized cultural discourses contribute to family problems and can constrain clients' abilities to make desired change. The primary focus of the course is on the application of narrative therapy in work with families.

Corequisite: CPSY 582/583 or 584/588.

Prerequisite: CPSY 504.

Credit: 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.

Credit: 3 semester hours.

CPSY 561 - Assessment and Prevention in Family Therapy and Counseling

Examination of the theoretical assumptions, values, and cultural frameworks underlying individual, couple, and family assessment approaches. Specific assessment techniques and tools are discussed, evaluated, and practiced. Preventative interventions such as premarital counseling and parent education are also explored and critiqued from a critical multicultural perspective.

Prerequisite: CPSY 504.

Credit: 3 semester hours.

CPSY 562 - Advanced Family Therapy

Introduction to the practice of systemic therapy. In this survey course, students learn the history, theoretical assumptions, and primary techniques associated with each of the major family therapy models. Students practice using theory to guide interventions through case examples, video, and role plays.

Prerequisite: CPSY 504.

Credit: 3 semester hours.

CPSY 563 - Treatment Issues in Family Therapy

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. A portion of this course emphasizes clinical case conceptualization and treatment planning.

Prerequisite: CPSY 504.

Credit: .5-3 semester hours.

CPSY 578 - Sex Therapy

Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, critique of the social construction of sex, systemic bio-psycho-social-spiritual assessment of sexual well-being, and treatment of specific sexual problems.

Corequisite: CPSY 560.

Prerequisite: CPSY 504, 562.

Credit: 2 semester hours.

CPSY 579 - Practical Skills for Counselors

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

Corequisite: CPSY 580.

Prerequisite: CPSY 503, 506, 512/513, and permission of practicum coordinator.

Credit: 2 semester hours.

CPSY 580 - Ethical and Legal Issues in Professional Counseling

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: None.

Credit: 2 semester hours.

CPSY 584 - Practicum in Marriage, Couple and Family Therapy

Supervised practicum bridging the theoretical and practical as students apply their emerging skills in facilitating therapy and psycho-education with individuals, couples, families, and groups.

Prerequisite: Consent of advisor.

Credit: 3 semester hours, CR/NC.

CPSY 588 - Internship in Marriage, Couple and Family Therapy

Intensive clinical training and experience in individual, couple, family, and group therapy during a supervised calendar-year internship.

Prerequisite: CPSY 584, consent of advisor.

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

Degree Program:

Master of Arts in Counseling Psychology: Psychological and Cultural Studies

The Psychological and Cultural Studies Program is intended for students who desire graduate study but are 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 explore specializations, such as gender and sexuality, ecopsychology, community development, cultural process, globalization, poverty and class, and psychology and the arts. Faculty advisors assist students in identifying coursework for their specialized focus.

Degree Requirements

A minimum of 44 semester hours, distributed as follows:

Required Degree Courses

CPSY 503 Introduction to Professional Counseling, 1 semester hour

CPSY 504 Family Therapy: Theory and Practice, 3 semester hours

CPSY 506 Life Span Development, 3 semester hours

CPSY 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3 semester hours

or

CPSY 513 Theory and Philosophy of Counseling, 3 semester hours

CPSY 514 Group Counseling With Children and Adolescents, 3 semester hours

or

CPSY 515 Group Counseling With Adults, 3 semester hours

CPSY 520 Career Counseling, 3 semester hours

CPSY 532 Introduction to Assessment, 2 semester hours

CPSY 535 Research Methods in Counseling, 3 semester hours

CPSY 550 Clinical Work With Diverse Populations, 3 semester hours

CPSY 580 Ethical and Legal Issues in Professional Counseling, 2 semester hours

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

Elective Courses

Remaining credits may be used for elective courses

CPSY 503* - Introduction to Professional Counseling

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.

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

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 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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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. Students also gain experience constructing curricula for specific issues such as 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 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 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 populations and the impact of technology on assessment are discussed.

Prerequisite: CPSY 530 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; and (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.

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

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, or 507 and 508.

Credit: 3 semester hours.

CPSY 580 - Ethical and Legal Issues in Professional Counseling

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: None.

Credit: 2 semester hours.

Degree Program:

Educational Specialist in School Psychology

School psychologists work in deeply engaged and collaborative ways with students, teachers, families, administrators, and other professionals to address the social, emotional, and learning needs of children in schools. The professionals therefore need to possess highly developed relational and communication skills in order to succeed in their work of helping children to succeed in schools. The School Psychology Program at the Lewis & Clark Graduate School of Education and Counseling emphasizes these relational and communication skills in our National Association of School Psychology (NASP)-approved course of study. Through courses in counseling, consultation, assessment, and intervention, our students learn to work effectively with individual children, whole families, special education teams, and large school communities to help create learning environments that foster the healthy development of all children.

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. Program completion requires a minimum of three years, the third year involving a full-time internship with a public school.

The Lewis & Clark School Psychology Program is approved by the Oregon Teacher Standards and Practices Commission (TSPC), as well as the National Council for Accreditation and Teacher Standards (NCATE) and NASP.

Licensure Requirements

In addition to fulfilling the following educational requirements, students seeking licensure must submit passing scores on the Praxis I, CBEST, WEST-B test of basic skills, and the Praxis II specialty area test in school psychology. Those scores must be on file in the Counseling Psychology department office prior to graduation.

Degree Requirements

A minimum of 63 semester hours, distributed as follows:

Required Degree Courses

CPSY 504 Family Therapy: Theory and Practice, 3 semester hours

CPSY 506 Life Span Development, 3 semester hours

CPSY 507 Introduction to School Psychology I, 1 semester hour

CPSY 508 Introduction to School Psychology II, 1 semester hour

CPSY 512 Counseling Theory: Cognitive, Affective, and Behavior Change in Children and Adolescents, 3

semester hours

CPSY 514 Group Counseling With Children and Adolescents, 3 semester hours

CPSY 517 The Exceptional Child in Schools, 3 semester hours

CPSY 523 Treatment Planning and Intervention With Children and Adolescents, 3 semester hours

CPSY 530 Research Methods and Statistics I, 3 semester hours

CPSY 531 Research Methods and Statistics II, 3 semester hours

CPSY 540 Applied Developmental Neuropsychology, 2 semester hours

CPSY 541 Assessment and Intervention I, 2 semester hours

CPSY 542 Assessment and Intervention II, 3 semester hours

CPSY 543 Assessment and Intervention III, 3 semester hours

CPSY 550 Clinical Work With Diverse Populations, 3 semester hours

CPSY 571 Prevention in Educational Settings, 3 semester hours

CPSY 573 School-Based Consultation, 3 semester hours

CPSY 574 Advanced Consultation and Program Evaluation, 2 semester hours

CPSY 581 Ethical and Legal Issues for School Psychology Practicum, 2 semester hours

CPSY 585 Practicum in School Psychology, three semesters, 5 semester hours total

CPSY 586-587 Internship in School Psychology I, II, and III, three semesters, 7 semester hours total

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

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 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: None.**Credit:** 3 semester hours.

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

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:** None.**Credit:** 3 semester hours.

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

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. Students also gain experience constructing curricula for specific issues such as divorce, substance use, grief, and social skills.

Prerequisite: CPSY 503, or 507 and 508.

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-three 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.

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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 semester hours.

CPSY 530* - Research Methods and Statistics I

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) 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: 3 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.

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

CPSY 531 - Research Methods and Statistics II

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

Prerequisite: CPSY 530.

Credit: 3 semester hours.

Note: 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 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.

Credit: 2 semester hours.

CPSY 541 - Assessment and Intervention I

This course is the first of a three-part assessment sequence that addresses psycho-educational,

social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using observation, interviews, behavior rating scales, functional behavioral assessments, and response to intervention.

Prerequisite: CPSY 530, 531.

Credit: 2 semester hours.

CPSY 542 - Assessment and Intervention II

This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures.

Prerequisite: CPSY 530, 531.

Credit: 3 semester hours.

CPSY 543 - Assessment and Intervention III

This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats.

Prerequisite: CPSY 530, 531.

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, or 507 and 508.

Credit: 3 semester hours.

CPSY 571 - Prevention in Educational Settings

Theory, application, design, implementation, and evaluation of prevention and intervention programs for school-age youth in 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 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, 507, 508, 512, and consent of adviser.

Credit: 2 semester hours.

CPSY 585 - Practicum in School Psychology

Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as the skills involved in collecting data for consultation and assessment at the practicum site. 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 advisor.

Credit: Three semesters of practicum, for a total of 5 semester hours, CR/NC.

CPSY 586 - Internship in School Psychology

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: Three semesters of internship practice, for a total of 7 semester hours, CR/NC.

Degree Program:

Master of Science in Counseling Psychology

Students admitted to any of the master of arts in counseling psychology programs may choose to seek an M.S. degree. This option, which is often of interest to students planning to pursue a doctoral degree in psychology, is available only upon formal application to the M.S. program. Students wishing to pursue this degree apply after completing the requirements listed below.

Requirements for Application

Application to the M.S. requires prior admission to any of the following Counseling Psychology programs:

- [Community Counseling](#)
- [Addiction Studies](#)
- [Marriage, Couple and Family Therapy](#)
- [Psychological and Cultural Studies](#)

In addition to prior admission to a program chosen from the list above, application to the master of science requires the following:

- A demonstrated capacity for initiative and independent research
- Completion of CPSY 530 (in place of CPSY 535) with a grade of B or better
- Completion of CPSY 531
- Completion of a thesis proposal, including a timeline for completing the project, agreement by a faculty member to serve as chair of a thesis committee, and designation of a three-person faculty committee
- Formal approval of a thesis proposal by a thesis committee

Degree Requirements

Students must meet all regular requirements to earn a master of arts in Counseling Psychology (except CPSY 535)

Satisfactory completion of a thesis is also required.

CPSY 530* - Research Methods and Statistics I

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) 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: 3 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.

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

CPSY 531 - Research Methods and Statistics II

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

Prerequisite: CPSY 530.

Credit: 3 semester hours.

Note: 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.

Licensure-Only and Nondegree Program:

Licensure-Only Program in School Psychology

Students with a master's, specialist'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 or specialist'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.

Licensure Requirements

A minimum of 7 semester hours of [coursework](#)

CPSY 586 Internship in School Psychology

Passing scores on the Praxis I, CBEST, or WEST-B test of basic skills*

Passing scores on the Praxis II specialty area test in psychology*

*These test scores must be on file in the Counseling Psychology department office prior to graduation.

CPSY 586 - Internship in School Psychology

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: Three semesters of internship practice, for a total of 7 semester hours, CR/NC.

Licensure-Only and Nondegree Program:

Post-Master's Study in Marriage, Couple and Family Therapy (MCFT)

Professionals who have completed a master's degree program in a mental health discipline other than family therapy (e.g., counseling psychology, social work) and are working toward licensure in marriage and family therapy may apply and be admitted for post-master's study MCFT. Students must work with the licensure/regulatory board in the state they wish to practice to determine which courses are necessary to apply for licensure. The MCFT program coordinator works individually with each student to develop a plan of study aimed at meeting these state requirements and ensuring the student masters the core competencies necessary for practicing family therapy. This typically includes family therapy core courses which have not been previously taken at the graduate level, a supervised practicum and internship, and any additional coursework that is deemed necessary to ensure a complete and up-to-date understanding of the practice of marriage, couple, and family therapy. While the MCFT program at Lewis & Clark is designed to meet Oregon state requirements, we welcome students from all states and work with students to tailor plans of study to help them meet the requirements for the state in which they intend to apply for licensure.

Faculty

Lewis & Clark's Department of Counseling Psychology consists of full-time and 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, forgiveness, community development, social change, spirituality, disaster counseling, crisis intervention, critical and social justice issues related to counseling and therapist training, and internationalizing family therapy and counseling. 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.

Counseling Psychology 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 graduate.lclark.edu/dept/gradreg.

CPSY 503* - Introduction to Professional Counseling

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.

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

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 505 - Practicum in Counseling

Working with clients in an agency or school setting (eight-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.

Corequisite: CPSY 506, 522.

Prerequisite: CPSY 503, 504, 512 or 513, 514 or 515, 522, 523, 524, 550, 579, 580.

Credit: 3 semester hours, CR/NC.

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 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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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: None.

Credit: 3 semester hours.

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

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. Students also gain experience constructing curricula for specific issues such as 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-three 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.

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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 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 506 and 512 or 513 (for Marriage, Couple, and Family Therapy students, only CPSY 506 is required).

Credit: 3 semester hours.

CPSY 527 - Psychology of Women

Examination of social construction of gender and its impact on the study of psychology. Analyzes the field's current and historical approaches to women's needs. Topics include theories of gender, personality, relationships, sexuality, stereotypes, victimization, career, family roles, mental health, and therapy. Also explores the social and political implications of our cultural understandings of gender, feminist perspectives, and advocacy.

Prerequisite: None.

Credit: 2-3 semester hours.

CPSY 529 - Psychology of Men and Masculinity

Interdisciplinary examination of the social and personal meanings of masculinity; the varieties of male experience by social class, ethnicity, sexuality, and age; and emerging masculinities. Explores the implications for counseling, education, prevention, advocacy, and community development through readings and projects.

Prerequisite: CPSY 527.

Credit: 2 semester hours.

CPSY 530* - Research Methods and Statistics I

Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) 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: 3 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.

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

CPSY 531 - Research Methods and Statistics II

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

Prerequisite: CPSY 530.

Credit: 3 semester hours.

Note: 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 populations and the impact of technology on assessment are discussed.

Prerequisite: CPSY 530 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; and (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.

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

CPSY 541 - Assessment and Intervention I

This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using observation, interviews, behavior rating scales, functional behavioral assessments, and response to intervention.

Prerequisite: CPSY 530, 531.

Credit: 2 semester hours.

CPSY 542 - Assessment and Intervention II

This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures.

Prerequisite: CPSY 530, 531.

Credit: 3 semester hours.

CPSY 543 - Assessment and Intervention III

This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21. In this course, the focus is on gaining competency with the skills and tools required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats.

Prerequisite: CPSY 530, 531.

Credit: 3 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.

Credit: 2 semester hours.

CPSY 545* - Drugs, the Brain, and Behavior

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

Prerequisite: None.

Credit: 3 semester hours.

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

CPSY 546 - Models of Addiction and Recovery

Theories of the nature, course, causes, 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.

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, or 507 and 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; CPSY 522, 523, and 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 553 - Feminist Therapies

Overview of feminist theoretical perspectives, methods, and therapies, which, though broad and diverse, nonetheless share a common focus on addressing the impact of gender socialization and cultural expectations on individuals and society. Emphasis is placed on diversity, ethics, and advocacy. Covers feminist counseling of women, men, and families. Students assist in the development of content for this course, which is taught within a feminist pedagogical framework.

Prerequisite: CPSY 527, 529.

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: CPSY 503.

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 Systemic Therapies

Survey of the history, theoretical assumptions, and techniques of several approaches to brief systemic therapy. Structural and solution-focused family therapy approaches are covered in detail.

Prerequisite: CPSY 512 or 513.

Credit: 1-2 semester hours.

CPSY 559 - Social Constructionist and Critical Family Therapy

This course covers the history, theoretical assumptions, and practice of social constructionist and critical family therapies. Special attention is paid to how societal structures, modern practices of power, and internalized cultural discourses contribute to family problems and can constrain clients' abilities to make desired change. The primary focus of the course is on the application of narrative therapy in work with families.

Corequisite: CPSY 582/583 or 584/588.

Prerequisite: CPSY 504.

Credit: 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.

Credit: 3 semester hours.

CPSY 561 - Assessment and Prevention in Family Therapy and Counseling

Examination of the theoretical assumptions, values, and cultural frameworks underlying individual, couple, and family assessment approaches. Specific assessment techniques and tools are discussed, evaluated, and practiced. Preventative interventions such as premarital counseling and parent education are also explored and critiqued from a critical multicultural perspective.

Prerequisite: CPSY 504.

Credit: 3 semester hours.

CPSY 562 - Advanced Family Therapy

Introduction to the practice of systemic therapy. In this survey course, students learn the history, theoretical assumptions, and primary techniques associated with each of the major family therapy models. Students practice using theory to guide interventions through case examples, video, and role plays.

Prerequisite: CPSY 504.

Credit: 3 semester hours.

CPSY 563 - Treatment Issues in Family Therapy

Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. A portion of this course emphasizes clinical case conceptualization and treatment planning.

Prerequisite: CPSY 504.

Credit: .5-3 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: CPSY 503.

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 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 572 - Introduction to Eating Disorders

Explore the history, etiology, prevalence, possible causes, early recognition, treatment, and prevention of anorexia nervosa, binge eating disorder, and related disordered eating behaviors. Class discussion will include an overview of the possible causes of, early intervention for, and treatment of obesity. Information will be presented from a multidimensional approach, reviewing the biological, sociocultural, psychological, behavioral, nutritional, and medical modalities of treatment. Topics will also include treatment options, community resources, and insurance coverage of disorders and obesity. This course is a prerequisite for all other courses in eating disorders.

Prerequisite: None.

Credit: 2 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 575 - Treatment Modalities of Eating Disorders

This course presents a research-based study of the psychodynamics of eating disorders and an overview of successful treatment approaches. The focus will include diagnosis, assessment, and intervention of treatment and will provide students with the opportunity to participate in experiential strategies.

Prerequisite: CPSY 572.

Credit: 2 semester hours.

CPSY 576 - Medical and Physiological Aspects of Eating Disorders

This course will present an in-depth analysis of the epidemiology, etiology, and physiology of medical and nutritional aspects of anorexia nervosa, bulimia nervosa, and other related eating disorders. The medical and physiological aspects of obesity will also be discussed. Information will be research-based as well as practical and presented within the multidisciplinary model of treatment.

Prerequisite: CPSY 572.

Credit: 2 semester hours.

CPSY 577 - Nutritional Principles and Treatment for Obesity and Eating Disorders

This course will focus on how nutritional therapy plays a role in the multidimensional model of treatment for obesity and eating disorders. Topics will include: basic concepts of nutrition science, nutritional needs evaluation of body size, investigation of food facts and fallacies, special dietary needs, and evaluation of current treatments. Strategies will be discussed as to how nutrition information may be conveyed and utilized in therapy for patients and their families.

Prerequisite: CPSY 572.

Credit: 2 semester hours.

CPSY 578 - Sex Therapy

Sexual health and introduction to treatment of sexual issues. Topics include sexual development across the lifespan, sexual orientation and identity, critique of the social construction of sex, systemic bio-psycho-social-spiritual assessment of sexual well-being, and treatment of specific sexual problems.

Corequisite: CPSY 560.

Prerequisite: CPSY 504, 562.

Credit: 2 semester hours.

CPSY 579 - Practical Skills for Counselors

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

Corequisite: CPSY 580.

Prerequisite: CPSY 503, 506, 512/513, and permission of practicum coordinator.

Credit: 2 semester hours.

CPSY 580 - Ethical and Legal Issues in Professional Counseling

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: None.

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, 507, 508, 512, and 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 505, permission of internship coordinator.

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 505, permission of internship coordinator.

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

CPSY 584 - Practicum in Marriage, Couple and Family Therapy

Supervised practicum bridging the theoretical and practical as students apply their emerging skills in facilitating therapy and psycho-education with individuals, couples, families, and groups.

Prerequisite: Consent of advisor.

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, as well as the skills involved in collecting data for consultation and assessment at the practicum site. 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 advisor.

Credit: Three semesters of practicum, for a total of 5 semester hours, CR/NC.

CPSY 586 - Internship in School Psychology

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: Three semesters of internship practice, for a total of 7 semester hours, CR/NC.

CPSY 588 - Internship in Marriage, Couple and Family Therapy

Intensive clinical training and experience in individual, couple, family, and group therapy during a supervised calendar-year internship.

Prerequisite: CPSY 584, consent of advisor.

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 may obtain a course description from the department office or website.

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: Onsite 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.

CPSY 902 - Culture and Community

An intensive international or intercultural immersion course designed to raise awareness of issues in personal and community well-being in a particular community or region. After pre-visit briefings and readings, students visit professionals at schools, clinics, and NGOs to learn about the cultural and social realities of the community or region. The visit is followed by systematic reflection on implications for local practice and the understanding of one's own self and society. Interdisciplinary approaches and interprofessional collaboration are emphasized.

Prerequisite: None.

Credit: 2 semester hours.

