

Course Catalog

2021-22

Lewis & Clark
Graduate School of
Education and Counseling



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GRADUATE

General Information

Degrees Offered | Admissions | Tuition and Fees | Faculty and Staff | Policies and Procedures

Counseling, Therapy, and School Psychology

Department Home | Courses

Art Therapy | Marriage, Couple, and Family Therapy | Professional Mental Health Counseling | Professional Mental Health Counseling—Specialization in Addictions | School Psychology | Eating Disorders Certificate | Ecopsychology Certificate

Educational Leadership

Department Home | Courses

Doctor of Education in Leadership | Educational Administration | School Counseling | Student Affairs Administration

Teacher Education

Department Home | Courses

Elementary—Multiple Subjects | Secondary | Educational Studies | Curriculum and Instruction | ESOL | Reading Intervention | Special Education | Teacher Leadership for Equity and Social Justice Certificate | Certificate in the Teaching of Writing

Other

- Convocation
- Oregon Writing Project (OWP) Courses
- Writing and Creative Media (WCM) Courses (offered through the Northwest Writing Institute)
- Equity Certificate for School Leaders

Other Catalogs

Graduate Catalog Archive (<http://www.lclark.edu/graduate/catalog/>) | Current Undergraduate Catalog (<https://docs.lclark.edu/undergraduate/>)

Disclaimer

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 when approved and shall apply not only to prospective students but also to those who are enrolled in Lewis & Clark College at the time. The contents of this catalog are based on information available to the administration at the time of publication.

Degrees and Programs

The Graduate School of Education and Counseling confers the Master of Arts (MA), Master of Science (MS), Master of Arts in Teaching (MAT), Master of Education (MEd), Educational Specialist (EdS), and Doctor of Education (EdD) degrees.

Degrees

We currently offer degrees in the following major areas of study:

- Education in Leadership: EdD
- Educational Administration: MEd, EdS

- Art Therapy: MA, MS
- Marriage, Couple, and Family Therapy: MA, MS
- Professional Mental Health Counseling: MA, MS
- Professional Mental Health Counseling—Specialization in Addictions: MA, MS
- School Counseling: MEd
- School Psychology: EdS
- Student Affairs Administration: MA
- Teacher Education:
 - Preservice Elementary—Multiple Subjects: MAT
 - Preservice Secondary: MAT
 - Curriculum and Instruction: MEd
 - Special Education: MEd
 - Educational Studies: MEd

Licenses, Endorsements, and Certificates

We currently offer licensure and endorsement preparation or certificates in the following areas:

- Eating Disorders Certificate
- Ecopsychology Certificate
- Educational Administration Principal License
- Educational Administration Professional Administrator License
- Equity Certificate for School Leaders
- School Counseling Preliminary License
- School Psychology Preliminary License
- Teacher Education:
 - ESOL Endorsement
 - Reading Intervention Endorsement
 - Special Education: Generalist Endorsement
 - Oregon Writing Project Certificate in the Teaching of Writing
 - Teacher Leadership for Equity and Social Justice Certificate

Admissions

Admission Criteria

The Graduate School of Education and Counseling provides a rigorous academic experience that prepares students to be leaders and advocates of socially just and equitable practices in their chosen fields. Program faculty and the graduate admissions committee practice holistic admissions. They carefully consider many factors when evaluating candidates: prior academic experience and record, communication skills, references, interpersonal skills, professional experience, cross-cultural readiness, 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, endorsement, or certificate 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 (the college or university must be regionally accredited at the time of enrollment and

degree conferral) or the foreign equivalent. Required application materials include the following:

- Completed, signed, and dated online (<https://gradapply.lclark.edu/apply/>) application form
- \$50 application fee
- Current professional resume
- Essay(s) as required by each program of study
- Letters of recommendation and completed recommendation forms as required 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 or must be official e-transcripts); graduates of a non-U.S. system are required to provide officially evaluated and translated copies of their transcripts (official evaluations and translations are done by outside agencies)
- Required minimum undergraduate GPA of 2.75 unless indicated otherwise by the individual program of study
- Test scores as required by the individual program of study

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 and in accordance with national and state laws, may require that an applicant complete a criminal history background check before making admissions decisions or allowing enrollment in certain courses.

Application requirements and information are available at www.lclark.edu/graduate/offices/admissions (<http://www.lclark.edu/graduate/offices/admissions/>). Admissions information may also be obtained by contacting the graduate school:

Admissions Office
Lewis & Clark Graduate School of Education and Counseling
615 S Palatine Hill Road, MSC 87
Portland, Oregon 97219-7899
503-768-6200
gseadmit@lclark.edu

Counseling, Therapy, and School Psychology Department: Program-Specific Admission

Programs include:

- Master of Arts or Master of Science* in Art Therapy
- Master of Arts or Master of Science* in Marriage, Couple, and Family Therapy
- Master of Arts or Master of Science* in Professional Mental Health Counseling—Specialization in Addictions
- Master of Arts or Master of Science* in Professional Mental Health Counseling
- Educational Specialist in School Psychology

*Note: Application to the MS program is available only to current students enrolled in one of the Counseling Psychology department's MA programs.