Educational Leadership

Lewis & Clark's Educational Leadership Program seeks to prepare confident individuals who embrace the 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. Candidates who successfully complete program requirements understand and demonstrate the knowledge and skills necessary to be learners, collaborators, leaders, and innovators. As our license candidates assume positions of responsibility, the school and district organizations they lead create the conditions for learning where *all* children achieve.

Courses are taught by professionally active faculty and are designed as small, intensive seminars. Lewis & Clark offers programs approved by the Oregon Teacher Standards and Practices Commission (TSPC) and National Council for Accreditation of Teacher Education (NCATE) leading to the Initial Administrator and Continuing Administrator licenses, as well as master of education in educational leadership and doctor of education in leadership degrees.

In addition to on-campus courses, Lewis & Clark offers administrative licensure programs in central Oregon, Eastern Oregon, and the south coast regions.

Also note that Special Student status is available for individuals wanting to enhance their leadership skills, update knowledge in specific areas, or complete outstanding coursework for a degree or licensure program.

With Special Student status, individuals may take degree-applicable credit prior to formal admission to the graduate school. See [Program-Specific Admission Information for Educational Leadership](#) for more information.

Academic Advising

Each accepted degree and nondegree (licensure-only) student is assigned an academic advisor. Faculty advisors assist students in planning an official course of study and answer questions about the student's program and career decisions.

Students are assigned a permanent advisor following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from a program coordinator, from the appropriate chair, or from other faculty members.

It is the responsibility of each student to develop an approved course of study with his or her advisor; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any change to the approved course of study.

Degree Program:**Doctor of Education in Leadership**

This program is designed for passionate educators who are committed to the furtherance of social justice. It has been structured to allow professionals 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 (excluding practica) and/or work completed after a master's degree. Admitted students who do not have post-master's or advanced licensure work to transfer must complete the full 60 hours at Lewis & Clark. In addition to the 46-hour cohort program, students will take 14 semester hours of post-master's or advanced licensure work-in-residence under the guidance of the program director. The coursework portion of the 46-semester-hour cohort program takes two summers and four semesters (two calendar years) to be completed. During their two years of coursework, students are guided in the preparation of a dissertation proposal focused on an issue of practice relevant to the promotion of social justice or equity. Most students complete and defend their dissertations by the end of the third year.

Degree Requirements

Completion and defense of a dissertation

60 semester hours (up to 14 hours may be transferred), 46 of which should be distributed as follows:

Required Degree Courses

EDLL 701 Foundations and History of Leadership, 2 semester hours
 EDLL 702 Introduction to Personal and Organizational Leadership, 2 semester hours
 EDLL 704 Leading Change Through Cultural Competence, 2 semester hours
 EDLL 705 Seminar in System Concepts and Leadership, 3 semester hours
 EDLL 706a Seminar in Action Research I, 1 semester hour
 EDLL 706b Seminar in Action Research II, 1 semester hour
 EDLL 708 Ethics and Leadership for Social Justice, 2 semester hours
 EDLL 717 Courage in Leadership, 3 semester hours
 EDLL 725 Leadership in Changing Society, 2 semester hours
 EDLL 726 Professional Writing Seminar, 1 semester hour
 EDLL 727 Focused Literature Research, 1 semester hours
 EDLL 728 Conceptual Framework/Problem Articulation, 2 semester hours
 EDLL 729a Dissertation Proposal Seminar, 1 semester hour
 EDLL 729b Dissertation Proposal Preparation, 2 semester hours
 EDLL 730 Advancement Project, 1 semester hour
 EDLL 731 Public Policy: Creation and Implementation, 2 semester hours
 EDLL 732a Contemporary Approaches to Social Science Research I, 1 semester hour
 EDLL 732b Contemporary Approaches to Social Science Research II, 1 semester hour
 EDLL 741a Action Research: Qualitative Methods, 2 semester hours
 EDLL 741b Action Research: Quantitative Methods, 2 semester hours
 EDLL 750 Doctoral Dissertation, 12 semester hours

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: 2 semester hours.

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 704 - Leading Change Through Cultural Competence

Offers leaders help developing strategies to lead their schools in the development of cultural proficiency. Explores how policies and practices can enable staff, students, and families to interact effectively in a culturally diverse environment. Discussion of how a lack of cultural competence impedes teaching and learning in many of today's schools. Participants will learn how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural competence.

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

Credit: 2 semester hours.

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 706a - Seminar in Action Research I

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. Participants will begin exploring researchable issues related to their dissertation topics.

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

Credit: 1 semester hour.

EDLL 706b - Seminar in Action Research II

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. Participants will begin exploring researchable issues related to their dissertation topics.

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

Credit: 1 semester hour.

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: 2 semester hours.

EDLL 717 - Courage in Leadership

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 four- to six-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 semester hour (three terms of 1 credit each required for Ed.D. students).

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

Invites students to see writing as a process, develop a variety of styles of writing, and understand the power of narrative to engage readers. Gain an awareness of the role of personal voice in 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: 1 semester hour.

EDLL 727 - Focused Literature Research

This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem/problems that will be addressed in their dissertation research. The seminar will provide instruction and support with the processes and techniques for scholarly discussion of controversial literature and students will receive feedback on academic writing from the course instructor. Additionally, each student will work with a Lewis & Clark faculty member serving as a "content advisor" who will direct them to and assist them with interpreting literature pertaining to their problem area.

Prerequisite: EDLL 726.

Credit: 1 semester hour.

EDLL 728 - Conceptual Framework/Problem Articulation

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 methodologies.

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

Credit: 2 semester hours.

EDLL 729a - Dissertation Proposal Seminar

Direct instruction on the process for developing a doctoral dissertation. Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects.

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

Credit: 1 semester hour.

EDLL 729b - Dissertation Proposal Preparation

Development of the dissertation proposal. Participants will develop a manuscript that clearly details 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. In the manuscript, students will analyze and/or summarize relevant literature supporting 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: 2 semester hours.

EDLL 730 - Advancement Project

Prepares participants for advancement to candidacy. To meet the requirements for advancement, participants will produce an exhibition that contains a discussion integrating the material learned in the first two years of the Ed.D. program. The exhibition will include a discussion of the significance of the material and a demonstration of the participant's understanding of the theory and research supporting the content studied. Participants may select from a variety of vehicles for their project.

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

Credit: 1 semester hour.

EDLL 731 - Public Policy: Creation and Implementation

Analyzes the process for creating public policy, examines the intended and unintended outcomes of policy development, and assists participants in increasing their understanding of the political arena in which policy is developed. Students will examine successful and unsuccessful policy initiatives in order to develop effective methods for planning and leading change initiatives in organizations.

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

Credit: 2 semester hours.

EDLL 732a & 732b - Contemporary Approaches to Social Science Research I and II

Seminar designed to acquaint doctoral candidates with the scholarly interests of those faculty members who may later serve as chairs for their dissertation committees. Candidates will read works by faculty, who will then lead discussions regarding their research and scholarship as it pertains to the development and exercise of leadership. Provides participants with an overview of different faculty perspectives on leadership.

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

Credit: 1 semester hour each (two terms of 1 semester hour each required for Ed.D. students).

EDLL 741b - Action Research: Qualitative Methods

Review of research methodologies necessary to complete a dissertation project. Designed to enable participants to become conversant with appropriate qualitative 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.

EDLL 741b - Action Research: Quantitative Methods

Review of research methodologies necessary to complete a dissertation project. Designed to enable participants to become conversant with appropriate 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: 2 semester hours.

EDLL 750 - Doctoral Dissertation

Completion of dissertation research under the direction of the chair of the candidate's dissertation committee. Candidates must be enrolled in this course during the term in which they defend their dissertations, and must complete at least 12 semester hours before defending their dissertations. Grade will be considered incomplete until the candidate has successfully defended his or her dissertation.

Prerequisite: Admission to Ed.D. program, advancement to candidacy, and successful defense of a dissertation proposal.

Credit: 12 semester hours.

License-Only Program:

Initial Administrator License

This program is designed for certified teachers and/or personnel service providers who wish to become K-12 administrators.

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, if non-Oregon licensed.
6. A passing score on the Praxis II series test in educational leadership (administration and supervision, #10410).
7. Evidence of passing the CBEST, WEST-B, or Praxis I: PPST/CBT series of tests, if coming from out of state.

Practicum

A highlight of the administrative preparation program for school administrators is the practicum. The practicum creates hands-on experiences for developing and practicing the knowledge and skills necessary for successful school leadership. Students learn, practice, and explore both leadership and management responsibilities. The practicum consists of two semesters of supervised, onsite, predesigned administrative experiences, along with campus seminars involving activities, discussions, and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school leadership in early childhood/elementary and middle/high school.

Under the supervision and guidance of experienced site and campus supervisors, the practicum allows students to meet the seven standards required by the Oregon Teacher Standards and Practices Commission (TSPC) for initial licensure.

Initial Administrator License Program

Licensure Program Requirements

A minimum of 18 semester hours, distributed as follows:

Required Courses

EDAD 501/610 Leading and Managing for Teaching and Learning, 3 semester hours
 EDAD 502/612 Instructional Leadership, 3 semester hours
 EDAD 504/614a & EDAD 504/614b Practicum for Administrators, 4 semester hours
 EDAD 507/617 Budgeting for School Equity, 1 semester hour
 EDAD 560/660 Using Data for School Improvement, 3 semester hours
 EDAD 568/668 Engaging the Community for Effective Schools, 2.5 semester hours
 EDAD 569/669 Ethics, Policy and the Law, 1.5 semester hours

EDAD 501/610 - Leading and Managing for Teaching and Learning

This course investigates the "big picture" of schooling and administration. It addresses the school as an organization, the role of the administrator as an educational leader, systems

organization, change as a process, leadership theory and development, visionary leadership principles and actions, resources management and allocation, communication strategies, and school improvement as the framework for the improvement of student learning.

Prerequisite: None.

Credit: 3 semester hours.

EDAD 502/612 - Instructional Leadership

This course focuses on instructional leadership and how it connects to the complex relationships between teacher growth and development (supervision/evaluation), professional development, and standards-based school improvement. The course draws from research on effective teaching to assist leaders in improving instructional practices and curriculum offerings. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisite: None.

Credit: 3 semester hours.

EDAD 504/614a & 504/614b - Practicum for Administrators

Two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.

Prerequisite: Completion of at least two initial license courses in the Educational Leadership Program as well as admission to the Educational Leadership with Initial Administrator License Program.

Credit: 4 semester hours (two semesters of 2 semester hours each), CR/NC.

EDAD 507/617 - Budgeting for School Equity

Reviews the basic concepts of school finance at the state and district levels and how to apply them when developing a school budget. Examines the information necessary for budget planning that addresses equity, social justice, and the achievement of diverse learners. Emphasis is on acquiring skills to lead and collaborate with others in the efficient allocation of resources.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 560/660 - Using Data for School Improvement

This course builds a common knowledge base for understanding the critical role data plays in school improvement efforts. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisite: None.

Credit: 3 semester hours.

EDAD 568/668 - Engaging the Community for Effective Schools

Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic). Includes discussions of successful community engagement models.

Prerequisite: None.

Credit: 2.5 semester hours.

EDAD 569/669 - Ethics, Policy, and the Law

Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice advocacy through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisite: None.

Credit: 1.5 semester hours.

License-Only Program:

Continuing Administrator License

This license program is offered both on campus and at district-affiliated sites, and is open to candidates who hold an Initial Administrator License. The Continuing Administrator License Program is performance-based. Candidates develop a portfolio of evidence, demonstrating that they meet the advanced standards according to regulations set by the Oregon Teacher Standards and Practices Commission (TSPC). The portfolio is exhibited to peers and faculty during EDAD 558/637 (Continuing Administrator License Seminar), which is usually the final course in the required 18-semester-hour program.

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 Initial Administrator License at Lewis & Clark or another regionally accredited institution.
2. Admission by the Lewis & Clark Educational Leadership Program and approved individual course of study on file.
3. Three years of successful administrative experience in Oregon schools on an Initial Administrator License.
4. Completion of at least 10 hours of coursework in the Continuing Administrator Program at Lewis & Clark.

Continuing Administrator License Program

Licensure Program Requirements

18 semester hours, distributed as follows:

Required Courses

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

EDAD 549/606 Professional Mentorship and Practicum, 1 semester hour

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

Elective Courses

EDAD 520/620 Essential Readings, 1 semester hour

EDAD 523/623 Communication Skills for Administrators, 1 semester hour

EDAD 524/624 Implementing Curricula, 1 semester hour

EDAD 526/631 Leading Schools During Conflict, 1 semester hour

EDAD 530/630 Seminar on Organizational Change, 2 semester hours

EDAD 531/609 Program for New Administrators: The Ropes to Skip and the Ropes to Know, 1-2 semester hours

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

EDAD 533/638 Professional Development for Instructional Leaders, 2 semester hours

EDAD 536/604 Leading Schools Through Instructional Technologies, 2 semester hours

EDAD 537/637 Research, Assessment, and School Reform, 2 semester hours

EDAD 540/629 Models of Organizational Change, 2 semester hours

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

EDAD 543 Teaching Linguistically and Culturally Diverse Students, 2 semester hours

EDAD 545/627 Contract Management, 1 semester hour

EDAD 546/626 Negotiation and Collective Bargaining, 2 semester hours

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

EDAD 548/602 Leadership and Learning, 2 semester hours

EDAD 551/651 Legal and Procedural Issues in Special Education, 2 semester hours

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

EDAD 520/620 - Essential Readings

Seminar providing thoughtful discussion of diversity and social justice issues as they apply to educational leadership. Participants read about and discuss what is needed for all students, especially English-language learners, to be successful learners in our schools. Develops a basic awareness of effective ESOL programs and an understanding of comprehensive school reform components. Also listed as EDAD 505/615 and ED 516.

Prerequisite: None.

Credit: 1 semester hour.

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: 1 semester hour.

EDAD 524/624 - Implementing Curricula

Application of research on teaching and learning to classroom instruction and instructional leadership in order 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 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 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: None.

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 a fall retreat. Participants develop content knowledge, leadership skills, and peer support groups within and across districts.

Prerequisite: None.

Credit: 1-2 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: None.

Credit: 2 semester hours.

EDAD 533/638 - Professional Development for Instructional Leaders

Same as [ED 525](#).

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

Prerequisite: None.

Credit: 2 semester hours.

EDAD 537/632 - Research, Assessment, and School Reform

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: 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 [ED 540/609](#).

Prerequisite: None.

Credit: 2 semester hours.

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

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: None.

Credit: 2 semester hours.

EDAD 549/606 - Professional Mentorship and Practicum

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.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 551/651 - Legal and Procedural Issues in Special Education

This course will provide opportunities for administrators to increase their knowledge and skills based on current, relevant research in the areas of instruction, assessment and accountability, program/service support and supervision, and legal requirements for special education and students who are culturally and linguistically diverse.

Prerequisite: None.

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 the Oregon 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.

Degree Program With Licensure:

Master of Education in Educational Administration With Initial Administrator License

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

Degree Requirements

A minimum of 38 semester hours, distributed as follows:

Required Courses

The 18 semester hours required for the Initial Administrator Licensure Program. (See the [Initial Administrator License](#) section.)

ED 500 Educational Research, 2 semester hours

ED 501 Constructive Assessment in the Classroom, 2 semester hours

EDAD 533/638 Professional Development for Instructional Leaders, 2 semester hours

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

Elective Courses

A minimum of 10 semester hours in subject-area electives (e.g., ESOL, Special Education, Language Arts, School Counseling)

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

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.

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

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.

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

EDAD 533/638 - Professional Development for Instructional Leaders

Same as [ED 525](#).

Prerequisite: Consent of adviser.

Credit: 2 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 near the end of M.A.T. program.

Credit: 2 semester hours, CR/NC.

Educational Leadership 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 graduate.lclark.edu/dept/gradreg.

EDAD 501/610 - Leading and Managing for Teaching and Learning

This course investigates the "big picture" of schooling and administration. It addresses the school as an organization, the role of the administrator as an educational leader, systems organization, change as a process, leadership theory and development, visionary leadership principles and actions, resources management and allocation, communication strategies, and school improvement as the framework for the improvement of student learning.

Prerequisite: None.

Credit: 3 semester hours.

EDAD 502/612 - Instructional Leadership

This course focuses on instructional leadership and how it connects to the complex relationships between teacher growth and development (supervision/evaluation), professional development, and standards-based school improvement. The course draws from research on effective teaching to assist leaders in improving instructional practices and curriculum offerings. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisite: None.

Credit: 3 semester hours.

EDAD 504/614a & 504/614b - Practicum for Administrators

Two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.

Prerequisite: Completion of at least two initial license courses in the Educational Leadership Program as well as admission to the Educational Leadership with Initial Administrator License Program.

Credit: 4 semester hours (two semesters of 2 semester hours each), CR/NC.

EDAD 505/615 - Essential Readings

Same as [EDAD 520/620](#) and ED 516.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 507/617 - Budgeting for School Equity

Reviews the basic concepts of school finance at the state and district levels and how to apply them when developing a school budget. Examines the information necessary for budget planning

that addresses equity, social justice, and the achievement of diverse learners. Emphasis is on acquiring skills to lead and collaborate with others in the efficient allocation of resources.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 520/620 - Essential Readings

Seminar providing thoughtful discussion of diversity and social justice issues as they apply to educational leadership. Participants read about and discuss what is needed for all students, especially English-language learners, to be successful learners in our schools. Develops a basic awareness of effective ESOL programs and an understanding of comprehensive school reform components. Also listed as EDAD 505/615 and ED 516.

Prerequisite: None.

Credit: 1 semester hour.

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: 1 semester hour.

EDAD 524/624 - Implementing Curricula

Application of research on teaching and learning to classroom instruction and instructional leadership in order 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 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 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: None.

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 a fall retreat. Participants develop content knowledge, leadership skills, and peer support groups within and across districts.

Prerequisite: None.

Credit: 1-2 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: None.

Credit: 2 semester hours.

EDAD 533/638 - Professional Development for Instructional Leaders

Same as [ED 525](#).

Prerequisite: Consent of adviser.

Credit: 2 semester hours.

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: None.

Credit: 2 semester hours.

EDAD 536/604 - Leading Schools Through Instructional Technologies

Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use.

Prerequisite: None.

Credit: 2 semester hours.

EDAD 537/632 - Research, Assessment, and School Reform

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: 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 [ED 540/609](#).

Prerequisite: None.

Credit: 2 semester hours.

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

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: None.

Credit: 2 semester hours.

EDAD 549/606 - Professional Mentorship and Practicum

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.

Prerequisite: None.

Credit: 1 semester hour.

EDAD 551/651 - Legal and Procedural Issues in Special Education

This course will provide opportunities for administrators to increase their knowledge and skills based on current, relevant research in the areas of instruction, assessment and accountability, program/service support and supervision, and legal requirements for special education and students who are culturally and linguistically diverse.

Prerequisite: None.

Credit: 2 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 Teacher Education M.A.T. Program or Educational Leadership Program. Consent of instructor required for students in Preservice Teacher Education M.A.T. Program.

Credit: 2 semester hours.

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

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 the

Oregon 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 560/660 - Using Data for School Improvement

This course builds a common knowledge base for understanding the critical role data plays in school improvement efforts. It introduces several levels of data use and application, moving from state accountability requirements to mobilizing efforts to equalize access of high standards for all students. Students collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisite: None.

Credit: 3 semester hours.

EDAD 568/668 - Engaging the Community for Effective Schools

Research shows students perform better in schools having strong community support. This course defines community engagement, identifies the critical stakeholders, and develops inclusive involvement and collaboration strategies. District demographic data, needs assessments, and socioeconomic factors are used for developing community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic). Includes discussions of successful community engagement models.

Prerequisite: None.

Credit: 2.5 semester hours.

EDAD 569/669 - Ethics, Policy, and the Law

Study of the principles of ethical leadership and working successfully in the larger political, social, economic, legal, and cultural environment of an educational system. Examination of landmark legal cases, federal policies, state and local laws, and regulations impacting school systems. Exploration of social justice advocacy through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisite: None.

Credit: 1.5 semester hours.

EDAD 598* - Special Studies: New or Experimental Courses

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

EDAD 599 - Independent Study

EDAD 649 – Independent Study (Off-Campus)

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: 2 semester hours.

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 704 - Leading Change Through Cultural Competence

Offers leaders help developing strategies to lead their schools in the development of cultural proficiency. Explores how policies and practices can enable staff, students, and families to interact effectively in a culturally diverse environment. Discussion of how a lack of cultural competence impedes teaching and learning in many of today's schools. Participants will learn

how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural competence.

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

Credit: 2 semester hours.

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 706a - Seminar in Action Research I

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. Participants will begin exploring researchable issues related to their dissertation topics.

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

Credit: 1 semester hour.

EDLL 706b - Seminar in Action Research II

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. Participants will begin exploring researchable issues related to their dissertation topics.

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

Credit: 1 semester hour.

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: 2 semester hours.

EDLL 717 - Courage in Leadership

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 four- to six-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 semester hour (three terms of 1 credit each required for Ed.D. students).

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

Invites students to see writing as a process, develop a variety of styles of writing, and understand the power of narrative to engage readers. Gain an awareness of the role of personal voice in 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: 1 semester hour.

EDLL 727 - Focused Literature Research

This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem/problems that will be addressed in their dissertation research.

The seminar will provide instruction and support with the processes and techniques for scholarly discussion of controversial literature and students will receive feedback on academic writing from the course instructor. Additionally, each student will work with a Lewis & Clark faculty member serving as a "content advisor" who will direct them to and assist them with interpreting literature pertaining to their problem area.

Prerequisite: EDLL 726.

Credit: 1 semester hour.

EDLL 728 - Conceptual Framework/Problem Articulation

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 methodologies.

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

Credit: 2 semester hours.

EDLL 729a - Dissertation Proposal Seminar

Direct instruction on the process for developing a doctoral dissertation. Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects.

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

Credit: 1 semester hour.

EDLL 729b - Dissertation Proposal Preparation

Development of the dissertation proposal. Participants will develop a manuscript that clearly details 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. In the manuscript, students will analyze and/or summarize relevant literature supporting 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: 2 semester hours.

EDLL 730 - Advancement Project

Prepares participants for advancement to candidacy. To meet the requirements for advancement, participants will produce an exhibition that contains a discussion integrating the material learned in the first two years of the Ed.D. program. The exhibition will include a discussion of the significance of the material and a demonstration of the participant's understanding of the theory and research supporting the content studied. Participants may select from a variety of vehicles for their project.

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

Credit: 1 semester hour.

EDLL 731 - Public Policy: Creation and Implementation

Analyzes the process for creating public policy, examines the intended and unintended outcomes of policy development, and assists participants in increasing their understanding of the political arena in which policy is developed. Students will examine successful and unsuccessful policy initiatives in order to develop effective methods for planning and leading change initiatives in organizations.

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

Credit: 2 semester hours.

EDLL 732a & 732b - Contemporary Approaches to Social Science Research I and II

Seminar designed to acquaint doctoral candidates with the scholarly interests of those faculty members who may later serve as chairs for their dissertation committees. Candidates will read works by faculty, who will then lead discussions regarding their research and scholarship as it pertains to the development and exercise of leadership. Provides participants with an overview of different faculty perspectives on leadership.

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

Credit: 1 semester hour each (two terms of 1 semester hour each required for Ed.D. students).

EDLL 741b - Action Research: Qualitative Methods

Review of research methodologies necessary to complete a dissertation project. Designed to enable participants to become conversant with appropriate qualitative 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.

EDLL 741b - Action Research: Quantitative Methods

Review of research methodologies necessary to complete a dissertation project. Designed to enable participants to become conversant with appropriate 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: 2 semester hours.

EDLL 750 - Doctoral Dissertation

Completion of dissertation research under the direction of the chair of the candidate's dissertation committee. Candidates must be enrolled in this course during the term in which they defend their dissertations, and must complete at least 12 semester hours before defending their dissertations. Grade will be considered incomplete until the candidate has successfully defended his or her dissertation.

Prerequisite: Admission to Ed.D. program, advancement to candidacy, and successful defense of a dissertation proposal.
Credit: 12 semester hours.

EDLL 799 - Independent Study

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 a licensure-only program 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 and NCATE have approved Lewis & Clark's licensure programs in school counseling.

Academic Advising

Each accepted degree and nondegree (licensure-only) student is assigned an academic advisor. Faculty advisors assist students in planning an official course of study and answer questions about the student's

program and career decisions.

Students are assigned a permanent advisor following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from a program coordinators, from the appropriate chair, or from other faculty members.

It is the responsibility of each student to develop an approved course of study with his or her advisor; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any change to the approved course of study.

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, quality of academic work) and performance rubrics developed according to the performance objectives approved by the Oregon Teacher Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE). (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)
- Micro-internships (e.g., academic development and consultation internships)
- 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 current Oregon Basic, Standard, Initial, or Continuing Teaching licenses have completed two years of successful teaching on that license are eligible for the Track I program in school counseling. Candidates must pass the Praxis II subject test in school counseling and guidance in order to complete the program.

Degree Requirements for Track I

Candidates must complete 42 semester hours, distributed as follows:

Required Courses for Track I

SCED 500 Introduction to School Counseling, 3 semester hours
 SCED 501 Academic Development and Consultation, 2 semester hours
 SCED 502 Internship: Academic Development and Consultation, 1.5 semester hours
 SCED 503 Career Development and Consultation, 2 semester hours
 SCED 505 Personal/Social Development and Consultation, 2 semester hours
 SCED 506 Internship: Personal/Social Development and Consultation, 1.5 semester hours
 SCED 507 Development of the Learner: Children and Adolescents, 2 semester hours
 SCED 508 Social Justice, Diversity, and Cultural Issues, 2 semester hours
 SCED 509 Ethical and Legal Issues in Education and School Counseling, 3 semester hours
 SCED 510 Family Dynamics, Community Resources, and Consultation, 3 semester hours
 SCED 511 Group Leadership Skills for School Counselors, 2 semester hours
 SCED 512 Special Needs Populations in Schools, 2 semester hours
 SCED 513 Continued Studies in Educational Research, Assessment, and Technology, 3 semester hours
 SCED 516 School Counseling Internship, 8 semester hours

Elective Requirement for Track I

A minimum of 3 semester hours

Graduate Core Requirement for Track I

A minimum of 2 semester hours, including one Core convocation

Track II

Candidates who do not hold a valid Oregon Teaching License—or who do hold such a 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. In order to complete the program, Track II candidates must also pass the Praxis I, CBEST, or WEST-B tests of basic skills, and the Praxis II subject-area test in school counseling and guidance.

Degree Requirements for Track II

Candidates must complete 45 semester hours, distributed as follows:

Additional Required Courses for Track II

All of the required courses for Track I, 37 semester hours
 SCED 517 Practicum in Classroom Instruction, 5 semester hours

Elective Requirement for Track II

A minimum of 1 semester hour

Graduate Core Requirement for Track II

A minimum of 2 semester hours, including one Core convocation

SCED 500 - Introduction to School Counseling

Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and 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, cognitive-behavioral, and microskills approaches.

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, cognitive-behavioral, client-centered, reality/choice, and microskills 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 standards 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: 1.5 semester hours.

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, cognitive-behavioral, client-centered, reality/choice, and microskills 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, 501, 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, cognitive-behavioral, client-centered, reality/choice, and microskills 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, 501, 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, 501, 502.

Credit: 1.5 semester hours.

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 developments that help today's youths thrive.

Prerequisite: None.

Credit: 2 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 the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination. Also listed as ED 543.

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 513 - Educational Research, Assessment, and Technology

The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques 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 webpage for data display.

Prerequisite: None.

Credit: 3 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.

Prerequisite: Portfolio meeting/sign-off with advisor, completion of all required coursework.

Credit: 8 semester hours (4 in fall semester, 4 in spring semester).

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.

Prerequisite: None.

Credit: 5 semester hours (3 in fall semester, 2 in spring semester).

Initial School Counseling License Only

Candidates who hold a master's degree in a closely related field (e.g., education, psychology, or social work) may apply for admission to the Initial School Counseling License Only Program. Students are held accountable to each course in the program as outlined below, but after admission, the candidate works closely with a faculty advisor to design an individual program of study leading to licensure. The program of study is created from review of petitions submitted by the candidate to waive coursework based on competence equivalency or examination (restricted to certain courses). Contact the [School Counseling Program](#) office for further information.

Track I

Candidates who hold a current Oregon Basic, Standard, Initial, or Continuing Teaching licenses and have completed two years of successful teaching on that license are eligible for the Track I program in school counseling. Candidates must pass the Praxis II subject-area test in school counseling and guidance in order to complete the program.

Degree Requirements for Track I

Candidates must complete 37 semester hours, distributed as follows:

Required Courses for Track I

SCED 500 Introduction to School Counseling, 3 semester hours
 SCED 501 Academic Development and Consultation, 2 semester hours
 SCED 502 Internship: Academic Development and Consultation, 1.5 semester hours
 SCED 503 Career Development and Consultation, 2 semester hours
 SCED 505 Personal/Social Development and Consultation, 2 semester hours
 SCED 506 Internship: Personal/Social Development and Consultation, 1.5 semester hours
 SCED 507 Development of the Learner: Children and Adolescents, 2 semester hours
 SCED 508 Social Justice, Diversity, and Cultural Issues, 2 semester hours
 SCED 509 Ethical and Legal Issues in Education and School Counseling, 3 semester hours
 SCED 510 Family Dynamics, Community Resources, and Consultation, 3 semester hours
 SCED 511 Group Leadership Skills for School Counselors, 2 semester hours
 SCED 512 Special Needs Populations in Schools, 2 semester hours
 SCED 513 Continued Studies in Educational Research, Assessment, and Technology, 3 semester hours

Track II

Candidates who do not hold a valid Oregon Teaching License—or who do hold such a 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. In order to complete the program, Track II candidates must also pass the Praxis I, CBEST, or WEST-B tests of basic skills, and the Praxis II subject-area test in school counseling and guidance.

Degree Requirements for Track II

Candidates must complete 42 semester hours, distributed as follows:

Required Courses for Track II

All of the required courses for Track I, 37 semester hours
 SCED 517 Practicum in Classroom Instruction, 5 semester hours (3 semester hours fall, 2 semester hours spring)

Program Planning

Candidates are encouraged to begin study for the Continuing School Counselor License upon completing the Initial School Counselor License. Contact the [Department of School Counseling](#) for further information.

SCED 500 - Introduction to School Counseling

Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and 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, cognitive-behavioral, and microskills approaches.

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, cognitive-behavioral, client-centered, reality/choice, and microskills 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 standards 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: 1.5 semester hours.

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, cognitive-behavioral, client-centered, reality/choice, and microskills 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, 501, 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, cognitive-behavioral, client-centered, reality/choice, and microskills 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, 501, 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, 501, 502.

Credit: 1.5 semester hours.

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 developments that help today's youths thrive.

Prerequisite: None.

Credit: 2 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 the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination. Also listed as ED 543.

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 513 - Educational Research, Assessment, and Technology

The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques 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 webpage for data display.

Prerequisite: None.

Credit: 3 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.

Prerequisite: Portfolio meeting/sign-off with advisor, completion of all required coursework.

Credit: 8 semester hours (4 in fall semester, 4 in spring semester).

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.

Prerequisite: None.

Credit: 5 semester hours (3 in fall semester, 2 in spring semester).

Continuing School Counselor License Program

The Continuing School Counselor License Program at Lewis & Clark is designed to meet the advanced competency requirements of the Oregon Teacher Standards and Practices Commission (TSPC) while providing students with opportunities for direct application of course content to school, community, and professional development. In order to apply to the Continuing School Counseling License Program, students must already possess a current Initial School Counseling License.

The Continuing School Counselor License Program builds on the knowledge and skills developed in the Initial License 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.

Note: Based on changes in TSPC requirements, an extensive study is underway to determine possible additional offerings in Continuing School Counselor Licensure. Please contact the [Department of School Counseling](#) for further information.

Required Courses

SCED 560 Professional Development, Collaboration, and Advocacy, 1 semester hour

SCED 561 Organizational leadership and Decision Making, 2 semester hours

SCED 562 Models of Organizational Change, 2 semester hours

SCED 563 Research-Based Collaboration Internship, 1 semester hour

Documentation

The Continuing License Educational Portfolio (C.L.E.P.) is a collection of documents that demonstrate ongoing professional development and experience. The complete portfolio provides TSPC with the required documentation for the Continuing School Counselor License.

SCED 560 - Professional Development, Collaboration, and Advocacy

This yearlong learning and support group provides an opportunity to explore school counseling programs, school culture, challenges, ethical dilemmas, and critical events facing new school counselors. Participants develop peer support within and across school districts. This course provides a safe environment to celebrate successes and discuss weaknesses. Active participation in local, regional and national school counseling organizations will be encouraged. Candidates will begin development of the Continuing License Educational Portfolio (C.L.E.P.).

Prerequisite: None.

Credit: 1 semester hour.

SCED 561 - Organizational Leadership and Decision Making

Same as [EDAD 535/621](#).

Prerequisite: None.

Credit: 2 semester hours.

SCED 562 - Models of Organizational Change

Same as [EDAD 540](#).

Prerequisite: None.

Credit: 2 semester hours.

SCED 563 - Research-Based Collaboration Internship

This course is designed to be a yearlong cumulative experience. Using the knowledge base and understanding of current research and local, regional, and national trends impacting the school counselor's role and student success, an action research project will be developed in partnership with school administrators, staff members, and students (and parents if appropriate). When completed, a PowerPoint presentation of the action plan and the results will be made to the school staff and the Lewis & Clark class. The research project will focus on increasing the effectiveness of the counseling program in meeting the academic, career, and personal/social needs of all students. Candidates will document their summative professional knowledge, skills, and attitudes via the Continuing License Educational Portfolio (C.L.E.P.)

Prerequisite: None.

Credit: 1 semester hour.

School Counseling 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 graduate.lclark.edu/dept/gradreg.

SCED 500 - Introduction to School Counseling

Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and 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, cognitive-behavioral, and microskills approaches.

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, cognitive-behavioral, client-centered, reality/choice, and microskills 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 standards 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: 1.5 semester hours.

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, cognitive-behavioral, client-centered, reality/choice, and microskills 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, 501, 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, cognitive-behavioral, client-centered, reality/choice, and microskills 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, 501, 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, 501, 502.

Credit: 1.5 semester hours.

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 developments that help today's youths thrive.

Prerequisite: None.

Credit: 2 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.

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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 the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination. Also listed as ED 543.

Prerequisite: None.

Credit: 3 semester hours.

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Prerequisite: None.

Credit: 3 semester hours.

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Prerequisite: None.

Credit: 2 semester hours.

SCED 512 - Special-Needs Populations in Schools

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Prerequisite: None.

Credit: 2 semester hours.

SCED 513 - Educational Research, Assessment, and Technology

The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques 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 webpage for data display.

Prerequisite: None.

Credit: 3 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.

Prerequisite: Portfolio meeting/sign-off with advisor, completion of all required coursework.

Credit: 8 semester hours (4 in fall semester, 4 in spring semester).

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.

Prerequisite: None.

Credit: 5 semester hours (3 in fall semester, 2 in spring semester).

SCED 560 - Professional Development, Collaboration, and Advocacy

This yearlong learning and support group provides an opportunity to explore school counseling programs, school culture, challenges, ethical dilemmas, and critical events facing new school counselors. Participants develop peer support within and across school districts. This course provides a safe environment to celebrate successes and discuss weaknesses. Active participation in local, regional and national school counseling organizations will be encouraged. Candidates will begin development of the Continuing License Educational Portfolio (C.L.E.P.).

Prerequisite: None.

Credit: 1 semester hour.

SCED 561 - Organizational Leadership and Decision Making

Same as [EDAD 535/621](#).

Prerequisite: None.

Credit: 2 semester hours.

SCED 562 - Models of Organizational Change

Same as [EDAD 540](#).

Prerequisite: None.

Credit: 2 semester hours.

SCED 563 - Research-Based Collaboration Internship

This course is designed to be a yearlong cumulative experience. Using the knowledge base and understanding of current research and local, regional, and national trends impacting the school counselor's role and student success, an action research project will be developed in partnership with school administrators, staff members, and students (and parents if appropriate). When completed, a PowerPoint presentation of the action plan and the results will be made to the school staff and the Lewis & Clark class. The research project will focus on increasing the

effectiveness of the counseling program in meeting the academic, career, and personal/social needs of all students. Candidates will document their summative professional knowledge, skills, and attitudes via the Continuing License Educational Portfolio (C.L.E.P.)

Prerequisite: None.

Credit: 1 semester hour.

SCED 598* - Special Studies: New or Experimental Courses

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

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 NCATE-approved, programs of study for future (preservice) and practicing (inservice) teachers. Students draw on the resources of an outstanding faculty, culturally rich urban and rural communities, regional cultural and science centers, 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, apply this meaningful statement to our work.

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' experiences and enhance their own and their 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. As a teaching and learning community, 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.

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.

Academic Advising

Each accepted degree and nondegree (licensure-only) student is assigned an academic advisor. Faculty

advisors assist students in planning an official course of study and answer questions about about the student's program and career decisions.

Students are assigned a permanent advisor following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from a program coordinators, from the appropriate chair, or from other faculty members.

It is the responsibility of each student to develop an approved course of study with his or her advisor; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any change to the approved course of study.

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.

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 advisor 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 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 Education for a reduction in degree requirements. The student's advisor 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.

Preservice Program:

Master of Arts in Teaching With Initial Teaching License

Lewis & Clark offers an outstanding 12 1/2- to 14-month program that leads simultaneously to a teaching license and a master's degree. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, equity, and inclusion and promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, a rigorous learning atmosphere, intellectual growth, and a dedication to social justice.
- Educational experiences that cultivate connections between learners and their communities.
- School and classroom environments designed to eliminating the impact of societal and institutional barriers to academic success and personal growth for all students.

The vast majority of students have teaching jobs their first year after graduation, experience success, and remain in the profession for many years. Through monthly seminars and other contacts with their Lewis & Clark faculty, graduates receive support during their first year in the profession.

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 year of supervised teaching in a Portland-area school, combined with coursework on campus and additional practicum experiences. The Early Childhood/Elementary Program prepares students for an Initial Teaching License to teach children in prekindergarten through grade 8 in preschools, elementary schools, and self-contained classrooms in middle schools. Internship placements provide a complete year of experience with children from diverse backgrounds.

M.A.T. Degree Requirements

A minimum of 40 semester hours, including all requirements for licensure listed below. In addition to these requirements, students must complete:

ESOL 535 English Language Learners: Theory and Practice, 2 semester hours

Licensure Course Requirements

First Summer

ED 513A Early Childhood Language Acquisition Practicum, 1 semester hour

or 513B Elementary Practicum, 1 semester hour

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

ED 559 Math for Early Childhood, 1 semester hour

ED 561 Child Development, Learning, and Exceptionality, 2 semester hours

ED 568 The Arts, Culture, and Creativity, 2 semester hours

ED 569 Health and Physical Education, 1 semester hour
 SCI 555 Field Natural History, 1 semester hour

Fall Semester

ED 510 Literacy Connections Practicum, 1 semester hour
or ED 512 Real-World Problem Solving Practicum, 1 semester hour
or ED 519 Math Connections 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
 SS 578 Inquiry/Teaching/Assessment: A Social Justice and Cultural Framework, 2 semester hours

Spring Semester

ED 515 Intern Practicum II (Early Childhood or Elementary), 7 semester hours
 ED 523 Teaching and Assessment, 1 semester hour
 ED 549 Math for Intermediate Grades, 1 semester hour
 ED 563 Classroom Management and Inclusion, 2 semester hours
 ED 566 Reading II: Literacy Development, K–8, 3 semester hours
 SCI 580 Science and Children, 2 semester hours

Second Summer

ESOL 535 Teaching English Language Learners: Theory and Practice, 2 semester hours
 Interns continue school placement for 4 1/2 days per week until the end of the K-12 school calendar year in June. Interns may apply for their teaching license upon completion of these courses. The second summer of the program is often when students complete their graduate Core requirements (see below).

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

ESOL 535 - English Language Learners: Theory and Practice

This course is designed to prepare preservice teachers for meeting the linguistic and academic needs of ELLs (English Language Learners) by providing an overview of language acquisition theory and program components. Students will learn how to identify and use appropriate second-language assessment tools, create language and content objectives, and design lessons that target various levels of language proficiency. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisite: Enrollment in the final term of a preservice program.

Credit: 2 semester hours.

ED 510 - Literacy Connections Practicum: Culturally Responsive Teaching

This class is held on-site at an elementary school that has exemplary literacy instruction that closely matches the theoretical framework and best-practice theory taught at Lewis & Clark. Students have an opportunity to observe master literacy teachers, work with children one-on-one, and discuss their observations. This is a class that provides preservice teachers a chance to see theory in practice as well as excellent classroom environments and classroom community examples.