Application Deadlines

Completed applications, including all accompanying materials, must be received no later than the deadline specified below.

Art Therapy

Fall start: January 5

Marriage, Couple, and Family Therapy

Fall start: January 15

Professional Mental Health Counseling—Specialization in Addictions

Fall start: January 15

Professional Mental Health Counseling

Fall start: January 15

School Psychology

Fall start: January 5

Application Requirements for MA and EdS Degree Programs*

Admissions decisions are based on a holistic assessment of an applicant's potential to be a competent, ethical, and compassionate practitioner. GPA and test scores, which can be indicators of ability to perform academic work, are required as part of the application; however, they are considered in conjunction psychology coursework, the personal essay, information on relevant service and life experience, letters of reference, and, in some cases, interviews.

*Note: Application to the MS program is available only to current students enrolled in one of the Counseling Psychology department's MA programs.

Interview

Qualified applicants will be invited to interview with program faculty upon completion of their application.

Art Therapy

Applicants to the Art Therapy program must successfully complete a psychology and studio prerequisites prior to starting the program. Applicants must have 18 semester credits of Psychology courses (which includes Intro to Psychology, Abnormal Psychology, and a Developmental Psychology) and 12 semester credits of studio art courses (including painting, figure drawing, and ceramics). Credits must be earned at a college or university approved by a national or regional accrediting agency (minimum 100 level). Documentation will be provided by transcripts. In addition, applicants are required to complete a minimum of 200 hours of human services hours. These hours can be paid positions, volunteer, or internship hours. Applicants must also submit a portfolio of studio artwork including examples of figure drawing, painting, and ceramics.

School Psychology

Applicants to the School Psychology program will be 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

Art Therapy: 3.0 undergraduate degree

Marriage, Couple, and Family Therapy: 2.75 undergraduate degree

Professional Mental Health Counseling: 2.75 undergraduate degree*

Professional Mental Health Counseling – Specialization in Addictions:
2.75 undergraduate degree*

School Psychology: 2.75 undergraduate degree

* Applicants with a GPA below 3.0 or who have any grades below a "C" on their transcripts, must include with their application a written explanation regarding their academic performance.

Educational Leadership Department: Program-Specific Admission

Programs include:

- Master of Arts in Student Affairs Administration
- Master of Education in Educational Administration with Principal License
- Master of Education in School Counseling (with Preliminary License) –Tracks I and II
- Educational Specialist in Administration with Principal License
- Educational Specialist in Advanced Leadership (not available for new entering students)
- Doctor of Education in Leadership - PK12 Track
- Doctor of Education in Leadership - Higher Education Student Affairs Track
- Principal License
- Professional Administrator License
- Preliminary School Counseling License—Tracks I and II

Application Deadlines

Completed applications, including all accompanying materials, must be received no later than the deadline specified below.

Educational Administration

- Master of Education in Educational Administration with Principal License
- Educational Specialist in Administration with Principal License
- Principal License
- Professional Administrator License

Applications for Educational Administration programs will be reviewed by faculty and the graduate admissions committee on a **rolling basis**. The committee meets every month except August.

Doctor of Education in Leadership - PK12 Track **Doctor of Education in Leadership - Higher Education Student Affairs Track**

Summer start only: February 1

School Counseling

- Master of Education in School Counseling (with Preliminary License) –Tracks I and II
- Preliminary School Counseling License—Track I and Track II

Summer start: February 1

Fall start: February 1

Student Affairs Administration

Fall start: January 15

Application Requirements: Educational Administration and Educational Leadership

Applicants to most Educational Administration 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. Evidence of the applicant's license or certification is required. Please contact a program advisor if you do not meet these requirements.

Master of Education in Educational Administration with Principal License Program

Applicants must hold a regular teaching or personnel service (school counseling, school psychology, or school social work) license from the state of Oregon. They must also document three years of licensed teaching, school counseling, school psychology, or school social work experience. Applicants will be invited to interview with the faculty after all admissions materials have been submitted.

Principal License Program

Applicants must hold a regular teaching or personnel service (school counseling, school psychology, or school social work) license from the state of Oregon. Applicants must document three years of licensed teaching, school counseling, school psychology, or school social work experience. Applicants will be invited to interview with the faculty after all admissions materials have been submitted.

Professional Administrator License Program

Applicants must hold a Principal License and arrange for an interview with faculty if they did not attend the Principal License Program at Lewis & Clark.