Prerequisite: Admission to Early Childhood/Elementary Program.

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 Program.

Credit: 1 semester hour.

Fee: \$25.00

ED 513a - Early Childhood Language Acquisition Practicum

Interns spend 6-8 hours weekly in practica at the level of their nonprimary authorization. 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 Program.

Credit: 1 semester hour, CR/NC.

ED 513b - Elementary Practicum

Interns spend 6-8 hours weekly in practica at the level of their nonprimary authorization. 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 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 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 Program.

Credit: 7 semester hours, CR/NC.

ED 519 - Math Connections Practicum

Investigate the development of mathematical concepts among elementary school children by working in a local school with individual students. Candidates will be involved in assessing student understanding and creating appropriate student tasks based on those assessments. Includes a seminar examining topics including mathematical development, student learning, and cultural roles in mathematics.

Prerequisite: Admission to Early Childhood/Elementary Program.

Credit: 1 semester hour.

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 Program.

Credit: 1 semester hour.

ED 549 - Math for Intermediate Grades

Development of algebraic thinking, quantitative reasoning, and computational skills in learning problem-solving strategies. Student acquire competence in using culturally responsive and individually appropriate instructional materials for teaching mathematics to children in grades 3 through 8.

Prerequisite: Admission to Early Childhood/Elementary Program.

Credit: 1 semester hour.

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 a preservice program.

Credit: 2 semester hours, CR/NC.

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 Program.

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 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 assessments 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. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: Admission to Early Childhood/Elementary 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, and 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 the 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 a preservice program.

Credit: 2 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. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: Admission to Early Childhood/Elementary Program.

Credit: 2 semester hours.

ED 566 - Reading II: Literacy Development, K–Grade 8

Continuation of ED 565. 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 Program.

Credit: 3 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 the arts in human lives and cultures. Also listed as CORE 501.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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

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 Program.

Credit: 1 semester hour, CR/NC.

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 approaches to teaching, assessment, and technology; and safe, successful use of classroom science equipment. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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

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. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: Admission to Early Childhood/Elementary Preservice Program.

Credit: 2 semester hours.

Preservice Program:

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 subject areas including foreign language, mathematics, biology, chemistry, physics, integrated science, social studies, or English language arts (with possible add-on concentration in drama for students with sufficient background). Specialty-area endorsements also may be offered in art and music. The Middle-Level/High School Program prepares candidates for an Initial Teaching License to teach a specific subject area in grades 5-9 in elementary, middle, and junior high schools and grades 9-12 in high schools.

The M.A.T. degree in middle and high school education includes studies in education, adolescent development and learning, and subject-areas, as well as practicum and supervised teaching experiences and the interdisciplinary graduate Core program. The supervised teaching 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 practices, 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. candidates begin coursework in mid-June of each year and continue through the following summer. The program includes a full school year of classroom experience with an outstanding mentor teacher in a local school. New full-time M.A.T. preservice students are required to attend orientation in early June. Candidates 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. candidates take courses in professional education, subject fields, and the graduate Core program and complete a practicum. During the fall semester, candidates 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 the spring semester, candidates teach nearly full time in the classroom and continue professional seminars with Lewis & Clark faculty and mentors. The second summer includes additional coursework in education, disciplinary knowledge, and the Core program. Candidates may be eligible for licensure at the end of 12 months, leaving the second summer session for completion of master's degree requirements.

M.A.T. Degree Requirements

A minimum of 40 semester hours, including all requirements for licensure listed below. In addition to these requirements, students must complete:

ESOL 535 English Language Learners: Theory and Practice, 2 semester hours

Licensure Course Requirements

First Summer

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

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

LA 531 Writing and the Writing Process, 2 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 to Adolescents, 2-4 semester hours (courses typically listed as LA 579, SS 579, ART 579, MATH 579, SCI 579)

Spring Semester

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

ED 563 Classroom Management and Inclusion, 2 semester hours

ED 564 Curriculum and Inquiry, 3 semester hours

Subject-Area Electives

A minimum of 6 semester hours and three courses in subject-area electives (may be completed in first or second summer).

Graduate Core Requirement

A minimum of 2 semester hours (may be completed in first or second summer) and one Core convocation

ESOL 535 - English Language Learners: Theory and Practice

This course is designed to prepare preservice teachers for meeting the linguistic and academic needs of ELLs (English Language Learners) by providing an overview of language acquisition theory and program components. Students will learn how to identify and use appropriate second-language assessment tools, create language and content objectives, and design lessons that target various levels of language proficiency. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisite: Enrollment in the final term of a preservice program.

Credit: 2 semester hours.

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 a preservice program.

Credit: 2 semester hours, CR/NC.

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 for, 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 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, and 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 young people thrive. Examines strategies for engaging students in learning experiences responsive to development levels and cultural contexts.

Prerequisite: Admission to Middle-Level/High School 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 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 563 - Classroom Management and Inclusion

Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, and 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 the 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 a preservice program.

Credit: 2 semester hours.

ED 564 - Curriculum and Inquiry

Organizing appropriate curricular 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 Program or consent of instructor.

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 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 Program.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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

Credit: 4 semester hours.

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 and articulation of objectives, linking them to teaching and assessment. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacities 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: Admission to Middle-Level/High School Preservice Program or consent of instructor.

Credit: 4 semester hours.

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 Program or consent of instructor.

Credit: 4 semester hours.

MATH 579 - Teaching Mathematics to Adolescents

Teaching and learning mathematics in middle-level and secondary 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. 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 Program or consent of instructor.

Credit: 3-4 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. 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 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 students' 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 Middle-Level/High School Preservice Program or consent of instructor.

Credit: 4 semester hours.

FL 579 - Teaching Foreign Languages to Adolescents

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

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

Credit: 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 levels. 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 Program.

Credit: 4 semester hours.

Preservice Information:

Oregon Initial Teaching License

Students seeking a license to teach in Oregon who successfully complete any of the licensure options offered by Lewis & Clark and all state-required tests receive institutional recommendation to Oregon's Teacher Standards and Practices commission (TSPC).

Testing Required for the Oregon Initial Teaching License

Oregon uses a system of multiple measures to determine whether a candidate is a teacher licensure "program completer." Educators who wish to be recommended for an Oregon Initial Teaching License (or a teaching license in any state) are required to pass both a basic skills test and a battery of subject-matter tests.

For basic skills testing, the candidate may choose to take the Praxis I: Pre-Professional Skills Tests (PPST) or the California Basic Educational Skills Tests (CBEST), or the Washington Educator Skills Test-Basic (WEST-B).

Authorizations in early childhood, elementary, and middle-level teaching (with the exception of art and music) also require passing scores on the ORELA: Multiple Subject Examination (MSE). The MSE is criterion-referenced and objective-based, meaning that it is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. In order to pass the MSE, candidates must pass two subtests. The subtest selection depends on whether the candidate has received preparation at an approved Oregon institution (Subtest I and II) or through an accredited out-of-state program (Subtest II and III).

Secondary educators must pass additional Praxis II tests in their specific subject matter. Generally, there are two or three tests in each subject-matter endorsement area in some combination of multiple-choice and constructed response formats.

Those candidates who do not pass both the basic skills test and the subject-matter tests required for completion of an Oregon teacher education program are not considered program completers and are not eligible for initial licensure recommendation in any state. Please note that other states may also require that licensure candidates pass additional tests.

Program information required by Section 207 of the Title II Higher Education Act may be found at graduate.lclark.edu/dept/lcteach.

Applying for Licensure

Students must apply for a license 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, Licensing, and Accreditation Services office and at lclark.edu/dept/eccls.

Licensing Agencies

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under the National Council for accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC). Graduates complete all program requirements, including a yearlong practicum, before becoming eligible for recommendation to Oregon's TSPC for an Initial Teaching License.

Scholarships

The following scholarships are available to preservice teacher education students:

- *The Mary Stuart Rogers Scholarship*, established in 1995, is awarded to five to seven students whose outstanding academic achievements are complemented by qualities of leadership, dedication, integrity, compassion, sensitivity, and self-discipline.
- *The Carol D. Dimich Memorial Scholarship*, established in 1994, is awarded each year to a nontraditional graduate student; application information is available from the Graduate Admissions Office during the fall semester.
- A limited number of *Partnership in Diversity Scholarships* are available. Contact the teacher education office at 503-768-6105 for specific information.
- *Teacher Education Diversity Scholarships* are awarded to three preservice students. These scholarships address the critical need for greater ethnic diversity among educators and stronger commitment to serving diverse student populations in the Northwest. Individuals who are from ethnic minority backgrounds and/or have demonstrated significant commitment to serving diverse student populations are eligible.
- *The Helen E. Holt Teacher Education Scholarship*, established in 2006, is awarded each year to a student based on need and is intended to address the critical need for increasing ethnic diversity and our strong commitment to serving diverse student populations within schools and communities in our region.
- *The John E. and Susan S. Bates Diversity Scholarship in Education*, established in 2005, is awarded to teacher education and school counseling candidates on an alternating year basis. The purpose of this scholarship is to develop minority professionals in education and counseling and address the critical need for increasing ethnic diversity and a strong commitment to serving diverse communities in our region.
- *The Far West Fibers Inc. Math/Science Scholarship*, established in 2007, is awarded each year based on need to a student admitted to the M.A.T. preservice program in mathematics or science. Eligible candidates will have a record of commitment and service to low-income, recently-immigrated, Spanish-speaking communities in the United States, and are fluent in English and Spanish.
- *The James M. Wallace Scholarship*, established in 1998, is awarded each year based on need to a student who has demonstrated a commitment to the progressive philosophy that places students at the center of learning (according to the theories of educators such as John Dewey and Maria Montessori). This award is intended for a student from a working-class or low-income background.

Inservice Degree Program:

Master of Arts in Teaching: Liberal Studies

Lewis & Clark's inservice M.A.T. program offers an engaging, individually designed course of study for elementary, middle, and secondary teachers wishing to engage in advanced study and improve their teaching practice. 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 advisor. The M.A.T. liberal studies degree may include endorsements in areas such as reading (the Language and Literacy Program), mathematics, ESOL/bilingual education, or special education. Teachers who hold an Oregon Initial License may pursue the Oregon Continuing Teaching License as part of their M.A.T. program. Individuals who desire a highly flexible program, or persons who wish to pursue graduate study in education without an Oregon teaching license (teachers from community colleges, independent and parochial schools, or informal learning centers) may select this option.

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

Liberal Arts Requirements

A minimum of 17 semester hours of coursework chosen jointly by the advisor and student. These courses have liberal arts prefixes and may apply to added endorsements.

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

Summer Studies - M.A.T. Program

Lewis & Clark's 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/or in education.

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 or endorsement programs as well as topics including writing, science and environmental studies, and education reform; or participants may choose a more generalized course of study.

Participants may stay in the Lewis & Clark residence halls and eat at campus facilities. For more information please visit www.lclark.edu/dept/reslife/summerhousing.html.

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.

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

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 near the end of M.A.T. program.

Credit: 2 semester hours, CR/NC.

Full Listing of Education Courses available at graduate.lclark.edu/cgi-bin/gradcatalog2008.cgi?edcurr.dat

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. Open-enrollment courses and institutes are available to all interested students. Past offerings have included Orff and Kodaly workshops, choral symposia, private lessons, composition, conducting, electronic music, and summer instrumental workshops. Music teachers who hold an Initial License may also plan a program to fulfill requirements for the [Continuing Teaching License](#).

Inservice Degree Program:

Master of Education: Special Education

Coursework for the master of education degree is based on the special educator endorsement. (See the full description of the [Special Educator endorsement](#).) Students who select this option will enroll in a total of 37 semester hours, the first 18 of which coincide with the special educator endorsement. The remaining 19 hours of the M.Ed. program are designed collaboratively with an advisor. Students may work with an advisor to incorporate reading, math, ESOL, and other courses into their degree.

Degree Requirements

A minimum of 37 semester hours, distributed as follows:

Required Endorsement Courses

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 513/632 Assessment and Diagnosis, 3 semester hours
 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 517/627 Teaching Reading to Students With Special Needs, 2 semester hours
 SPED 535/635 Current Issues in Special Education, 1 semester hour
 SPED 545/645 Practicum I (fall semester), 1 semester hour
 SPED 546/646 Practicum II (winter/spring semester), 1 semester hour

Required Degree Courses

SPED 523/623 Special Topics Seminar, 2 semester hours

Additional Degree Courses

SPED 512/631 School-Based Consultation, 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

semester hours

SPED 522/622 Program Development for Severely Challenged Students, 2 semester hours

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

Additional courses as determined with advisor may include courses in the Reading or ESOL endorsement programs.

Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation.

SPED 510/626* - Educating Students With Special Needs: Learning and Legal Issues

Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop or refine a research-based foundation in the education of students with special needs, including issues of cultural variability as they impact special education eligibility.

Prerequisite: None.

Credit: 3 semester hours.

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

SPED 511/629* - Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders

Study of developmental backgrounds of students with significant emotional/behavioral problems, and practices to help these students develop more productive behaviors. Topics include procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, effective behavior support (EBS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

Prerequisite: SPED 510/626 or permission of the instructor.

Credit: 2 semester hours.

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

SPED 512/631* - School-Based Consultation

Identifying and applying 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 learn skills for classroom settings and helping teachers develop instructional and assessment methods that have demonstrated effectiveness in supporting the learning of students with disabilities.

Prerequisite: SPED 510/626.

Credit: 2 semester hours.

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

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

Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Specific attention to current assessment practices, curriculum-based assessment/curriculum-based measurement, and response to intervention (RTI) that provide information relevant to special education eligibility and special education instruction. Pays particular attention to mental retardation and learning disabilities. Participants practice designing an ongoing assessment paradigm; selecting, administering, and scoring individual academic assessments; interpreting the scores; and providing instruction recommendations.

Prerequisite: SPED 510/626.

Corequisite: SPED 545/645.

Credit: 3 semester hours.

SPED 514/633 - Curriculum and Instruction for Students With Special Needs

Research-validated curriculum and instructional practices for students with disabilities. Using state standards, participants review general education curricula and create specially designed instruction that emphasizes learning strategies and appropriate accommodations. The course focuses on curriculum-based assessment/measurement; crafting effective, procedurally correct individual education plans (IEPs); data-based specially designed instruction (SDI); and the skills necessary to facilitate an IEP meeting (group dynamics and conflict resolution strategies).

Corequisite: SPED 546/645.

Prerequisite: SPED 513/632 or permission of advisor.

Credit: 3 semester hours.

SPED 516/628* - Interventions for Severely Challenged Students

Students learn instructional practices to increase the functional performance of students with severe disabilities (i.e., autism spectrum disorder, severe mental retardation, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life-skill routines for severely disabled students. Emphasis is placed on data-driven instruction in the least restrictive environment, and working with paraprofessionals.

Prerequisite: SPED 510/626.

Credit: 2 semester hours.

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

SPED 517/627 - Teaching Reading to Students With Special Needs

Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include causes and correlates of reading difficulties, models of reading instruction (K-12) that emphasize reading comprehension, basic reading skills (as defined by the National Reading Panel), learning strategy acquisition, and ongoing reading assessment and instruction based on general education curricula.

Prerequisite: SPED 514/633 or permission of advisor.

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. Focus is on the integration of relevant general education curricula, state standards and state assessment, and research in instructional practices with demonstrated efficacy for students with high-incidence and low-incidence disabilities.

Prerequisite: SPED 514/633 or permission of advisor.

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. Emphases on creating democratic communities that respond sensitively to student's social/emotional and developmental needs and are culturally sensitive. Focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.

Prerequisite: SPED 511/629 or permission of advisor.

Credit: 3 semester hours.

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

SPED 522/622 - Program Development for Severely Challenged Students

Current practices with demonstrated effectiveness in developing and intervening programs for children with severe disabilities. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to community/workplace as well as transition services for younger children.

Prerequisite: SPED 516/628.

Credit: 2 semester hours.

SPED 523/623 - Special Topics Seminar

Culminating course of the Special Educator M.Ed. Candidates apply research principles in special education. Students integrate and apply what they have learned throughout the program. In consultation with the instructor and class participants, each student designs a research project that answers important questions related to his or her work with students who have special needs. In association with these projects, class members determine the content of seminar meetings and speakers invited to discuss issues selected by the students. ED 509 may be substituted for this course.

Prerequisite: Completion of 27 of the 37 semester hours in the Master of Education: Special Education Program.

Credit: 2 semester hours.

SPED 535/635 - Current Issues in Special Education

Provides an integrated summary of current learning and special education issues that have direct impact on practitioners. The faculty and endorsement candidates, based on participants' backgrounds and cumulative experiences in the Special Educator Endorsement Program, jointly select topic areas for further analysis. Focus is on enhancing the preparation of participants for

their initial year as special educators.

Prerequisite: Completion of all coursework for the Special Educator Endorsement.

Credit: 1 semester hour.

SPED 545/645 - Practicum I

Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with individual education plans (IEPs).

Corequisite: SPED 513/632 (1 credit)

Prerequisite: SPED 510/621

Credit: 1 semester hour (fall), CR/NCR

SPED 546/646 - Practicum II

Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with Individual Education Plans (IEPs).

Corequisite: SPED 513/632 (1 credit)

Prerequisite: SPED 510/621

Credit: 1 semester hour (winter/spring), CR/NCR

LA 500/634* - Language Acquisition and Development

Same as ED 529, [ESOL 507/607](#).

Prerequisite: None.

Credit: 3 semester hours.

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. Open-enrollment courses and institutes are available to all interested students. Past offerings have included Orff and Kodaly workshops, choral symposia, private lessons, composition, conducting, electronic music, and summer instrumental workshops. Music teachers who hold an Initial License may also plan a program to fulfill requirements for the [Continuing Teaching License](#).

Inservice: Licensure/Endorsement and Specialty Programs

Several options are available to practicing or experienced 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, and ESOL (including bilingual education). Interested candidates should request testing information from the teacher education office.

Courses numbered 600-689 are conducted off campus and offer graduate credit that may be applicable to licensure and endorsement programs. For further information contact the teacher education office at 503-768-6100.

Students seeking advanced licensure in Oregon who successfully complete any of the licensure options offered by Lewis & Clark 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 Career & Licensing Services office at graduate.lclark.edu/dept/ecls

Continuing Teaching License

Teachers seeking the Continuing Teaching License are invited to combine this license with one of our endorsement programs. The requirements for the Continuing Teaching License are met by our Special Education, Reading, and ESOL/Bilingual Education endorsements. For more information regarding the program, please visit education.lclark.edu/dept/lcteach/cont_license.html.

Licensure/Endorsement Programs

- [ESOL/Bilingual Education](#)
- [Reading](#)
- [Mathematics](#)
- [Special Education](#)

Specialty Program

- [Courage to Teach](#)

ESOL/Bilingual Education Endorsement Program

Designed for educators holding an Oregon teaching license, Lewis & Clark's ESOL/Bilingual Education Endorsement Program explores the principles, theories, research, and practices 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.

A bilingual assessment is available for those candidates seeking to earn the bilingual component of the ESOL/Bilingual Endorsement (if a candidate does not pass this assessment, he or she will earn the ESOL endorsement only). 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 cultural practices specific to that language. The oral portion 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.

Endorsement Requirements

14 semester hours, including practicum

Passing score on the Praxis II ESOL subject-area exam

Required Courses

ESOL 500/600 Historical and Legal Foundations of Educating ESOL/Bilingual Students, 3 semester hours

ESOL 501/601 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students, 3 semester hours

ESOL 502/602 Focus on Culture and Community in Teaching ESOL/Bilingual Students, 3 semester hours

ESOL 505/605 ESOL/Bilingual Practicum, 2 semester hours

ESOL 507/607 Language Acquisition and Development, 3 semester hours including early childhood practicum

Summer Studies - ESOL Endorsement

Over the course of two summers, licensed educators may undertake degree-applicable coursework for a graduate endorsement in Reading or ESOL/Bilingual Education, which 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.

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. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.

Prerequisite: None.

Credit: 3 semester hours.

ESOL 501/601 - Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students

How 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. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience.

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

Credit: 3 semester hours.

ESOL 502/602 - Focus on Culture and Community in Teaching ESOL/Bilingual Students

Understanding the student within the context of his or her environment. 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 and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.

Prerequisite: None.

Credit: 3 semester hours.