Educational Specialist in Administration with Principal License Program

Applicants must have a master's degree from a regionally accredited institution or the foreign equivalent and must hold a regular teaching or personnel service (school counseling, school psychology, or school social work) license from the state of Oregon. Applicants must document three years of licensed teaching, school counseling, school psychology, or school social work experience. Applicants may be required to arrange an interview with faculty.

Doctor of Education in Leadership -- PK12 track

Applicants 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 toward this requirement.

Doctor of Education in Leadership -- Higher Education Student Affairs track

Applicants must have a master's degree from a regionally accredited institution or foreign equivalent.

Interview

Qualified applicants to the Education in Leadership doctorate programs will be invited to interview with program faculty upon completion of their application. Other Educational Administration programs may schedule interviews on a case by case basis.

Testing

No testing is required for admission to Education in Leadership and Educational Administration programs. However, Lewis & Clark may require evidence of required tests prior to recommending a student for a license.

GPA Requirements

All programs: 2.75 undergraduate degree, 3.0 graduate degree

Application Requirements: School Counseling

• Master of Education in School Counseling with Preliminary School Counselor License Track I

Applicants 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. Evidence of the applicant's teaching license or certification must also be included.

• Master of Education in School Counseling with Preliminary School Counselor License Track II

Applicants must have undergraduate experience in child or human development, or prior experience working with children or youth in an educational or social services setting.

• Preliminary School Counselor License only Program Track I

Applicants must hold a master's degree with a minimum 3.0 GPA in a closely related field (e.g., education, psychology, social work). Applicants 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. Evidence of the applicant's teaching license or certification must also be included.

• Preliminary School Counselor License only Program Track II

- Applicants must hold a master's degree with a minimum 3.0 GPA in a closely related field (e.g., education, psychology, social work).

Interview

Qualified applicants will be invited to interview with program faculty upon completion of their application.

Testing

No tests are required for admission to School Counseling programs.

GPA Requirements

All programs: 2.75 undergraduate degree

Application Requirements: Student Affairs Administration Interview

Applicants may be invited to interview upon completion of their application.

Testing

No tests are required for admission to the Student Affairs Administration master's program.

GPA Requirements

All programs: 2.75 undergraduate degree

Teacher Education Department: Program-Specific Admission

Programs include:

- **Master of Arts in Teaching with Preliminary Teaching License (Preservice)**
 - Elementary—Multiple Subjects
 - Secondary
- **Master of Arts in Teaching with ESOL Endorsement and Preliminary Teaching License (Preservice)**
 - Elementary—Multiple Subjects
 - Secondary

- **Master of Education in Educational Studies (Preservice, not available for entering students)**

- **Master of Education in Curriculum and Instruction with ESOL Endorsement (Inservice)**

- **Master of Education in Curriculum and Instruction with Reading Intervention Endorsement (Inservice)**

- **Master of Education in Curriculum and Instruction with Special Education: Generalist Endorsement (Inservice)**

- **Master of Education in Curriculum and Instruction with Teacher Leadership for Equity and Social Justice Certificate (Inservice)**

- **Master of Education in Curriculum and Instruction with Oregon Writing Project Certificate in the Teaching of Writing (Inservice)**

- **Master of Education in Special Education (with endorsement) (Inservice)** - NOTE: No applications for the MEd: Special Education program will be accepted during the 2021-2022 academic year. Please see the MEd: Curriculum and Instruction: Special Education program.

- **Reading Interventionist Endorsement (Inservice)**

- **ESOL Endorsement (Inservice)**

- **Special Education: Generalist Endorsement (Inservice)**

Application Deadlines

Completed applications, including all accompanying materials, must be received no later than the deadline specified below.

Preservice programs

January 5 priority deadline (for summer admission only)

Inservice programs

Applications for the master's degree, endorsement, and certificate programs are reviewed by faculty and the graduate admissions committee on a rolling basis. The committee meets every month except August.

Application Requirements: Preservice Programs (MAT)

Applicants must submit three letters of recommendation, at least one of which attests to the scope and quality of the applicant's work with children or youth, whether through formal employment or in a voluntary role. Letters of recommendation should also address academic and teaching potential. Applicants to any Elementary—Multiple Subjects preservice program must demonstrate competency in mathematics, science, and writing. Applicants to Elementary—Multiple Subjects programs must also provide documentation of work (volunteer or paid) with children in a pre-K-6 classroom setting. Applicants to Secondary programs must demonstrate competency in the content area chosen.

Full admission to any Master of Arts in Teaching program is contingent upon acceptance by a school district for field placements.

Interview

Qualified applicants will be invited to interview with faculty as part of the application process.

Testing

Testing is not required for admission into any preservice programs.