ESOL 505/605 - ESOL/Bilingual Practicum

Apprenticeship to a mentor who teaches in ESOL, bilingual, or sheltered English classrooms or is an ESOL/bilingual consultant teacher. Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.

Prerequisite: ESOL 501/601, ESOL 502/602, and ESOL 507/607 or LA 500/634 or ED 529.

Credit: 2 semester hours.

ESOL 507/607 - Language Acquisition and Development

Theories of first- and second-language acquisition (written and spoken), including the relationship between the first language and the acquisition of other languages, and the relationship of language to cognitive development. Introduces formal and informal language assessment tools, and English-language proficiency standards. Provides an understanding of language acquisition and development as it is used to promote school environments that honor diverse perspectives, maximize language-learning potential, and ensure respect for communities whose languages or varieties differ from standard school English. Also listed as ED 529, LA 500/634.

Prerequisite: None.

Credit: 3 semester hours.

Reading Endorsement (Language and Literacy Program)

Lewis & Clark's Language and Literacy Program applies a dynamic view of literacy to reading and writing instruction in the schools. The program's theoretical base owes much to the work of 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 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. The program can be completed in 18 months of part-time coursework or may be completed in conjunction with a master of arts in teaching (M.A.T.) degree.

Licensure Requirements

A minimum of 14-15 semester hours

A passing score on the Praxis II reading specialist test

Required Courses

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

Elective Courses

Each program participant selects a language arts elective in consultation with an advisor. Possible subject-area electives include:

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 Teaching Writing to Adolescents, 2 semester hours

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

LA 531/610 Writing and the Writing Process, 2 semester hours

Other electives may be approved by the faculty advisor.

Note: Courses offered through Lewis & Clark's [Northwest Writing Institute](#) and the [Oregon Writing Project](#) enrich the programs of M.A.T. students. Interested students should consult their advisors for more information about courses in creative writing that can be integrated into their programs.

Summer Studies - Reading Endorsement

Over the course of two summers, licensed educators may undertake degree-applicable coursework for a graduate endorsement in Reading or ESOL/Bilingual Education, which 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.

LA 500/634* - Language Acquisition and Development

Same as ED 529, [ESOL 507/607](#).

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' capacities to solve literacy problems. This capstone course of the Language and Literacy Program must be taken at the end of the sequence.

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

Credit: 3 semester hours.

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.

Prerequisite: None.

Credit: 3 semester hours.

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

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 differences, interests, and developmental levels. Participants consider reading issues for students at all four license levels (early childhood, elementary, middle level, and high school).

Prerequisite: None.

Credit: 3 semester hours.

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

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 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 530/630 - 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 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 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 Program.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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 and high school teachers who are licensed in a subject area other than mathematics but seek to change their teaching assignment to mathematics; and middle and high school teachers who hold a transitional license and seek to continue in their current mathematics teaching position.

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 primarily at the middle level, and the Advanced Mathematics Endorsement is designed for individuals preparing to teach mathematics primarily at the high school level. Both programs comply with state of Oregon requirements and guidelines.

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

Admissions Requirements

Candidates for the Basic Mathematics Endorsement generally hold an undergraduate minor in mathematics or

have completed successfully at least three undergraduate courses in a mathematics-related field.

Basic Mathematics Endorsement Requirements

Minimum of 10 semester hours, distributed as follows:

Minimum of 5 semester hours of math-based elective courses selected in consultation with a program advisor 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 subject-area exam "Middle School Mathematics" (#20069)

Basic Mathematics Required Course

MATH 579 Teaching Mathematics to Adolescents, 3 semester hours

Basic Mathematics Elective Courses

MATH 502 The Power of Data: Probability and Statistics as Tools for Educational Change, 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

Admissions Requirements

Candidates for the Advanced Mathematics Endorsement generally hold a bachelor's degree in mathematics or in science, engineering, economics, computer science, geography, or other technical field requiring extensive preparation in mathematics. All applicants should meet with the mathematics subject-area advisor to ensure that their mathematics preparation is adequate.

Advanced Mathematics Endorsement Requirements

Minimum of 10 semester hours, distributed as follows:

Minimum of 4 semester hours of math-based elective courses selected in consultation with a program advisor from the list below

2 semester hours of a mathematics teaching practicum that consists of a minimum of 30 hours in a high school 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 subject-area exams

Advanced Mathematics Required Courses

MATH 579 Teaching Mathematics to Adolescents, 3 semester hours

MATH 580 Integrating Technology Into Secondary Mathematics, 1 semester hour

Advanced Mathematics Elective Courses

MATH 502 The Power of Data: Probability & Statistics as Tools for Educational Change, 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

MATH 502* - The Power of Data: Probability and Statistics as Tools for Educational Change

Designed specifically for K-12 teachers of mathematics, this course aims to build foundational as well as pedagogical content knowledge in the following topic areas: elements of statistics; organizing, displaying and describing data; probability; probability distributions; sampling; prediction; estimation; correlation; regression. Students will have an opportunity to analyze data sets from a variety of sources, including the National Center for Education Statistics (NCES) and the U.S. Census Bureau. Texas Instruments graphing calculators and Fathom statistical software will be used throughout the course.

Prerequisite: None

Credit: 2 semester hours.

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

MATH 522* - Experiencing Geometry

Broad content knowledge perspective on classical and modern, and euclidean and noneuclidean 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.

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

MATH 525* - Mathematics as Problem Solving

Helping K-12 mathematics educators 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 Oregon benchmarks serve as a framework for curriculum planning and assessment. These standards encourage teachers to engage their students through teaching approaches that foster 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.

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

MATH 579 - Teaching Mathematics to Adolescents

Teaching and learning mathematics in middle-level and secondary 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. 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 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 opportunities to focus on the mathematics of selected cultural groups and time periods (e.g., African pyramids, Babylonian altars, Pythagorean theorems, Incan quipu). Emphasis on 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.

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

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 assessments 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. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: Admission to Early Childhood/Elementary Program.

Credit: 3 semester hours.

Special Educator Endorsement Program

Special educators require skills in adapting general education curricula and making them accessible to students

with disabilities at all grade levels. Building on the teaching skills required to create reflective, collaborative classrooms, special educators develop instructional strategies to help each individual student "learn how to learn." Program participants examine issues of learning and teaching such as language acquisition, cultural bias and sensitivity, assessment paradigms and practices, behavior management, instructional adaptation, legal requirements, and family support. This special educator program emphasizes the application of theoretically sound and experimentally validated instructional practices for working with students who present a range of learning challenges across the domains of cognition, language, motor, and emotional development from prekindergarten through 12th grade. Participants in this program work with their colleagues and leaders in the field of special education to examine current research, both "best accepted" and promising practices for helping students improve their academic achievement and increase socially acceptable behavior. Through courses and field experiences focused on the needs of special education students we help good teachers become knowledgeable and skilled special educators.

The Special Educator Endorsement Program was developed to help teachers and administrators work more effectively with students who are eligible for special education. Educators who hold a current Oregon Initial or Continuing Teaching License and want to teach in special education may complete the 18-semester hour program and the required special education Praxis test to apply to Oregon's Teaching Standards and Practices Commission (TSPC) for the Special Educator Endorsement. Endorsement course work can also include the requirements for the Oregon Continuing Teaching License, thus allowing the teacher to simultaneously earn the Special Educator Endorsement and the Continuing Teaching License.

Basic & Standard Handicapped Learner

Teachers who hold a Basic or Standard Oregon Teaching License may complete the Exceptional Learner I Endorsement through the same 18-semester-hour program as those who hold the Initial Teaching License. Within six years these individuals must also complete an additional 12 semester hours, as required by TSPC, to obtain the Standard Exceptional Learner Endorsement.

Endorsement Requirements

A minimum of 18 semester hours, including practicum

A passing score on the Special Education subject-area Praxis exam

Required Courses

SPED 510/626 Educating Students with Special Needs: Learning and Legal Issues, 3 semester hours

SPED 511/629 Behavior Change Interventions for Student with Serious Emotional & Behavioral Disorders, 2 semester hours

SPED 513/632 Assessment & Diagnosis, 3 semester hours

SPED 514/633 Curriculum & Instruction for Students with Special Needs, 3 semester hours

SPED 516/628 Interventions for Severely Challenged Students, 2 semester hours

SPED 517/627 Teaching Reading to Students with Special Needs, 2 semester hours

SPED 535/636 Current Issues in Special Education, 1 semester hour

SPED 545/645 Practicum I (fall semester), 1 semester hour

SPED 546/646 Practicum II (winter/spring semester), 1 semester hour

SPED 510/626* - Educating Students With Special Needs: Learning and Legal Issues

Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop or refine a research-based foundation in the education of students with special needs, including issues of cultural variability as they impact special education eligibility.

Prerequisite: None.

Credit: 3 semester hours.

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

SPED 511/629* - Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders

Study of developmental backgrounds of students with significant emotional/behavioral problems, and practices to help these students develop more productive behaviors. Topics include procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, effective behavior support (EBS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

Prerequisite: SPED 510/626 or permission of the instructor.

Credit: 2 semester hours.

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

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

Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Specific attention to current assessment practices, curriculum-based assessment/curriculum-based measurement, and response to intervention (RTI) that provide information relevant to special education eligibility and special education instruction. Pays particular attention to mental retardation and learning disabilities. Participants practice designing an ongoing assessment paradigm; selecting, administering, and scoring individual academic assessments; interpreting

the scores; and providing instruction recommendations.

Prerequisite: SPED 510/626.

Corequisite: SPED 545/645.

Credit: 3 semester hours.

SPED 514/633 - Curriculum and Instruction for Students With Special Needs

Research-validated curriculum and instructional practices for students with disabilities. Using state standards, participants review general education curricula and create specially designed instruction that emphasizes learning strategies and appropriate accommodations. The course focuses on curriculum-based assessment/measurement; crafting effective, procedurally correct individual education plans (IEPs); data-based specially designed instruction (SDI); and the skills necessary to facilitate an IEP meeting (group dynamics and conflict resolution strategies).

Corequisite: SPED 546/645.

Prerequisite: SPED 513/632 or permission of advisor.

Credit: 3 semester hours.

SPED 516/628* - Interventions for Severely Challenged Students

Students learn instructional practices to increase the functional performance of students with severe disabilities (i.e., autism spectrum disorder, severe mental retardation, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life-skill routines for severely disabled students. Emphasis is placed on data-driven instruction in the least restrictive environment, and working with paraprofessionals.

Prerequisite: SPED 510/626.

Credit: 2 semester hours.

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

SPED 517/627 - Teaching Reading to Students With Special Needs

Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include causes and correlates of reading difficulties, models of reading instruction (K-12) that emphasize reading comprehension, basic reading skills (as defined by the National Reading Panel), learning strategy acquisition, and ongoing reading assessment and instruction based on general education curricula.

Prerequisite: SPED 514/633 or permission of advisor.

Credit: 2 semester hours.

SPED 535/635 - Current Issues in Special Education

Provides an integrated summary of current learning and special education issues that have direct impact on practitioners. The faculty and endorsement candidates, based on participants' backgrounds and cumulative experiences in the Special Educator Endorsement Program, jointly select topic areas for further analysis. Focus is on enhancing the preparation of participants for their initial year as special educators.

Prerequisite: Completion of all coursework for the Special Educator Endorsement.

Credit: 1 semester hour.

SPED 545/645 - Practicum I

Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with individual education plans (IEPs).

Corequisite: SPED 513/632 (1 credit)

Prerequisite: SPED 510/621

Credit: 1 semester hour (fall), CR/NCR

SPED 546/646 - Practicum II

Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with Individual Education Plans (IEPs).

Corequisite: SPED 513/632 (1 credit)

Prerequisite: SPED 510/621

Credit: 1 semester hour (winter/spring), CR/NCR

Specialty Program:

The Courage to Teach Program for Inservice Teachers

The Courage to Teach is a yearlong 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 respect 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, the first in September and the last in July, each scheduled over a weekend from Thursday evening through Saturday lunch. These sessions are held at retreat centers throughout the Northwest. The retreat cycle is offered for degree-applicable credit. 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.

Retreat cycles are offered every other year. Please contact Ruth Shagoury at 503-768-6110 or Andie Cunningham at 503-768-6129 for a Courage to Teach application form and current program dates and costs. For more information about Courage to Teach, please visit www.lclark.edu/dept/ccps/courage_to_teach.html

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Teacher 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 graduate.lclark.edu/dept/gradreg.

- [Education](#)
- [ESOL/Bilingual Education Endorsement](#)
- [Special Education](#)

Subject-Area Elective Courses:

- [Art](#)
- [Foreign Languages](#)
- [Language Arts](#)
- [Mathematics](#)
- [Music Education](#)
- [Science and Science Education](#)
- [Social Studies](#)
- [Theater/Drama](#)

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.

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

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.

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

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 near the end of M.A.T. program.

Credit: 2 semester hours, CR/NC.

ED 510 - Literacy Connections Practicum: Culturally Responsive Teaching

This class is held on-site at an elementary school that has exemplary literacy instruction that closely matches the theoretical framework and best-practice theory taught at Lewis & Clark. Students have an opportunity to observe master literacy teachers, work with children one-on-one, and discuss their observations. This is a class that provides preservice teachers a chance to see theory in practice as well as excellent classroom environments and classroom community examples.

Prerequisite: Admission to Early Childhood/Elementary Program.

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 Program.

Credit: 1 semester hour.

Fee: \$25.00

ED 513a - Early Childhood Language Acquisition Practicum

Interns spend 6-8 hours weekly in practica at the level of their nonprimary authorization. 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 Program.

Credit: 1 semester hour, CR/NC.

ED 513b - Elementary Practicum

Interns spend 6-8 hours weekly in practica at the level of their nonprimary authorization. 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 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 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 Program.

Credit: 7 semester hours, CR/NC.

ED 516 - Essential Readings

Same as [EDAD 520/620](#) and EDAD 505.

Prerequisite: None.

Credit: 1 semester hour.

ED 519 - Math Connections Practicum

Investigate the development of mathematical concepts among elementary school children by working in a local school with individual students. Candidates will be involved in assessing student understanding and creating appropriate student tasks based on those assessments. Includes a seminar examining topics including mathematical development, student learning, and cultural roles in mathematics.

Prerequisite: Admission to Early Childhood/Elementary Program.

Credit: 1 semester hour.

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.

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 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 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. Also listed as EDAD 533/638.

Prerequisite: Consent of advisor.

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 an inservice M.A.T. program, Educational Administration M.Ed. Program, or consent of instructor and advisor.

Credit: 2 semester hours.

ED 529* - Language Acquisition and Development

Same as [ESOL 507/607](#), LA 500/634.

Prerequisite: None.

Credit: 3 semester hours.

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

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 differences, interests, and developmental levels. Participants consider reading issues for students at all four license levels (early childhood, elementary, middle level, and high school).

Prerequisite: None.

Credit: 3 semester hours.

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

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 [SCED 509](#).

Prerequisite: None.

Credit: 2.5 semester hours.

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

ED 544/644* - Practicum

Prerequisite: None.

Credit: 1-5 semester hours.

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

ED 547* - Race, Culture, and Power

Same as [SS 547](#) and CORE 538.

Prerequisite: None.

Credit: 2-3 semester hours.

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

ED 549 - Math for Intermediate Grades

Development of algebraic thinking, quantitative reasoning, and computational skills in learning problem-solving strategies. Student acquire competence in using culturally responsive and individually appropriate instructional materials for teaching mathematics to children in grades 3 through 8.

Prerequisite: Admission to Early Childhood/Elementary Program.

Credit: 1 semester hour.

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 a preservice program.

Credit: 2 semester hours, CR/NC.

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 for, 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 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, and 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 young people thrive. Examines strategies for engaging students in learning experiences responsive to development levels and cultural contexts.

Prerequisite: Admission to Middle-Level/High School 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 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.

ED 556 - The Work of Paulo Freire

Same 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 Program.

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 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 assessments 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. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: Admission to Early Childhood/Elementary 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, and 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 the 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 a preservice program.

Credit: 2 semester hours.

ED 564 - Curriculum and Inquiry

Organizing appropriate curricular 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 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. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: Admission to Early Childhood/Elementary Program.

Credit: 2 semester hours.

ED 566 - Reading II: Literacy Development, K–Grade 8

Continuation of ED 565. 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 Program.

Credit: 3 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 the arts in human lives and cultures. Also listed as CORE 501.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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

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 Program.

Credit: 1 semester hour, CR/NC.

ED 570* - Teaching the Literature of Nature

Same as SCI 557, [LA 557](#) and SCI 557.

Prerequisite: None.

Credit: 2 semester hours.

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

ED 572* - Native American Sociopolitics: History and Effects

This course is designed to introduce graduate students in education, counseling, and educational leadership to a sociopolitical history that demonstrates some of the factors contributing to the complex historical legacy of indigenous students in the United States.

Prerequisite: None

Credit: 2 semester hours, CR/NC.

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

ED 574* - Personal Voice in Professional Writing

Same as LA 574 and [CORE 574](#).

Prerequisite: None.

Credit: 1 semester hour.

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

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

Same as [ART 510](#).

Prerequisite: None.

Credit: 2 semester hours.

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

ED 598/648* - Special Studies: New or Experimental Courses

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

ED 599* - Independent Study

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

ED 635* - Earth in Crisis Curriculum Development

Curriculum development in the United States has not kept pace with our recognition of the severity of the global environmental crisis. This course will engage participants in developing curricula on topics including climate change, resource depletion, species extinction, and pollution. Participants will develop a piece of curriculum that can be shared through a workshop or journal article.

Prerequisite: Approval of the instructor.

Credit: 1-2 semester hours.

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

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. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.

Prerequisite: None.

Credit: 3 semester hours.

ESOL 501/601 - Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students

How 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. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience.

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

Credit: 3 semester hours.

ESOL 502/602 - Focus on Culture and Community in Teaching ESOL/Bilingual Students

Understanding the student within the context of his or her environment. 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 and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.

Prerequisite: None.

Credit: 3 semester hours.

ESOL 505/605 - ESOL/Bilingual Practicum

Apprenticeship to a mentor who teaches in ESOL, bilingual, or sheltered English classrooms or is an ESOL/bilingual consultant teacher. Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language.

Prerequisite: ESOL 501/601, ESOL 502/602, and ESOL 507/607 or LA 500/634 or ED 529.

Credit: 2 semester hours.

ESOL 507/607 - Language Acquisition and Development

Theories of first- and second-language acquisition (written and spoken), including the relationship between the first language and the acquisition of other languages, and the relationship of language to cognitive development. Introduces formal and informal language assessment tools, and English-language proficiency standards. Provides an understanding of language acquisition and development as it is used to promote school environments that honor diverse perspectives, maximize language-learning potential, and ensure respect for communities whose languages or varieties differ from standard school English. Also listed as ED 529, LA 500/634.

Prerequisite: None.

Credit: 3 semester hours.

ESOL 510 - Teaching for Equity Using the SIOP Model

This course will provide intensive training in a research-based model of sheltered instruction. Participants will learn how to improve the academic achievement of English language learners in K-12 school settings through the use of the Sheltered Instruction Observation Protocol (SIOP) model for teaching language and content. This introductory course will address research, theory, and classroom practice that will enable teachers to better meet the academic, program, and equity needs of their students.

Prerequisite: None.

Credit: 1 semester hour.

ESOL 535 - English Language Learners: Theory and Practice

This course is designed to prepare preservice teachers for meeting the linguistic and academic needs of ELLs (English Language Learners) by providing an overview of language acquisition theory and program components. Students will learn how to identify and use appropriate second-language assessment tools, create language and content objectives, and design lessons that target various levels of language proficiency. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisite: Enrollment in the final term of a preservice program.

Credit: 2 semester hours.

Special Education

SPED 510/626* - Educating Students With Special Needs: Learning and Legal Issues

Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop or refine a research-based foundation in the education of students with special needs, including issues of cultural variability as they impact special education eligibility.

Prerequisite: None.

Credit: 3 semester hours.

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

SPED 511/629* - Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders

Study of developmental backgrounds of students with significant emotional/behavioral problems, and practices to help these students develop more productive behaviors. Topics include procedures for completing a functional behavior analysis (FBA) and a behavior intervention plan (BIP), research-based interventions including environmental modifications, effective behavior support (EBS), social-skills training, cognitive-behavioral interventions, self-monitoring, contracting, and the use of outside agencies to support the school in assisting students.

Prerequisite: SPED 510/626 or permission of the instructor.

Credit: 2 semester hours.

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

SPED 512/631* - School-Based Consultation

Identifying and applying 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 learn skills for classroom settings and helping teachers develop instructional and assessment methods that have demonstrated effectiveness in supporting the learning of students with disabilities.

Prerequisite: SPED 510/626.

Credit: 2 semester hours.

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

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

Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Specific attention to current assessment practices, curriculum-based assessment/curriculum-based measurement, and response to intervention (RTI) that provide information relevant to special education eligibility and special education instruction. Pays particular attention to mental retardation and learning disabilities. Participants practice designing an ongoing assessment paradigm; selecting, administering, and scoring individual academic assessments; interpreting the scores; and providing instruction recommendations.

Prerequisite: SPED 510/626.

Corequisite: SPED 545/645.

Credit: 3 semester hours.

SPED 514/633 - Curriculum and Instruction for Students With Special Needs

Research-validated curriculum and instructional practices for students with disabilities. Using state standards, participants review general education curricula and create specially designed instruction that emphasizes learning strategies and appropriate accommodations. The course focuses on curriculum-based assessment/measurement; crafting effective, procedurally correct individual education plans (IEPs); data-based specially designed instruction (SDI); and the skills necessary to facilitate an IEP meeting (group dynamics and conflict resolution strategies).

Corequisite: SPED 546/645.

Prerequisite: SPED 513/632 or permission of advisor.

Credit: 3 semester hours.

SPED 516/628* - Interventions for Severely Challenged Students

Students learn instructional practices to increase the functional performance of students with severe disabilities (i.e., autism spectrum disorder, severe mental retardation, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life-skill routines for severely disabled students. Emphasis is placed on data-driven instruction in the least restrictive environment, and working with paraprofessionals.

Prerequisite: SPED 510/626.

Credit: 2 semester hours.

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

SPED 517/627 - Teaching Reading to Students With Special Needs

Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include causes and correlates of reading difficulties, models of reading instruction (K-12) that emphasize reading comprehension, basic reading skills (as defined by the National Reading Panel), learning strategy acquisition, and ongoing reading assessment and instruction based on general education curricula.

Prerequisite: SPED 514/633 or permission of advisor.

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. Focus is on the integration of relevant general education curricula, state standards and state assessment, and research in instructional practices with demonstrated efficacy for students with high-incidence and low-incidence disabilities.

Prerequisite: SPED 514/633 or permission of advisor.

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. Emphases on creating democratic communities that respond sensitively to student's social/emotional and developmental needs and are culturally sensitive. Focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.

Prerequisite: SPED 511/629 or permission of advisor.

Credit: 3 semester hours.

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

SPED 522/622 - Program Development for Severely Challenged Students

Current practices with demonstrated effectiveness in developing and intervening programs for children with severe disabilities. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to community/workplace as well as transition services for younger children.

Prerequisite: SPED 516/628.

Credit: 2 semester hours.

SPED 523/623 - Special Topics Seminar

Culminating course of the Special Educator M.Ed. Candidates apply research principles in special education. Students integrate and apply what they have learned throughout the program. In consultation with the instructor and class participants, each student designs a research project that answers important questions related to his or her work with students who have special needs. In association with these projects, class members determine the content of seminar meetings and speakers invited to discuss issues selected by the students. ED 509 may be substituted for this course.

Prerequisite: Completion of 27 of the 37 semester hours in the Master of Education: Special Education Program.

Credit: 2 semester hours.

SPED 535/635 - Current Issues in Special Education

Provides an integrated summary of current learning and special education issues that have direct impact on practitioners. The faculty and endorsement candidates, based on participants'

backgrounds and cumulative experiences in the Special Educator Endorsement Program, jointly select topic areas for further analysis. Focus is on enhancing the preparation of participants for their initial year as special educators.

Prerequisite: Completion of all coursework for the Special Educator Endorsement.

Credit: 1 semester hour.

SPED 545/645 - Practicum I

Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with individual education plans (IEPs).

Corequisite: SPED 513/632 (1 credit)

Prerequisite: SPED 510/621

Credit: 1 semester hour (fall), CR/NCR

SPED 546/646 - Practicum II

Designed to provide each participant with observation and feedback concerning essential skills associated with the Special Educator Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis as part of each site visit. Participants document time spent providing specially designed instruction for students with Individual Education Plans (IEPs).

Corequisite: SPED 513/632 (1 credit)

Prerequisite: SPED 510/621

Credit: 1 semester hour (winter/spring), CR/NCR

SPED 598/648 - Special Studies or New Experimental Courses

SPED 599/649 - Independent Study

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.

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

ART 511 - The Informed Life: The Path of Creativity

Same as [CORE 511](#) and CORE 534.

Prerequisite: None.

Credit: 2–3 semester hours.

ART 514* - Painting Workshop

Opportunities for art teachers to experiment with various 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.

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

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.

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

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 Program or consent of instructor.

Credit: 4 semester hours.

ART 598* - Digital Technology in Visual Arts Curriculum

An overview of computer graphics for teachers of art. Course introduces skills for computer graphics applications and computer hardware (scanners, cameras and printers). Integration of traditional visual arts philosophy with digital technology in the teaching of basic design concepts and historical and aesthetic concepts. Students will use digital tools to create idea concepts for original works of art in digital and traditional forms and develop curriculum or projects (e.g., a class book) in print and digital forms.

Prerequisite: None

Credit: 1–2 semester hours.

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

ART 599 - Independent Study

Foreign Languages

FL 579 - Teaching Foreign Languages to Adolescents

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

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

Credit: 4 semester hours.

FL 598* - Special Studies: New or Experimental Courses

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

FL 599 - Independent Study**Language Arts****LA 500/634* - Language Acquisition and Development**

Same 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' capacities to solve literacy problems. This capstone course of the Language and Literacy Program must be taken at the end of the sequence.

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

Credit: 3 semester hours.

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 524 - Writing in Response to Literature

Increasing teachers' understanding of reader response theory and methodology to support writing in response to literature. Participants will have the opportunity to experience strategies that support informal and formal writing about literature as well as develop and demonstrate teaching strategies and assessment tools that are responsive to middle school and high school students' individual differences, interests, developmental levels, and cultural contexts.

Prerequisite: None.

Credit: 2 semester hours.

LA 530/630 - 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 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 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 Program.

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.

Prerequisite: None.

Credit: 3 semester hours.

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

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.

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

LA 557* - 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 ED 570 and SCI 557.

Prerequisite: None.

Credit: 2 semester hours.

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

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.

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

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.

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

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.

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

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 teaching approaches introduced in elementary-, middle-, and 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.

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

LA 574* - Personal Voice in Professional Writing

Same as ED 574 and [CORE 574](#).

Prerequisite: None.

Credit: 1 semester hour.

*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: Admission to Middle-Level/High School Preservice 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.

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

LA 591* - Envisioning a Sustainable Society

Same as [CORE 540](#) and SS 591.

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

LA 598/648* - Special Studies: New or Experimental Courses

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

LA 599 - Independent Study

Mathematics

MATH 502* - The Power of Data: Probability and Statistics as Tools for Educational Change

Designed specifically for K-12 teachers of mathematics, this course aims to build foundational as well as pedagogical content knowledge in the following topic areas: elements of statistics; organizing, displaying and describing data; probability; probability distributions; sampling; prediction; estimation; correlation; regression. Students will have an opportunity to analyze data sets from a variety of sources, including the National Center for Education Statistics (NCES) and the U.S. Census Bureau. Texas Instruments graphing calculators and Fathom statistical software will be used throughout the course.

Prerequisite: None

Credit: 2 semester hours.

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

MATH 522* - Experiencing Geometry

Broad content knowledge perspective on classical and modern, and euclidean and noneuclidean 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.

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

MATH 525* - Mathematics as Problem Solving

Helping K-12 mathematics educators 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 Oregon benchmarks serve as a framework for curriculum planning and assessment. These standards encourage teachers to engage their students through teaching approaches that foster 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.

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

MATH 579 - Teaching Mathematics to Adolescents

Teaching and learning mathematics in middle-level and secondary 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. 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 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 opportunities to focus on the mathematics of selected cultural groups and time periods (e.g., African pyramids, Babylonian altars, Pythagorean theorems, Incan quipu). Emphasis on 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.

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

MATH 598*/648 - Special Studies: New or Experimental Courses

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

MATH 599 - 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.

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

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 levels. 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 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 Program or consent of instructor.

Credit: 3 semester hours.

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

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 inservice music students seeking the master's degree.

Prerequisite: To be taken at end of program of study.

Credit: 2 semester hours.

MUE 598* - Special Studies

Same as [MUS 598](#).

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

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 theater 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 Lewis & Clark'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.

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

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.

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

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.

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

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.

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

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.

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

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.

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

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.

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

MUS 598/648* - Special Studies: New or Experimental Courses

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.

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

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 reflection anchored to these traditions.

Prerequisite: None.

Credit: 2 semester hours.

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

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 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 science, technology, and society foster a connection to community in the science curriculum. Also listed as SS 502.

Prerequisite: None.

Credit: 2 semester hours.

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

SCI 550 - Ecoscapes

Locations vary. See [CORE 621](#) (also listed as SCI 621 and SS 621), and [CORE 921](#) (also listed as SCI 921 and SS 921).

Prerequisite: None. Fee.

Credit: 2 semester hours, CRNC.

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 Program.

Credit: 1 semester hour, CR/NC.

SCI 557* - Teaching the Literature of Nature

Same as [LA 557](#) and ED 570.

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

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 global positioning systems (GPS). Also listed as SCI 675 and SCI 676.

Prerequisite: None. Course fee applies.

Credit: 2 semester hours.

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

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. 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 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 students' 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 Middle-Level/High School Preservice Program or consent of instructor.

Credit: 4 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 approaches to teaching, assessment, and technology; and safe, successful use of classroom science equipment. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: None.

Credit: 2 semester hours, CR/NC.

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

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.

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

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 engage in geological field study of the regional landscape. Participants should be prepared for physical activity during the field component of the course. Addresses teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in earth and space science.

Prerequisite: None.

Credit: 2 semester hours.

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

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.

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

SCI 598/648* - Special Studies: New or Experimental Courses

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

SCI 599 - Independent Study

SCI 620 - Reading the Landscape: Inquiry Into Local Story

Same as [CORE 620](#)

Prerequisite: None.

Credit: 1-2 semester hours.

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

SCI 621/921* - Ecoscapes

Same as [CORE 621/921](#) and SS 621/921.

Prerequisite: None.

Credit: 2 semester hours.

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

SCI 675* - Oregon Field Geology West

Field study in western Oregon of geologic processes of an active continental margin. The class journeys from the Pacific Coast to the Cascade Mountains while examining evidence of subduction zone earthquakes, docked seamounts, and active stratovolcanoes. Students learn to interpret the landscape with the theory of plate tectonics, to recognize regional geologic hazards, and to represent their interpretations as cross-sectional diagrams, stratigraphic columns, geologic maps and chronologies. Instruction emphasizes the ability to communicate these understandings to general audiences.

Prerequisite: None.

Credit: 2 semester hours.

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

SCI 676* - Oregon Field Geology East

Field study in north central and northeastern Oregon of Cenozoic paleostratigraphy and accretionary plate tectonics. The class explores the geology of the formations exposed in the John Day River Basin, then continues on a transect of the state to observe fragments of ancient terranes. Students learn to recognize signals of climate change in the fossil record as well as evidence of past subduction and accretionary events on the western margin of North America. Present day geomorphological processes, such as landsliding, receive careful attention as well. Instruction emphasizes introductory-level field problem-solving skills and the construction by novices of stratigraphic columns, geologic maps, and geologic cross-sections, with an emphasis on the ability to communicate geologic concepts and processes to general audiences.

Prerequisite: None.

Credit: 2 semester hours.

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

Social Studies

SS 502* - Science, Technology, and Society

Same as [SCI 510](#).

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

Prerequisite: None.

Credit: 2 semester hours.

SS 516* - 20th-Century U.S. History: Readings and Curriculum

For teachers of U.S. history or for those who wish to renew previous acquaintance with focal events in 20th-century American history. Students consider changes in history as a discipline, the impact of micro- or quantitative techniques, and how to help students see history as a claim about a record of events. Topics include U.S. reasons for entering World War I, changes in women's work wrought by World War II, the Cuban missile crisis, and desegregation and the civil rights movement. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacities 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](#).

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

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.

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

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, the 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' experiences and enhance their own and students' capacities 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.

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

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. Children's literature will be integrated as it pertains to the content of this course.

Prerequisite: Admission to Early Childhood/Elementary Preservice Program.

Credit: 2 semester hours.

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 and articulation of objectives, linking them to teaching and assessment. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacities 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: Admission to Middle-Level/High School Preservice 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"/"undeveloped." Offers a critique of globalization, the World Trade Organization, the International Monetary Fund, the World Bank, and transitional corporations. Examines assaults on commons and the cost and consequences of inequality.

Prerequisite: None.

Credit: 2 semester hours.

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

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.

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

SS 591* - Envisioning a Sustainable Society

Same as [CORE 540](#) and LA 591.

Prerequisite: None.

Credit: 2 semester hours.

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

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' 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' experiences and enhance their own and students' capacities 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, but previous coursework in microeconomics or macroeconomics helpful.

Credit: 2 semester hours.

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

SS 598/648* - Special Studies: New or Experimental Courses

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

SS 599 - Independent Study

SS 621/921* - Ecoscapes

Same as [CORE 621/921](#) and SCI 621/921.

Prerequisite: None.

Credit: 2 semester hours.

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

Theater/Drama**THED 515 - Drama for Learning and Social Action**

Same as [LA 515](#), CORE 542.

Prerequisite: None.

Credit: 2 semester hours.

THED 520 - Script Analysis: From Page to Stage

To translate a playwright's ideas into physical design, a theater 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 521 - Stagecraft: Bringing the Imaginary to Life

A theater craftsperson has to develop the ability to communicate information using graphical means. Learn and practice technical drawing and stagecraft, which provide the language that allows us to transform concepts and ideas into reality.

Prerequisite: None.

Credit: 1 semester hour.

THED 522 - 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 523 - 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 theater, and well as the history and logic of why things do what they do.

Prerequisite: None.

Credit: 1 semester hour.

THED 525 - Devising Performance and Facilitating Inquiry

Interactive exploration of performance that prepares theater artists, educators, community workers, and other professionals to begin using drama in their work with groups. Through workshops, readings, and discussion, participants experience theater as an art form, and as a tool for learning and for addressing social justice issues. The course reflects a pluralistic theater 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 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 599* - 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.

Prerequisite: None.

Credit: 2 semester hours.

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

Core Program

The graduate Core Program brings together students and faculty from the educational and counseling psychology professions in interdisciplinary exploration of fundamental issues affecting personal development and professional life. This blurring of disciplinary borders encourages participants to consider new ways of researching, learning, and solving real-world problems common across social service professions. Core seminars and courses are designed to inspire competent, responsive service to diverse populations and to help shape a more just, inclusive, and compassionate regional and global culture.

Core studies begin with a fall Convocation focused on the ways that creativity, compassion, and commitment play into the professional lives of educators and counselors. The Convocation provides an opportunity for students to learn more about the graduate school, the work of its faculty, and the purposes and possibilities of the Core Program. Student involvement in Core continues with a series of 1- and 2-semester-hour courses that offer additional opportunities to explore the relationship between the central values of the graduate school as expressed in its mission and motto and the helping professions.

For the 2008-2009 academic year, the Core Program will celebrate the collective work of the graduate school by compiling and disseminating selected publications written by faculty members. All selections will be posted online, and students will be asked to select one article to read carefully. Students and faculty facilitators will be responsible for summarizing their chosen article during small group discussion at the Convocation and sharing an especially meaningful passage that will be used as a springboard for more group conversation.

Students fulfill Core Program requirements by participating in the fall convocation and completing 2 semester hours of courses selected from among the Core offerings.

Core Curriculum

CORE 500 - Convocation

Convocation is the opportunity for the Graduate School community to come together across disciplines to honor the collective work we do. By gathering across programs, we can think broadly and deeply about how the theme of power impacts us in our professions, in our communities, and in our lives. Convocation clarifies the Core Program theme, integrates students into the larger Lewis & Clark community, and makes cross-disciplinary connections. In service of these goals, students and faculty will share reflections on power in their discipline and will engage in small group, cross-disciplinary discussions on power using selections from the assigned reading as a catalyst.

Prerequisite: None.

Credit: 0 semester hours.

CORE 501/615* - Graduate Seminars

Conceived with the Core theme in mind and designed to include students' suggestions for readings, topics, and projects. Topics have included War & Peace: Spiritual Perspectives; Great Tribal Leaders, Between Here and There: Borders, Boundaries, Edges, and Overlap in Professional Practice; The Contemplative Dimension of Education and Counseling; and Visual Metaphor: Communicating with Compassion. 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.

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

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.

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

CORE 506* - Displacement: Living and Learning in Native America

Participants learn from the historic and contemporary experiences of the people indigenous to the United States. 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.

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

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.

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

CORE 511* - 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 its sources, 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. Also listed as CORE 534 and ART 511.

Prerequisite: None.

Credit: 1 semester hour.

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

CORE 512 - Ways of Seeing: The Gift

In this course, we will consider ways of seeing and knowing and how both are affected by the circumstances of culture and history. We will consider privilege and marginality, care and power. We will also consider the effects of race, class, and gender on knowing and being known. All of the issues raised in this class will be explored in light of our work as the deliverers of social services.

Prerequisite: None.

Credit: 1 semester hour.

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

CORE 513* - 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. Explores Freire's ideas in the context of education in North America. Also listed as ED 556.

Prerequisite: None.

Credit: 2 semester hours.

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

CORE 519* - Amish/Las Vegas: Polarities in American Lifestyles

These two subgroups are symbolic 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. This course explores both subcultures and reflects on the everyday societal, familial, educational, and personal tensions that mirror these polarities. It uses interdisciplinary-focused lectures, directed discussions, and videos to illustrate the need to understand how culture affects our daily lives.

Prerequisite: None.

Credit: 1 semester hour.

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

CORE 526* - 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: 1-2 semester hours.

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

CORE 534* - The Informed Life: The Path of Creativity

Same as [CORE 511](#).

Prerequisite: None.

Credit: 2-3 semester hours.

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

CORE 538* - Race, Culture, and Power

Same as [SS 547](#) and ED 547.

Prerequisite: None.

Credit: 2 semester hours.

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

CORE 540* - 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' experiences and enhance their own and students' capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Also listed as LA 591 and SS 591.

Prerequisite: None.

Credit: 2 semester hours.

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

CORE 542* - Drama for Learning and Social Action

Same as [LA 515](#) and THED 515.

Prerequisite: None.

Credit: 1-2 semester hours.

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

CORE 543* - 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: 1 semester hour.

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

CORE 548* - Healing Power of Story

The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to "tell me your story" can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

Prerequisite: None.

Credit: 1 semester hour.

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

CORE 574* - Personal Voice in Professional Writing

A 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. Also listed as ED 574 and LA 574.

Prerequisite: None.

Credit: 1 semester hour.

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

CORE 598* - Special Studies: New or Experimental Courses

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

CORE 599* - Independent Study

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

CORE 620* - Reading the Landscape: Inquiry Into Local Story

Uncover the web of relationships among people, their communities, and the landscapes they inhabit as revealed through local stories. Learn how to create place-based curriculum and anchor experiences to community resources amid the regional landscapes of the Pacific Northwest. Discover the unique contributions to curriculum design offered by local museums, historical societies, and citizen organizations. Experience inquiry that demonstrates how the concept of a watershed integrates subjects. Also listed as SCI 620.

Prerequisite: None.

Credit: 1-2 semester hours.

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

CORE 621/921* - Ecoscapes

"Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous outdoor activity. Also listed as SCI 621/921 and SS 621/921.

Prerequisite: None.

Credit: 1 or 2 semester hours.

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

Admission

Admission Criteria

The Graduate School of Education and Counseling welcomes applications from prospective students who embrace the school's vision "to learn, to serve, and to lead through deep engagement with the self and the world." Program faculty and the Graduate Admission Committee carefully consider many factors when evaluating candidates: prior academic experience and record, writing ability, references, interpersonal skills, professional experience, and program-specific requirements. An individual's personal integrity and professional fitness are also relevant to the admissions process.

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.