GPA Requirements

All preservice programs: 2.75 undergraduate degree, 3.0 preferred

Application Requirements: Inservice Programs

Applicants to the MEd program, or endorsement programs must hold a valid Oregon teaching license at the time of their application if they wish to be recommended for an endorsement through the Oregon Teacher Standards and Practice Commission (TSPC). Of the three letters of recommendation required for an MEd application, one letter must be completed by someone who has supervised or observed the applicant's teaching (student teaching or licensed teaching) within the last five years. Applicants should contact the admissions office if they are unable to obtain such a letter. Endorsement only programs do not require letters of recommendation for admission.

Testing

No tests are required for admission to inservice programs. However, Lewis & Clark must have evidence of required test(s) prior to recommending a student for a license and/or endorsement.

GPA Requirements

All inservice programs: 2.75 undergraduate degree

Admission Decisions

Prior to making final admissions decisions, the program faculty and graduate admissions committee conduct thorough and thoughtful reviews of all completed applications.

All applicants will be notified of an admission decision in writing. No information regarding admission status will be given over the phone.

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.

Applicants who have been admitted to degree programs may request to defer enrollment for one year subject to approval of faculty. Prior to the request going to faculty, the applicant must submit a \$200 tuition deposit. If the request is approved, the deposit will go towards tuition in the future academic year. If the request is denied, the deposit will be refunded.

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 once and no additional application will be considered.

Applicants who have been placed on a waitlist will be notified if a space becomes available. If space does not become available, the applicant must reapply for a future term.

Admission to Certificate Programs**Application Deadlines****Eating Disorders Certificate**

No deadline, rolling admissions.

Ecopsychology Certificate

No deadline, rolling admissions.

Oregon Writing Project Certificate in the Teaching of Writing

No deadline, rolling admissions.

Teacher Leadership for Equity and Social Justice Certificate

No deadline, rolling admissions.

Earning a Certificate

Students who wish to earn a certificate from Lewis & Clark must be admitted into the certificate program of interest. Some certificate programs may allow students to register for courses prior to admission to the program. Applications for certificate programs will be reviewed by program faculty on a rolling basis. Degree-applicable certificate program applications are reviewed by program faculty and the graduate admissions committee. The committee meets once a month except in August.

Application Requirements: Eating Disorders (degree-applicable or continuing education credit)

Admission expectations: This program is appropriate for mental health and addictions practitioners, nutritionists, or medical personnel working in the field, as well as graduate students currently completing master's degrees in counseling or therapy.

Students are required to submit the following:

- Application form—online (<https://gradapply.lclark.edu/apply/>)
- Application fee (waived for alumni of Lewis & Clark)
- Current professional resume
- Statement of purpose (no more than two pages in length)
- Official transcript showing bachelor's degree and master's degree earned at a regionally accredited institution or the foreign equivalent. Applicant's currently enrolled in a graduate program must provide an official transcript showing progress in the graduate degree.

Ecopsychology (degree-applicable credit only)

Applicants should have prior education and/or experience in the counseling field. Faculty will review transcripts and resumes to determine eligibility. Master's level graduates with comparable prerequisites from a regionally accredited program and students currently undertaking comparable counseling degrees at Lewis & Clark or other regionally accredited institutions may also be approved to pursue admission to the certificate.

Students are required to submit the following:

- Application form—online (<https://gradapply.lclark.edu/apply/>)
- Application fee (waived for alumni of Lewis & Clark)
- Current professional resume
- Statement of purpose (no more than two pages in length)
- Official transcript showing bachelor's degree and master's degree earned at a regionally accredited institution or the foreign equivalent. Applicant's currently enrolled in a graduate program must provide an official transcript showing progress in the graduate degree.

Oregon Writing Project Certificate in the Teaching of Writing (degree-applicable or continuing education credit)

Students are required to submit the following:

- Application form—online (<https://gradapply.lclark.edu/apply/>)
- Application fee (waived for alumni of Lewis & Clark)

- Current professional resume
- Statement of purpose (no more than two pages in length)
- Official transcript showing bachelor's degree and master's degree earned at a regionally accredited institution or the foreign equivalent. Applicant's currently enrolled in a graduate program must provide an official transcript showing progress in the graduate degree.
- Completion of the Invitational Summer Institute

Teacher Leadership for Equity and Social Justice (all strands, degree-applicable credit only)

Students are required to submit the following:

- Application form—online (<https://gradapply.lclark.edu/apply/>)
- Application fee (waived for alumni of Lewis & Clark)
- Current professional resume
- Essay
- Official transcript showing bachelor's degree and a master's degree earned at a regionally accredited institution or the foreign equivalent
- Current Oregon Initial II, Standard, Professional, or Continuing Teaching License
- Three years licensed and successful teaching experience

Selection of program participants is based on the admission requirements. Applicants will receive written notification of their acceptance, inclusion on a wait-list, or non-acceptance after the program faculty and, when applicable, graduate admissions committee has made a decision. Applicants accepted to the program will be sent registration information for the first-semester courses. Wait-listed applicants will be notified if space becomes available and will be given an opportunity to register.