Admission Process

Prospective students who wish to enter a degree, licensure, or endorsement program at the Lewis & Clark Graduate School of Education and Counseling are required to submit an application of admission. Applicants must hold a baccalaureate degree (for some programs a master's degree is also required) earned from a regionally accredited college or university in the United States or the foreign equivalent. Required application materials include the following:

- Completed, signed, and dated application form ([online](#) or paper)
- \$50 application fee
- Current professional resume
- Essay(s) as required by each program of study
- Three letters of recommendation and/or completed recommendation forms, as specified by each program of study
- Official transcripts from **all** undergraduate and graduate schools attended (this includes community

- colleges, study abroad and professional programs; transcripts must be received in sealed envelopes)
- Minimum undergraduate GPA of 2.75 (on a 4.0 scale)
- Required test scores

Note: See the Program-Specific Admission Information section for additional admissions requirements specific to each program.

It is the applicant's responsibility to complete the application process in a complete, accurate, and honest manner. Providing false information or failing to provide critical information relevant to the application may result in denial of admission, withdrawal of admission, and/or disciplinary action after matriculating to the graduate school. The graduate school, in its discretion, may require that an applicant complete a criminal history background check before making admissions decisions, or allowing enrollment in certain courses.

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

Admissions Office
Lewis & Clark Graduate School of Education and Counseling
0615 S.W. Palatine Hill Road, MSC 87
Portland, Oregon 97219-7899
503-768-6200
503-768-6205 fax
gseadmit@lclark.edu

Program-Specific Admission: Counseling Psychology

Application Deadlines

Completed applications, including all accompanying materials, must be received no later than the deadline specified below by semester.

Spring: October 1
Summer: February 1
Fall: February 1

Application Requirements

Degree programs (M.A. and Ed.S.)—Admissions decisions are based on a holistic assessment of an applicant's potential to be a competent, ethical, and compassionate practitioner. GPA and GRE scores, which can be indicators of ability to perform academic work, are required as part of the application; however, they are considered in conjunction with the personal essay, information on relevant service and life experience, letters of reference, and, in some cases, interviews.

Note: application to the M.S. program is available only to current students enrolled in one of the Counseling Psychology department's M.A. programs.

School Psychology License-Only and Continuing Licensure programs—Applicants must hold a master's or doctoral degree from a regionally accredited institution or foreign equivalent in counseling, psychology, special education, or a related field to qualify for admission.

Post-Master's study in Marriage, Couple and Family Therapy—Applicants must hold a master's or doctoral degree from a regionally accredited institution or the foreign equivalent in counseling, psychology, social work, or a related field to qualify for admission.

Interview

Qualified applicants will be invited to interview with program coordinators upon completion of their application.

Testing

Applicants to the Counseling Psychology department are required to take the Graduate Record Examination (GRE) general test. Official test scores must not be more than 10 years old and must be received by the application deadline. The GRE testing requirement is waived if the applicant holds a master's degree or higher from a regionally accredited institution or foreign equivalent.

GPA Requirements

All Counseling Psychology programs: 2.75 undergraduate degree

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.)

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.

Prior to admission, individuals may take a maximum of 10 semester hours of degree-applicable credit. Counseling psychology requires application materials and department approval for Special Student status. Special Student Status is allowed on a space available basis. Special Student application deadlines are the same as regular application deadlines. Please submit the following materials: 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.)

Program-Specific Admission: Educational Leadership

Application Deadlines

Completed applications, including all accompanying materials, must be received no later than the deadline specified below by semester.

Applications for the master's degree and license only programs will be reviewed by faculty and the Graduate Admissions Committee on a rolling basis. The Graduate Admissions Committee meets every month except August.

Doctor of Educational Leadership Program (summer admission only): March 1

Application Requirements

Applicants to most Educational Leadership programs must have a minimum of three years of current licensed teaching, school counseling, or school psychology experience. Employment Verification form(s) 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.

Applicants to the Master of Education in Educational Leadership with Initial Administrator License Program must arrange for an interview with the faculty after all admissions materials have been submitted.

Applicants to the Initial Administrator License Program must hold a regular teaching, school counseling, or school psychology license from the state of Oregon. Applicants must document three years of licensed teaching, school counseling, or school psychology experience and successfully complete two Educational Administration courses here at Lewis & Clark.

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

Applicants to the Doctorate in Education must have a master's degree from a regionally accredited institution or foreign equivalent plus a minimum of 14 post-master's, degree-applicable semester credits **or** have earned at least 60 post-baccalaureate, degree-applicable graduate semester credits (which includes an earned master's degree.) Generally credits earned for practica cannot be applied towards this requirement.

Testing

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

GPA Requirements

All programs: 2.75 undergraduate degree, 3.0 graduate degree

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.)

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.

Candidates in Educational Leadership license-only programs may take a maximum of nine semester hours of credit as a Special Student prior to formal admission. Candidates in Educational Leadership degree programs may take a maximum of nine semester hours of credit as a Special Student prior to formal admission. There is no required application process for individuals who would like to attend classes prior to admission to Educational Leadership programs.

Program-Specific Admission: School Counseling

Application Deadlines

Completed applications, including all accompanying materials, must be received no later than the deadline specified below by semester.

Summer: February 1
Fall: February 1

Application Requirements

Applicants to a Track I program in School Counseling must have completed two successful years of full-time teaching in a public or regionally accredited private school. 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 teaching license must also be included.

Applicants to the Track II program in School Counseling must have undergraduate experience in human development, or prior experience working with youth in an educational or social services setting.

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

Interview

Qualified applicants from Oregon and southwest Washington will be required to attend an interview session and complete an impromptu written exercise. Telephone interviews may be offered to applicants in other geographic areas.

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

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.)

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.

Prior to admission, individuals may take a maximum of nine semester hours of degree-applicable credit. School Counseling requires application materials and department approval for Special Student status. Special Student status is allowed on a space available basis. Please submit the following materials: 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.)

Program-Specific Admission: Teacher Education

Application Deadlines

Completed applications, including all accompanying materials, must be received no later than the deadline specified below by semester.

Preservice Program (summer admission only): January 1

Inservice Programs: Applications for the master's degree, license-only, and endorsement programs will be reviewed by faculty and the Graduate Admissions Committee on a rolling basis. The Graduate Admissions Committee meets every month except August.

Application Requirements: 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 through a formal employment or in a voluntary role. Letters of recommendation should also address academic and teaching potential. For applicants to the Early Childhood/Elementary Program, at least one reference letter must address the candidate's work with children in a classroom setting.

Full admission to the Master of Arts in Teaching with Initial License Program is contingent upon acceptance by a school district for an internship.

Interview

Qualified applicants from Oregon and southwest Washington will be invited to participate in a group interview as part of the application process. Telephone interviews may be offered to applicants in other geographic areas.

Testing

Testing is not required for admission into the preservice program. However, all preservice applicants are strongly encouraged to submit test scores from the Praxis I: Academic Skills Assessments, ORELA: Multiple Subjects examination, and/or Subject Assessments and Specialty Area 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 an Initial Teaching License in Oregon or any other state.

GPA Requirements

All preservice programs: 2.75 undergraduate degree

Application Requirements: 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 Oregon's Teacher Standards and Practice Commission (TSPC).

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

Testing is waived for applicants who have a master's degree upon applying to the program.

GPA Requirements

All inservice programs: 2.75 undergraduate degree

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.)

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.

Prospective students to the teacher education inservice programs may take a maximum of nine semester hours of study as a Special Student prior to formal admission. There is no required application process for Special Student status.

Admission Decisions

Prior to making admissions decisions, the program faculty and Graduate Admissions Committee conduct thorough and thoughtful reviews of all completed applications.

If admitted, applicants to degree programs may be required to submit a \$200 nonrefundable tuition deposit in order to hold a space in the entering class.

All applicants will be notified of an admission decision in writing. No information regarding admission status will be given over the phone.

Candidates denied admission to the graduate school may not appeal the decision. Specific information regarding an admission decision is confidential and will not be discussed. Denied applicants may reapply to the same program twice and no additional application will be considered.

Admission of International Students

The Lewis & Clark Graduate School of Education and Counseling welcomes applications from international students. Lewis & Clark is authorized under federal law to enroll nonimmigrant students. Graduates of regionally accredited American colleges and universities or of recognized, comparable degree-granting institutions abroad are eligible to apply for graduate study (this typically means the completion of a degree of at least four years' duration beyond the 12th year of secondary school). Graduates of a non-U.S. university system are required to provide officially evaluated and translated copies of their transcripts. Official evaluations and translations are

done by outside agencies. Information regarding three such agencies can be found at: www.wes.org, www.ierf.org, and www.acei1.com.

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 evidence of English proficiency. Lewis & Clark recognizes the results of a number of standardized tests for the purpose, including the Test of English as a Foreign Language (TOEFL), the English Language Proficiency Test (ELPT), and the International English Testing System (IELTS). The Graduate Admissions Committee may consider an applicant who has low scores but shows evidence of superior achievement and aptitude.

International applicants with a teaching credential who are interested in teaching in Oregon are required to contact the Oregon Teacher Standards and Practices Commission (TSPC) after their international transcripts have been evaluated. TSPC will list courses, if any, required to obtain an Oregon Initial Teaching License. Lewis & Clark then advises the student concerning which courses the Graduate School of Education and Counseling offers to fulfill the TSPC requirements. For more information go to: www.tspc.state.or.us.

The U.S. government requires educational institutions to obtain evidence that applicants have adequate funds to pay for their educational and living expenses while studying in the United States. To comply, international students must complete a financial certificate. For information regarding visas and immigration papers, international applicants must contact the Office of International Students and Scholars. They may be reached by email at iso@lclark.edu, by phone at 503-768-7305, or by fax at 503-768-7301. Visit their website at www.lclark.edu/dept/iso. The Office of International Students and Scholars can also supply more information regarding English language testing and requirements.

All students from other countries are required to have a medical examination before coming to the United States. They must also enroll in the Lewis & Clark insurance plan or show proof of major medical coverage before registration.

Admission of Alumni

Applicants who have completed a degree or licensure program at Lewis & Clark's Graduate School of Education and Counseling 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," "Professional Fitness," and "Authorization for Release of Information" 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 a completed, signed, and dated Personal and Professional Fitness form and 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.

Alumni who are applying to a degree or licensure program outside of their original program must follow the complete application instructions for the new program.

Alumni who are applying to the Doctorate of Education in Leadership must complete all application requirements, with no exceptions.

Policies and Procedures

Academic Policies

Academic Integrity

Academic integrity finds its genesis in the fundamental values of honesty, tolerance, respect, rigor, fairness, and the pursuit of truth. Scholarship is at the heart of this academic community, and trust between faculty and students is essential to the achievement of quality scholarship. At times scholarship is collaborative, at times independent. 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. All sources, both written and oral, should be properly cited. Acts of academic dishonesty are contrary to the mission of Lewis & Clark and constitute a serious breach of trust among community members.

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.

Academic Integrity in Practice

Lewis & Clark believes that each member of the community is responsible for the integrity of his or her individual academic and professional performance. In addition, because each act of dishonesty harms the entire community, all individuals—students, faculty, and staff members alike—are responsible for encouraging the integrity of others: by their own example, by confronting individuals they observe committing dishonest acts, and/or by discussing such actions with a faculty member or academic dean, who will respect the confidentiality of such discussions. When any individual violates this community's standards, Lewis & Clark is committed as a community to take appropriate steps to maintain standards of academic integrity.

Academic dishonesty with respect to written or other types of assignments includes but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by faculty members; fabrication or alteration of data; or knowingly facilitating the academic dishonesty of another.

Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the College.

Appeal Review Process

A student may contest decisions related to participation in his or her graduate program, such as decisions pertaining to academic performance; whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; competence; or ethical conduct. The student should first attempt to resolve the concern with the faculty member who provided the initial evaluation or with his or her advisor, asking for clarification or further consideration. If the matter remains unresolved, the student may then elect to meet with the department chair. If the student feels the matter has not been satisfactorily resolved, he or she may choose to request a formal appeal review by sending written notification to the dean.

No 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 or representative 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.

Advisors

The director of each graduate program is responsible for assigning advisors to students in that department. Advisors assist candidates in planning an official course of study and answer questions about the student's program.

Students are assigned a permanent advisor following admission to graduate study. Before admission, applicants may obtain information and advice in orientation meetings, from a program coordinator, from the appropriate chair, or from other faculty members.

Each candidate has the responsibility to develop and approved course of study with his or her advisor 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.

Requirements for Master's, Educational Specialist, or Doctoral Degrees

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 Lewis & Clark.
2. Design a formal study program. Students must design a formal program of study with a graduate advisor soon after being admitted to degree status and before registering for further coursework.
3. Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their degree/licensure program.
4. Complete the approved course of study. Programs of study must be completed within five years of matriculation.
5. Apply for degree. Students must complete the degree application according to the schedule outlined in the [Applying for Degree Candidacy](#) section. 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 advisor, 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. Doctoral students have five years from the date of being advanced to candidacy until the date of defending their dissertation. Special exceptions to these rules may be made through the 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. Admitted doctoral students who do not have post-master's or advanced licensure work to transfer must complete the full 60 hours at Lewis & Clark. In addition to the 46-hour cohort program, students will take an additional 14 semester hours of post-master's or advanced licensure work in residence under the guidance of the program coordinator. Transfer of credit from another institution must be approved by a Lewis & Clark Graduate School of Education and Counseling advisor.

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 advisor 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.

Definition of 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, school psychology, or counseling psychology.

Definition of 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.

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.

Special Students are allowed to enroll for a maximum of six to nine credits depending on the program. 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.

Registration Policies

Registering for Classes

Registration is accomplished online using WebAdvisor. WebAdvisor is a browser-based application that allows current students to view their schedules, grades, advising transcripts, restrictions, and to conduct registration transactions including adding and dropping courses. All registration activity can be performed online with WebAdvisor, with the exception of certain changes.

WebAdvisor, along with the latest information and instructions about course registration, can be accessed by visiting the Graduate Registrar's website at www.lclark.edu/dept/gradreg.

To avoid late registration fees, students must complete registration and changes using WebAdvisor prior to the start of the term or during the Add/Drop Period (ADP). No late fees will apply if a student adds a course online on or before the first day of class. After the ADP, students wishing to drop a course must complete a Late Add/Drop form and pay a late fee. Additional charges may be assessed based on the tuition adjustment policy. For details, review the [late add/drop grid](#) and the [Tuition Adjustment Policy](#).

Email

Email is the official method of communication at Lewis & Clark. Once you are admitted and have paid the nonrefundable tuition deposit, you will receive instruction about how to establish your Lewis & Clark email/network and WebAdvisor accounts. Our internal systems will only use your Lewis & Clark email address for correspondence.

Cross-Registration

A Lewis & Clark undergraduate may be eligible to register for designated courses at the graduate school if he or she has completed 93 undergraduate credits, is registered as a full-time student* during the semester of cross-registration (taking no fewer than 12 credits) at the College of Arts & Sciences, and obtained the consent of the graduate course instructor and graduate registrar.

In order to apply credit earned in a graduate course to an undergraduate major, the student must obtain approval in advance from the major department chair in the College of Arts and Sciences.

*During summer, students need not be registered as full-time students at the College of Arts & Sciences, but regular graduate tuition rates will be assessed for graduate credits.

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 of graduate-level credit. 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 must be from a regionally 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.

To have previous coursework evaluated for transfer credit, students must submit an official transcript or transcripts documenting the coursework. The Graduate School of Education and Counseling must receive any such transcripts within 30 days of formal admission for the student to be considered for transfer credit.

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

Waiver of Courses

A student may seek waiver of a course or course requirement based on competency or experience 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 Lewis & Clark (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.

All required courses that are waived must be replaced by preapproved elective coursework with equivalent credit. 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.*

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

Course Numbering System

500-699 Graduate-level courses (applicable to Lewis & Clark degree programs)

700-799 Doctor of Education in Leadership Program courses

800-899 Continuing education courses (graduate-level courses not applicable to a Lewis & Clark degree program)

900-999 Graduate-level courses (International, applicable to Lewis & Clark degree programs)

Students should check with their advisors before enrolling to determine whether courses they intend to take will apply to their planned program.

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 advisors as soon as possible to develop revised program plans. Failure to revise the program could result in failure to obtain a degree, endorsement, or license.

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	A- = 3.7	B+ = 3.3	B = 3.0	B- = 2.7	C+ = 2.3	C = 2.0	C- = 1.7	D+ = 1.3	D = 1.0
F = 0.0	CR = 0.0	DFD = 0.0	I/INC = 0.0	NC = 0.0	NG = 0.0	PI = 0.0	W = 0.0	AU = 0.0	RQ = 0.0

Grading Policy

Students must maintain a B average (3.0) to be eligible for graduation. No more than 6 semester hours of C work (C+, C, or C-) may be counted toward a degree. Students who receive a grade lower than C- in any course must repeat the course or replace it with another course.

Under special circumstances and only with advisor 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 (including license, certificate, and endorsement programs) must maintain a 3.0 GPA.

Students who do not maintain the required GPA will be withdrawn from the program. Withdrawal decisions may be appealed through the Graduate School's [Appeal Review Process](#). Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of appeal review.

Grade Change 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 or course level may be changed after one year from the date of issuance.

Incomplete Grades

A grade of incomplete (I/INC) 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.

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

Deferred Grades

The grade of deferred (DFD) is a temporary placeholder for a permanent grade. This designation is used to indicate on the transcript that a student has completed the first portion or semester of a course that continues into at least another semester. When the full course or sequence is completed, the student receives a grade to replace the DFD placeholder on the transcript.

Credit/No Credit Grades

Credit (CR) signifies that a student has earned the equivalent of a B (GPA = 3.0) or higher for a course taken on a credit/no credit basis. Students who fail to complete the course at this level receive a designation of no credit (NC).

Required Participation Grades

The grade of required participation (RQ) signifies that a student has participated in the graduate school's convocation. No credit is awarded for participation; the designation is used only to verify the student's participation on the transcript.

Audit Grades

Students who audit a course will not receive academic credit. They must identify that they intend to audit the course prior to or during the add/drop period of the term in which the course is being offered. The student is expected to attend classes consistent with the instructor's attendance policy. The student may participate in any or all course requirements and examination. The grade of AU will be recorded on the academic record. Audit grades, once granted, are final.

Repeated Courses and Grades

Some courses may not be repeated for academic credit. In certain circumstances and with prior approval from an advisor, however, students may repeat selected courses in order to replace grades and credits. The grade earned during the repetition of such a course will replace the previous grade in the cumulative GPA. Students

must complete any repeated courses within the maximum allowable time frame and meet satisfactory academic progress requirements.

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 degree or licensure.

Continuous Enrollment

Students who elect to interrupt their studies must show a justifiable reason to obtain an approved leave of absence from the department chair, and must file their approved leave of absence with the graduate school Registrar's Office. Students who remain unenrolled for 12 months and who do not have an approved leave of absence may, at the discretion of their program, be required to reseek formal admission.

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 advisor(s), instructors, and other sources.

Applying for Degree Candidacy

In order to graduate, students must complete an application for degree candidacy. The degree application must be filed with the graduate registrar before the applicable deadline:

December degree completion and June commencement participation:
September 9

May degree completion and June commencement participation:
November 25

July or August degree completion and June commencement participation:
February 24

July or August degree completion and no commencement participation:
March 24

Tuition and Fees

Tuition

- 500 and 700 level courses (held on campus): \$677 per semester hour
- 600 level courses (held off campus): \$577 per semester hour

The graduate school's tuition and fees are determined annually during spring semester. Students should anticipate that costs may increase.

Section and Course Fees

Individual sections or courses may have associated fees. Check to see if your section has a fee by viewing your section using WebAdvisor. Course and section fees will be reversed if the section is dropped before the first day of class. On or after the first day of class, course and section fees are nonrefundable and will not be prorated.

Late Add/Drop Fee

After the Add/Drop Period (ADP), students wishing to change their class registration must complete a Late Add/Drop form and pay a late fee.

Please see the grid below for details:

	Before and during ADP	After the end of ADP, but before the first day of the class	On the first day of the class after ADP	After the first day of class after ADP
Adding a course	Complete this transaction using WebAdvisor at no charge.	Complete this transaction using WebAdvisor at no charge.	Complete this transaction using WebAdvisor at no charge.	Use the Late Add/Drop form; \$25 fee per transaction.
Dropping a course	Complete this transaction using WebAdvisor at no charge.	Use the Late Add/Drop form; \$25 fee per transaction.	Use the Late Add/Drop form; you will be charged a percentage of the tuition based on the day the registrar receives the form .	Use the Late Add/Drop form; you will be charged a percentage of the tuition based on the day the registrar receives the form .

Billing and Payment Standards

The Cashier and Credit Office produces statements itemizing the activity on student accounts. The statements are mailed in the student's name to their preferred address on record with the school. If the student wishes his or her bill to go to a different address, he or she can specify a unique billing address. Such a request must be submitted in writing to the Cashier and Credit Office.

In the fall and spring, the first statement of each semester is generated well before the beginning of the semester. Fall semester statements are mailed in July and spring semester statements are mailed in November. The fall deadline to settle one's student account typically is in mid-August. The spring deadline to settle one's student account typically is in mid-December. To avoid any late payment penalties, your account must be settled by the first day of the semester in which you are enrolled, *whether or not* you have received a statement. If class registration occurs after the semester due date has passed, payment is due at the time of registration. Monthly statements will be generated if, for one reason or another, the student's account is carrying a balance due after the semester due date.

In the summer, the school does not mail statements in advance of the semester's start. To avoid any late payment penalties, your account must be settled by the first day of the session(s) in which you are enrolled, *whether or not* you have received a statement.

For a discussion of what it means to settle your account and for details on our accepted methods of payment, please visit the Cashier and Credit Office website at www.lclark.edu/dept/cashiers.

Certain forms of financial aid, such as Federal Stafford Loans, Federal Perkins Loans, and private education loans may not appear on your initial account statement from the institution. These funds are scheduled for disbursement to Lewis & Clark at the beginning of each semester. If you have elected to borrow under an educational loan program and have completed the additional steps outlined in the financial aid award guide to secure loan funding, Lewis & Clark will consider those funds to be fully processed. If the fully processed financial aid is not reflected on your statement, deduct the net proceeds from the balance due. You are required to pay only those balances not covered by the net proceeds of fully processed financial aid.

Note that some lenders withhold a 3% origination fee from Federal Stafford Loan and Graduate PLUS disbursements. Your lender can confirm the amount of fees, if any, that will be withheld at the time of disbursement.

If your anticipated financial aid funds are not disbursed to your student account shortly after the start of the semester, it may be an indication that you need to take additional action. Please refer to the information provided with the award notification to confirm that you have completed the steps necessary to receive funding. Contact the Office of Student Financial Services with any questions at 503-768-7090 or sfs@lclark.edu.

Nonpayment of Charges

Students owing Lewis & Clark and/or students who have not settled their charges will not be allowed to register or attend classes for future semesters. For an explanation of what it means to settle a student account, please refer to the Cashier and Credit Office website: www.lclark.edu/dept/cashiers. Lewis & Clark reserves the right to withhold grade reports, transcripts, and diplomas. Registration for future terms may be canceled as a result of an outstanding student account balance. Full payment of any balance due is required to facilitate the release of these documents and/or to clear a student for class re-registration. Additionally, past-due balances, not covered by fully processed financial aid, are subject to late fees.

Lewis & Clark reserves the right to assess late fees to all past-due student accounts. Late fees are assessed as follows: balances of \$999 and below are subject to a per-semester \$10 late fee, balances of \$1,000 and above are subject to a per-semester \$100 late fee.

Dishonored Payments

A \$25 fee will be placed on the student's account for any payment returned to Lewis & Clark, or its payment processing partner, Tuition Management Systems, by the bank. This fee may not be reversed. The Cashier and Credit Office will send notice to the student of the dishonored payment. The student must make restitution, and

remit payment of the returned payment fee, within 10 days following this notification. The school reserves the right to refuse a personal check for payment in certain circumstances.

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.

Withdrawal From Lewis & Clark

Students who find it necessary to withdraw from Lewis & Clark are eligible to have their tuition charges adjusted according to the schedule that follows. Course fees will not be adjusted. Before any adjustment to a student's tuition charges can be calculated, the student must initiate formal withdrawal by completing documentation available in the Registrar's Office or online. The date of notification appearing on the completed official Withdrawal Form is the date used to determine any adjustment to tuition charges.

Tuition Adjustment Policy

0%-1% of course(s) completed:
Reverse 100% of tuition charge

2%-10% of course(s) completed:
Reverse 80% of tuition charge

11%-25% of course(s) completed:
Reverse 50% of tuition charge

26%-50% of course(s) completed:
Reverse 25% of tuition charge

51% or more of course(s) completed:
No reversal of tuition charge

If you receive financial assistance, federal regulations and Lewis & Clark policy require that a calculation be performed to determine the amount of assistance that you are eligible to retain in light of your withdrawal. As a result of this calculation, it may be necessary to return funding previously applied to your student account to the appropriate aid programs. After your charges and financial assistance have been adjusted, if the amount of assistance you are eligible to retain is in excess of what you owe on your student account, these funds will be released to you. Please see the [Financial Aid Withdrawal Policy](#) and contact Student Financial Services for details.

Refund of Credit Balances

After all necessary adjustments have been made to a student's account, any resulting credit will be refunded. If the student's expenses are covered by a formal billing arrangement between Lewis & Clark and the student's employer, a government agency or other sponsor, credit balances will be refunded to the third-party sponsor. In all other cases, credit balances on a student's account will be refunded in the name of 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 graduate.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, Licensing, and Accreditation 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, materials, or practica.

The Oregon Teacher Standards and practices Commission (TSPC) charges a separate fee for teachers, administrators, school counselors, and school psychologists applying for new licenses and endorsements and renewal of current licenses. Oregon's Board of Licensed Professional Counselors and Therapists (LPCT) also charges a separate fee for new licenses.

Financial Assistance

Lewis & Clark 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, Lewis & Clark is committed to working in partnership with students to make 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% of Lewis & Clark's degree-seeking graduate students apply for 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 Lewis & Clark, candidates must be admitted as degree-seeking students, 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 are asked to 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 Lewis & Clark 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 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 demonstrate financial need. Financial need is defined as the difference between the cost of attending college and the amount students are expected to contribute toward meeting that cost. The expected family contribution is determined by applying 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 Lewis & Clark and must maintain satisfactory academic progress toward their degree to remain eligible for financial assistance. Satisfactory academic progress has three components:

1. Students must complete a required number of credits each academic year.
2. Students must maintain a minimum cumulative grade point average of 2.0.
3. Students must complete their program within the prescribed number of semesters:
 - M.A.T. (preservice): 4 semesters
 - School Counseling: 6 semesters
 - Counseling Psychology: 8 semesters
 - Educational Specialist: 8 semesters
 - Marriage, Couple, and Family Therapy: 9 semesters

Incoming 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.

Federal aid regulations require that students maintain satisfactory academic progress in order to retain eligibility for federal student aid.

Students who fails to complete the required number of credits, fail to maintain a minimum cumulative GPA of 2.0, and/or exhaust the number of semesters of aid eligibility without completing their degree requirements have failed to maintain satisfactory academic progress and 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 Registrar's Office 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. Lewis & Clark will perform a calculation to determine the portion of federal Title IV funds that 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). Lewis & Clark, federal and state governments, employers, 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 employers, 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 \$7.95 to \$8.50 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 alternative loans.

Federal Perkins Loans

These loans, which carry a fixed 5% 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 Lewis & Clark.

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 certified after July 1, 2006, carry a fixed 6.8% interest rate. 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 \$20,500, a maximum of \$8,500 of which may be subsidized. Loan processing fees of up to 4% are deducted from loan proceeds before disbursement. Federal Stafford Loan borrowers must complete an online loan counseling session on entering Lewis & Clark as well as at the point of separation from Lewis & Clark.

Alternative Student Loans

Alternative student loans are designed to help students borrow to cover costs not already being covered by traditional student loans or through other sources. Alternative student loans, such as the Federal Graduate PLUS Loan and private education loans, are typically more expensive than the more traditional student loans outlined above. We strongly encourage students to budget carefully and borrow conservatively!

Graduate PLUS Loans

Federal Graduate PLUS Loans are designed to help students borrow to cover educational costs not already covered by the other student loans or other types of assistance. Because the Federal Graduate PLUS Loan is a

credit-qualified loan, students will need to meet the program's credit qualifications. Approval criteria for this loan, however, are somewhat less stringent than the credit approval criteria for most private education loans. Students who are declined for a Federal Graduate PLUS Loan by a lender may reapply with an endorser.

The interest rate for the Federal graduate PLUS Loan is a fixed interest rate of 8.5%. The borrower is responsible for all accrued interest in addition to the principal amount borrowed. A 3% origination fee will be charged by the lender. This fee will be deducted from each disbursement of the loan to the college. In addition, a 1% default fee will be charged for each loan, although some lenders may pay this fee on behalf of the student borrower.

Please Note: There is **no grace period** for this loan. Borrowers may need to request an in-school deferment from their lender in order to not be required to make payments while in school. Borrowers may also need to request a deferment of forbearance from their lender for a period of time after graduation if they are not able to immediately begin repayment on their loan. This loan is more expensive than the other federal loans. Students should access the full amount of their Federal Stafford Loan before borrowing this loan.

Private Education Loans

Private education loans can be used to cover educational expenses not already covered by federal student loans or any other source of aid. Certain types of private student loans are available to students who do not qualify for federal student loans such as students who are not in a degree program or students who are attending less than half-time. International students may be able to obtain a private education loan with a credit worthy co-signer with U.S. credit history. Loan approval is based on individual creditworthiness. Students who do not meet a lender's credit qualifications may be able to apply with a credit-worthy co-signer.

Interest rates, grace periods, repayment options and fees are determined by the lender and vary considerably from lender to lender. Please refer to the Student Financial Services website at www.lclark.edu/dept/sfs for additional information on private loans.

Financial Assistance for Non-Degree-Seeking Students

Students admitted either with special student status or into nondegree programs may be eligible for private student loans. These credit-qualified 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 Office of the Registrar of the College of Arts and Sciences, located on the lower level of the Templeton Student Center on the Fir Acres Campus.

Campus Safety Policies

The security of all members of the campus community is of vital concern to Lewis & Clark. 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/dept/safety.

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.

Accreditation and Legal Statements

Accreditation

Lewis & Clark College
0615 S.W. Palatine Hill Road
Portland, Oregon 97219-7899 U.S.A.
www.lclark.edu

General inquiries, 503-768-6000

Admissions, 503-768-6200
 President, 503-768-7680
 Vice President and Provost, 503-768-7200
 Dean of the Graduate School, 503-768-6004
 Registrar, 503-768-6030
 Business and Finance, 503-768-7815

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

The Lewis & Clark Graduate School of Education and Counseling is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue N.W., Suite 500, Washington, DC 20036; phone 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel. Graduate programs in education and psychology are fully approved and accredited by appropriate associations and agencies, including the Oregon Teacher Standards and Practices Commission, the Oregon Board of Licensed Professional Counselors and Therapists, and the National Association of School Psychologists.

Lewis & Clark Law School is a member of the Association of American Law Schools and is fully accredited by the American Bar Association.

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 are matriculated in the College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

Questions or complaints regarding the College's equal opportunity policies and practices may be directed to Jane Atkinson, vice president and provost, at 503-768-7200. Complaints of discrimination or harassment by faculty or staff may be directed to the contact persons for discrimination and harassment complaints, the appropriate dean, or the director of human resources, in accordance with the Discrimination and Harassment Complaint Procedure [here](#).

Disability-related reasonable accommodation requests for academic or residence living matters may be directed to Dale Holloway, coordinator of student support services, at 503-768-7156. Questions about the Americans With Disabilities Act or reasonable accommodation requests by faculty or staff may be directed to Greg Walters, assistant vice president for human resources and ADA coordinator, at 503-768-6235.

Equal Opportunity Policy

Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark 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 Lewis & Clark's equal opportunity policies and practices may be directed to Jane Atkinson, Vice President and Provost, Lewis & Clark, 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.

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 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, or catalog 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

- a) Refers to any person currently enrolled at Lewis & Clark College
- b) Refers to any person who has previously earned academic credit at Lewis & Clark College
- c) 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) 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.
- b) 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.)
- c) 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.
- d) >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.
- e) 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.
- f) Records maintained by Lewis & Clark College legal counsel.

3. Institution

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

B. Contents of Record

1. 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

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

- a) 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.
- b) All records of test scores and/or results.
- c) All transcripts of previous academic work.
- d) Transcript at Lewis & Clark College, including course grades, grade point average, and advancement information.
- e) All petitions requesting variance in established academic policy.

- f) Graduation petition and evaluation.
- g) Notices and/or reprimands for failure to meet academic policy and/or requirements of the Honor Code.
- h) Rank in class (unless related to honors or awards).
- i) All correspondence relevant to the academic records including letters of acceptance, receipts, academic performance, leave of absence, withdrawal, and the like.
- j) Records of all authorizations to access or release information contained in the student education record.
- k) 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:

- a) The financial statement of the student's parents.
- b) 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.
- c) Records connected with an application to attend the institution or a component unit of the institution if that application was denied.
- d) 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:

- a) The student lives within commuting distance of the institution.
- b) The student has an unpaid financial obligation to the institution.
- c) There is an unresolved disciplinary action against the student.
- d) 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.

Section 207 of Title II Higher Education Act

Section I. Pass rates.

Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100%. Those who do not pass the required tests are not considered program completers and are not eligible for Initial Teaching Licenses.

Section 11. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2005-2006, including all areas of specialization.

1. Total number of students enrolled during 2005-2006 **120**

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2005-2006 **120**

3. Please provide the numbers of supervising faculty who were:

2 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full-time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

39 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part-time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2005-2006 **41 Supervisors for the Preservice Program.**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):
120/41 = 2.92

The average number of hours per week required of student participation in supervised student teaching in these programs was: **23.8** hours for Preservice Program. The total number of weeks of supervised student teaching required is **36** weeks for Preservice Program. The total number of hours required is **857** hours for Preservice Program.

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

5. Is your teacher preparation program currently approved or accredited by the state?
☒ Yes ☐ No

6. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA 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 website at graduate.lclark.edu/dept/lcteach for the full text of the Title II Report.

Student Resources

About Portland (graduate.lclark.edu/dept/gradss/aboutportland)

Information about transportation, lodging, things to do, points of distinction, and surrounding area attractions.

Academic Calendar (www.lclark.edu/dept/gradreg/calendar)

Important dates for class registration, grading, program completion, and holidays.

Administrative Services (www.lclark.edu/dept/gradops)

Information about parking and bike parking, shuttle schedule, and bus passes; computer lab access; food services; lost and found; book delivery; and other services.

Advising

Students are assigned permanent advisors in their department following admission to graduate study. Contact your program coordinator for more information.

Athletics Facilities (www.lcpioneers.com)

The College features a full complement of athletics facilities including the Pamplin Sports Center, Griswold Stadium, Huston Sports Complex, and tennis courts.

Food Service (www.cafebonappetit.com/lewisandclark)

Campus food options include Food for Thought café (South Campus Conference Center), Fields Dining Room and Trail Room (Templeton Student Center), and Maggie's Café (Roberts Hall). A beverage vending machine is located on the first floor of Rogers Hall.

Bookstore (lclark.bncollege.com)

Textbooks, supplies, and LC signature items.

Campus Safety (www.lclark.edu/dept/safety)

Available 24 hours a day to assist with security and safety issues. Escorts are available for students traveling across campus alone during evening hours. For emergencies or service requests (such as escorts) call 503-768-7777.

Career and Licensing Services (graduate.lclark.edu/dept/grad/career)

Career, licensing, and other professional resources for teachers, school counselors, school psychologists, and educational leaders, and counselors and therapists.

Cashier and Credit Office (www.lclark.edu/dept/cashiers)

Student account billing and collections, payroll and direct deposit, refunds on student accounts, student account analysis, and parking fee, fine, and bus pass transactions.

Chapel (www.lclark.edu/~chapel)

The center for religious worship and expression on campus, it is also used for large lectures, musical concerts and recitals, weddings, conferences, and organ practice.

Computer Labs (www.lclark.edu/~labmgr/labs)

The graduate school computer lab is located in SCCC 118. Student ID is required for access. Additional computers can be found in the SCCC Open Computer Center and Watzek Library. Each semester, graduate students are allotted 250 sheets of paper for printing in the computer labs; balances can be checked online.

Computer Purchase Program (www.lclark.edu/~cpp)

New computers and software at a discount.

Copy Machines

A photocopier is located in the South Campus Conference Center computer lab. Photocopiers are also located in Templeton Student Center, Watzek Library, and the College Copy Center in John R. Howard Hall. Copy cards can be purchased in the Graduate Registrar's office, the Cashier & Credit Office, and the library.

Counseling Center (www.lclark.edu/dept/counsel)

Facilitate student learning and growth and provide interventions for those with psychological and emotional problems. The center is open for regular and emergency appointments.

Dean's Office (graduate.lclark.edu/dept/graddean)

The Office of the Dean of the Graduate School of Education and Counseling oversees the academic, development, and outreach mission of the graduate school.

Fax Machine

Personal faxing service is available through the campus bookstore for a fee.

Health Center (lclark.edu/dept/health)

Primary outpatient medical care, educational materials, presentations, and counseling regarding health-related issues.

Housing (graduate.lclark.edu/dept/gradss/housing)

Lewis & Clark College does not offer school-sponsored housing for graduate students. Housing options in the Portland area are posted online and on a bulletin board in the South Campus Conference Center.

Information Technology (www.lclark.edu/~infotech)

Computing, network, and digital media services, as well as training and support services for faculty, staff, and students.

Instructional Media Services (www.lclark.edu/~infotech/IT/ims)

Audiovisual and multimedia services, including classroom equipment support, equipment loan, multimedia production facilities, consulting and training, and special event support.

Library (library.lclark.edu)

The Aubrey R. Watzek Library is open 24 hours during fall and spring terms, and has individual and group study space, wired and wireless Internet connection, research computers, and audio and video stations.

Medical Coverage/Insurance (www.lclark.edu/dept/health/insurance)

Health insurance is available for purchase through the Cashier & Credit Office for fall and spring semesters.

President's Office (www.lclark.edu/dept/public/president)

The president is the academic and administrative head of the college, with responsibility for the financial management of the college and final authority for decisions related to faculty tenure and college employees.

Provost's Office (www.lclark.edu/dept/provost)

Supports faculty, staff, and college operations (including Admissions, Campus Safety, Information Technology, Library, Mail Room, and Student Financial Services).

Registrar's Office (graduate.lclark.edu/dept/gradreg)

Supports past, current, and future graduate students through registration, records, and evaluation. Protects the integrity of the college through fair and consistent application of the academic rules and regulations established by the faculty, administration, state, and federal government.

South Campus Conference Center (SCCC)

The SCCC features classrooms, food service, lounge, telephone, computers, printer, and copy machine.

Student Financial Services (www.lclark.edu/dept/sfs)

Administers federal, state, and institutional scholarship/grant programs, coordinates student employment opportunities, and certifies loan eligibility for students and parents.

Student Support Services (www.lclark.edu/dept/access)

Support, advising, and advocacy for students with disabilities.

Student Union Network (SUN) (graduate.lclark.edu/org/gradsun)

On-campus advocacy, organized social events, and other events designed to enhance academic and professional development. Membership is open to all graduate students.

Transportation and Parking (<http://www.lclark.edu/dept/parking>)

Information about parking permits and vehicle registration, parking regulation enforcement, bicycle and pedestrian access, traffic access, parking citation appeals, and shuttle services.

Writing Studio (graduate.lclark.edu/dept/wstudio)

The Writing Studio is a place to talk about writing assignments and projects. Individual conferences provide assistance with course assignments and professional writing projects.

Faculty & Staff

Lewis & Clark

President of Lewis & Clark, Thomas J. Hochstettler
Provost, Jane Monnig Atkinson
Vice President for Institutional Advancement, Gregory Volk
Vice President, Secretary and General Counsel, David Ellis
Vice President for Business and Finance and Treasurer of the College, Carl B. Vance
Associate Vice President for Campus Life, Michael Ford
Associate Vice President for Public Affairs and Communications, Tom Krattenmaker
Associate Vice President for Annual Giving and Development Operations, Catherine Crooker
Associate Vice President for Facilities, Richard J. Betttega
Associate Vice President for Finance, Bill Schaeffer

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Director, Timothy O'Dwyer

Cashier and Credit
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Director, Sumiko Yourtee

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503-768-7270
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Associate Dean, Nancy Nagel
Assistant to the Associate Dean, Murray Cizon
503-768-6009

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503-768-6016
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503-768-6124 Director, Mollie Galloway

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Chair, Tod Sloan

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503-768-6100
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