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 non-immigrant 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 such agencies can be found at: www.wes.org (<http://www.wes.org>), www.ierf.org (<http://www.ierf.org>), ies.aacrao.org (<http://ies.aacrao.org/>), and www.acei-global.org (<http://www.acei-global.org/>).

International students should have sufficient knowledge of the English language. Nonnative English-speaking students who have not completed an undergraduate degree in the United States or another country where English is the dominant language, 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), or the Pearson Test of English Academic (PTE Academic).

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 (ISS). Visit their website at www.lclark.edu/offices/international (<http://www.lclark.edu/offices/international/>). The Office of International Students and Scholars can provide additional 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 Lewis & Clark Alumni

Applicants who have completed a degree, certificate, licensure, or endorsement program at Lewis & Clark's Graduate School of Education and Counseling who are seeking admission to another program must follow the complete application instructions for the new program. We also require official transcripts for any coursework undertaken since the completion of the previous Lewis & Clark Graduate School of Education and Counseling Program. The \$50 application fee is waived.

Alumni who are applying to the Doctor of Education in Leadership Program must complete all application requirements, with no exceptions. The \$50 application fee is waived.

Applicants who have graduated from Lewis & Clark's College of Arts and Sciences, or the Law School must follow all admissions requirements. The \$50 application fee is waived.

Admission of Lewis & Clark Employees

Applicants who are currently employed by Lewis & Clark must follow all admissions requirements. The \$50 application fee is waived. Information about employee Tuition Waiver benefit can be found on the Human Resources web site (http://www.lclark.edu/offices/human_resources/employee_resources/benefits/tuition/).

Readmission

Students who leave the graduate school without being granted a leave of absence or do not return to the graduate school at the end of an approved leave of absence must formally request readmission to their program of study. Readmission is granted by program faculty with the approval of the department chair. New or revised requirements, as outlined in the current graduate catalog, may be applicable to students who are readmitted. Students intending to resume their program should contact the graduate school admissions office to begin this process. Students intending to enroll in a different program upon their return must follow the new program's current application requirements and deadline.

Transfer of Credit

Transfer of graduate credit from other institutions is evaluated on an individual basis. With prior approval, students may transfer a maximum of the equivalent of 10 semester hours of graduate level credit to a master's degree program and 14 semester hours to the doctoral program in education leadership. Applicants who are currently enrolled in a graduate degree program at another institution may be asked to provide a letter of good standing from that institution prior to an admissions decision. For

more information about the Transfer of Credit policy, please review the Registration Policies section of the catalog.

Changing or Adding Programs

Students wishing to change from one academic program to another program in a different department or program area within the Graduate School of Education and Counseling will be required to submit an application for admission to the new program, and meet all requirements for admission to the program.

Students wishing to change their current program to another academic program within their department or program area will be required to meet with an advisor and complete a departmental request to change program form. Students may also be required to submit supporting documents (essays and letters of recommendation) directed to the new program and meet the new program's published admissions requirements deadlines.

Students who are currently enrolled in an Educational Administration program or a Teacher Education Inservice program may be eligible to complete an abbreviated admissions process in order to add a new program within the department or program area. Please contact the graduate admissions office for information.

Students who have completed a degree program at the graduate school and would like to enroll in a second degree program will have to apply for admission into the second program. See the Second Graduate Degree policy for details.

Students currently enrolled in a degree program who wish to add a certificate program may be eligible to complete an abbreviated admissions process in order to add a certificate program. Please contact the graduate admissions office or the program's department office for information.

Information about cross-registration for current Lewis & Clark undergraduate and law students

Lewis & Clark undergraduate and law students may also be eligible to register for graduate level classes as special students. For details, please see the "Cross-Registration" section in this catalog at docs.lclark.edu/graduate/policyprocedures/registration/cross_registration.

- * During summer, students need not be registered as full-time students at the College of Arts and Sciences, but regular graduate tuition rates will be assessed for graduate credits.

Graduate School of Education and Counseling

General Information

Degrees Offered | Admissions | Tuition and Fees | Faculty and Staff | Policies and Procedures

Counseling, Therapy, and School Psychology

Department Home | Courses

Art Therapy | Marriage, Couple, and Family Therapy | Professional Mental Health Counseling | Professional Mental Health Counseling—Specialization in Addictions | School Psychology | Eating Disorders Certificate | Ecopsychology Certificate

Educational Leadership

Department Home | Courses

Doctor of Education in Leadership | Educational Administration | School Counseling | Student Affairs Administration

Teacher Education

Department Home | Courses

Elementary—Multiple Subjects | Secondary | Educational Studies | Curriculum and Instruction | ESOL | Reading Intervention | Special Education | Teacher Leadership for Equity and Social Justice Certificate | Certificate in the Teaching of Writing

Other

- Convocation
- Oregon Writing Project (OWP) Courses
- Writing and Creative Media (WCM) Courses (offered through the Northwest Writing Institute)
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Counseling, Therapy, and School Psychology

Counselors, family therapists, art therapists and school psychologists play a vital role in society by helping individuals and groups grow in healthy ways, respond to difficult circumstances with resiliency, and deepen their understanding of 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, mental health and addictions counseling, marriage, couple and family therapy, art therapy, and school psychology in today's diverse world.

Academic study is augmented by experiential learning that cultivates the attitudes and skills essential to culturally competent practice. Through a combination of classroom and practicum/internship experiences, students learn how to foster helping relationships and create a spectrum of interventions effective for children, adults, couples, families, groups, and communities. Our graduates use their skills in a wide range of public and private agencies and schools, as well as in private practice.

Our programs are unique in their commitment to equity, social and economic justice, global citizenship, and culturally affirming ways of living. This includes ensuring that family therapists, school psychologists, art therapists and counselors are well equipped to work with diverse local and global communities.

Community Counseling Center

In 2012, the Lewis & Clark Graduate School of Education and Counseling opened a state-of-the-art counselor training facility near downtown Portland. The Community Counseling Center (https://graduate.lclark.edu/clinics/community_counseling/) provides affordable services for individuals, groups and families, with a special focus on underserved communities throughout the Portland area. Through the center, counselors- and therapists-in-training have outstanding opportunities to work with a wide range of clients while practicing cutting edge, evidence based, culturally appropriate service delivery.

The clinic provides intensive training, supervision, and education to counselor and therapist trainees in the following:

- Professional Mental Health Counseling
- Professional Mental Health Counseling—Specialization in Addictions
- Marriage, Couple, and Family Therapy
- Problem Gambling Treatment
- Gaming and Tech in Excess (GATE) Treatment

Lewis & Clark faculty and highly qualified professional supervisors educate and oversee graduate students working with clients, supporting students in creating effective interventions, outcomes, and knowledge of community needs.

Degree Programs

- Art Therapy
- Marriage, Couple, and Family Therapy
- Professional Mental Health Counseling
 - Professional Mental Health Counseling—Specialization in Addictions
- School Psychology

Certificate Programs

- Eating Disorders
- Ecopsychology

Department Courses

- A full list of courses in the Counseling, Therapy, and School Psychology department is available in this catalog.

Art Therapy

Lewis & Clark offers rigorous art therapy training to students to become qualified mental health practitioners and ethical leaders who advocate for social justice, provide service and clinically focused care to individuals, groups, and families. Our mission is to prepare competent, creative, and reflective art therapists who are committed to equity-based clinical and community praxis. Students learn to apply relationally and socially attuned art therapy using art making to deepen awareness of self and others within societal and cultural contexts.

Art therapists are master-level clinicians who work with people of all ages across a broad spectrum of practice. Guided by ethical standards and scope of practice, their education and supervised training prepares them for culturally proficient work with diverse populations in a variety of settings. Honoring individuals' values and beliefs, art therapists work with people who are experiencing medical and mental health challenges, as well as individuals seeking emotional, creative, and spiritual growth.

Accreditation

The Art Therapy program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org)

(<http://www.caahep.org/>) upon the recommendation of the Accreditation Council for Art Therapy Education (ACATE).

Commission on Accreditation of Allied Health Education Programs
25400 US Highway 19 North, Suite 158
Clearwater, FL
www.caahep.org (<http://www.caahep.org/>)

Master of Arts in Art Therapy

This degree program is for students who wish to become art therapists in community mental health agencies, programs serving children, adolescents and/or families, the criminal justice or juvenile justice system, other community and educational settings, as well as private practice.

Degree Requirements

A minimum of 56 semester hours, distributed as follows:

AT 501	Theories of Counseling and Psychotherapy	3
AT 510	Introduction to Art Therapy	3
AT 511	The Helping Relationship: Art Therapy Technique	3
AT 513	Psychopathology	3
AT 515	Group Dynamics, Processes and Art Therapy	3
AT 523	Child and Adolescent Art Therapy	3
AT 522	Diagnostic Appraisal and Testing	3
AT 524	Cross-Cultural Counseling	1
AT 526	Clinical Practice Skills in Art Therapy	1
AT 530	Clinical Assessment By Graphic Means	3
AT 535	Research Methods and Evaluation	3
AT 537	Art Therapy Research	1
AT 539	Art Therapy Professional Ethics	3
AT 542	Adult Development & Family Therapy	3
AT 545	Equity-Based Community Interventions in Art Therapy	2
AT 550	Diversity and Social Equity	2
AT 570	Art Therapy Candidacy Portfolio	1
AT 580	Art Therapy Practicum (To be taken fall and spring semester in year 2 for a total of two semester hours.)	2
AT 582	Art Therapy Internship (To be taken fall and spring semester in year 3 for a total of 6 semester hours.)	6
AT 583	Art Therapy Internship Studio (To be taken fall and spring in year 3 for a total of 3 semester hours.)	3
AT 594	Art Therapy Capstone	1

Elective Courses

The remaining 3 semester hours will be earned by taking elective courses approved by the program. Students pursuing their Master of Science in Art Therapy degree will only take 1 semester hour of elective credit.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500) in their first year in the program.

Master of Science in Art Therapy

The Master of Science in Art Therapy degree is for students who have demonstrated interest and potential to do research and who are planning to pursue a doctoral degree or publish in the field. Students pursuing a Master of Science degree fulfill all the requirements for the Master

of Arts in Art Therapy, with the additional requirement of completing a thesis project. Students wishing to pursue a Master of Science degree are initially admitted to the Master of Arts in Art Therapy Program and may apply to the Master of Science program after successfully forming a thesis committee and receiving approval of a thesis proposal at a proposal meeting.

Requirements for Application

- Current enrollment in the Master of Arts in Art Therapy Program.
- A demonstrated capacity for initiative and independent research.
- Formation of a thesis committee.
- Approval of a thesis proposal at a proposal meeting.

Degree Requirements

A minimum of 60 semester hours distributed as follows:

- All degree requirements for a Master of Arts in Art Therapy (Note: MA students will take 3 elective credits. MS students will take 1 elective credit.)
- Requirements for application to the MS program listed above
- 1 elective credit
- The following courses:

CTSP 537	Qualitative Research Methods	2-3
or CTSP 531	Statistics for Professional Practice	
CTSP 594	Proposal Writing	1
CTSP 595	Master's Thesis Research (Students take 2 semester hours if taking CPSY 531 and 3 semester hours if taking CPSY 537)	2-3

Master of Arts

AT 501 Theories of Counseling and Psychotherapy

Content: This course presents the history, theories, principles and techniques of counseling theories and their applications in professional settings.

Prerequisites: none

Corequisites: none

Restrictions: Admission into Art Therapy Program

Credits: 3 semester hours.

AT 510 Introduction to Art Therapy

Content: Introductory overview of the field of art therapy including history, development, major theories, and applications of art therapy with various client populations.

Prerequisites: None

Corequisites: None

Restrictions: Admission into Art Therapy Program

Credits: 3 semester hours.

AT 511 The Helping Relationship: Art Therapy Technique

Content: Basic theoretical assumptions of art therapy therapeutic relationships, review and practice of helping skills with an overview of social and cultural contexts, types of practice, supervision, ethical principles, and professional orientation.

Prerequisites: None.

Corequisites: None.

Restrictions: Admission to Art Therapy program or permission from CTSP department.

Credits: 3 semester hours.

AT 513 Psychopathology

Content: Psychopathology offers an introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—will be explored, as well as alternatives to them.

Prerequisites: AT-501, AT-510

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 515 Group Dynamics, Processes and Art Therapy

Content: Methods of facilitating group art therapy with varied populations are presented in relation to current theories of group therapy. Skills in clinical observation and group leadership are developed.

Prerequisites: AT-511, AT-513, AT-523

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 522 Diagnostic Appraisal and Testing

Content: Educational and psychometric theories and approaches to appraisal and diagnosis, data and information-gathering methods, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. The ability to select, administer and interpret tests and inventories is developed.

Prerequisites: AT-513, AT-530.

Corequisites: None.

Restrictions: None.

Credits: 3 semester hours.

AT 523 Child and Adolescent Art Therapy

Content: Art therapy with children and adolescents within family and sociocultural contexts. This course focuses on using a strength-based approach to building resilience within a developmental framework.

Prerequisites: None

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 524 Cross-Cultural Counseling

Content: This course is intended to assist students in understanding the personal, situational, structural, and cultural influences that impede and enhance effective and justice-oriented art therapy practice.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy program

Credits: 1 semester hour.

AT 526 Clinical Practice Skills in Art Therapy

Content: Overview of basic counseling concepts and skills, including skill development through roleplaying and simulated counseling experiences in art therapy practice.

Prerequisites: AT-511

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

AT 530 Clinical Assessment By Graphic Means

Content: Examination and analysis of the expressive and content components of graphic imagery in relation to clients' domains of functioning and how it contributes to a deeper understanding of the clients' clinical needs when formulating a clinical assessment and treatment plan.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

AT 535 Research Methods and Evaluation

Content: This course includes types of research; basic statistics; research-report development; research implementation; program evaluation; needs assessment; publication of research information; and ethical and legal considerations.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

AT 537 Art Therapy Research

Content: This course examines emergent methods in art therapy research. Students will explore models of research that involve an interdisciplinary approach: mixed methods, arts-based, and Expressive Therapies Continuum research. Students will be presented with examples of excellence within these paradigms and examine their value within the field.

Prerequisites: AT-535.

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

AT 539 Art Therapy Professional Ethics

Content: Professional Orientation and Ethics provides a survey of current issues related to ethical practice and legal responsibilities within the disciplines of art therapy and related fields. Professional organizations and associations; preparation standards and credentialing, history and trends, ethical and legal standards and supervision are addressed.

Prerequisites: AT-501, AT-510

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 542 Adult Development & Family Therapy

Content: This course provides a contextual framework for art therapy treatment with adults and families through both traditional psychology and liberation psychology perspectives. Approaches and treatment methods are introduced in relation to the developmental stages of adult life, cultural contexts, systems and settings.

Prerequisites: AT-523, AT-510

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 545 Equity-Based Community Interventions in Art Therapy

Content: Equity-Based Community Interventions in Art Therapy includes exploring self-of-the-therapist, developing community program planning, engaging in equity-based practices, practicing methods of documentation that meet field standards, and building competency in the ethical practice of risk management.

Prerequisites: AT-570

Corequisites: none

Restrictions: none

Credits: 2 semester hours.

AT 550 Diversity and Social Equity

Content: This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 2 semester hours.

AT 560 Career Counseling

Content: 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 cultures, and the practical application of theory and information in a professional counseling context.

Prerequisites: None.

Credits: 2 semester hours.

AT 563 Treatment Issues in Art Therapy Special Topics

Content: Applications of art therapy to treatment of individuals and 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.

Prerequisites: None

Corequisites: None

Restrictions: Enrollment in the Art Therapy program.

Credits: 1 semester hour.

AT 570 Art Therapy Candidacy Portfolio

Content: Comprehensive evaluation of the student's level of clinical understanding of theory and art therapy practice in preparation for internship placement. This is a required course for all art therapy students moving into their third year of the program.

Prerequisites: AT-530

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

AT 580 Art Therapy Practicum

Content: Students participate in art therapy faculty facilitated supervision to complement their practicum work in the community. The focus of the class is on providing ethical and competent client care. Skills that receive particular attention include the use of response art to aid in developing a therapeutic relationship, counselor empathy, compassion, and art therapist identity.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy program.

Credits: 1 semester hour.

AT 582 Art Therapy Internship

Content: Supervised practice bridging theoretical and clinical skills. Students engage in art therapy and related professional activities in community settings. Students prepare art therapy assessments, submit clinical samples for supervisory review, and present case findings.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

AT 583 Art Therapy Internship Studio

Content: Art Therapy Internship Studio encourages intensive involvement in personal artistic expression, creative exploration, and reflection on these processes through self-inquiry in the role of an emerging practitioner. Particular attention is paid to developing understandings of artistic process as a form of inquiry and the integral roles of ongoing artistic activity in the professional identity as an art therapist.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 1-2 semester hours.

AT 594 Art Therapy Capstone

Content: The Capstone is a culminating course that provides a platform for clinical reflection and practical matters for new art therapists entering the professional field.

Prerequisites: AT-570

Corequisites: AT-582

Restrictions: None

Credits: 1 semester hour.

Master of Science**CTSP 531 Statistics for Professional Practice**

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only. Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 537 Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

Restrictions: Consent of instructor, program director, or advisor

Credits: 2 semester hours.

CTSP 594 Proposal Writing

Content: Direct instruction and support for the process of preparing a thesis and/or other research or grant proposals. Includes both a colloquium and individual consultations with a thesis chair (or, if not writing a thesis, another faculty member). The colloquium will focus on the refinement of research questions, the specifics of research design, and the Human Subjects in Research application process. Consultations with thesis committee chair or other faculty member will focus on the development of a manuscript that clearly details the purpose of the research, summarizes relevant literature, and identifies the proposed design and methodology for the research project.

Prerequisites: Research Methods Course from program

Restrictions: Permission of program director or thesis coordinator

Credits: 1 semester hour.

CTSP 595 Master's Thesis Research

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Two semester hours, which can be taken in 1-semester hour increments, are required for degree. Grades are deferred until the candidate has successfully defended his/her/their thesis.

Prerequisites: CTSP-594

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

Marriage, Couple, and Family Therapy

Family therapy is a distinct profession with its own history, theories, models, professional organizations, and journals. Family therapists are generalists in that we typically treat a wide variety of psychological, emotional, and relational problems. We work with individuals, couples, families, and community groups. The hallmark of family therapy is our systemic and social constructionist approaches, as well as our preferred inclusion of multiple people in the therapeutic process. Family therapists share the premise that human behavior occurs within family, social, and cultural contexts. We understand thoughts, feelings, and behaviors/interactions as interrelated across individual, family, community, societal, and global systems. This includes acknowledging individual psychological, physiological, and genetic factors as well as family and other relational patterns of interaction. Importance is placed on understanding how race, gender, social class, sexual orientation, abilities, language, country of origin, religion, and other social identities/locations interconnect to maintain systems of power and privilege. Family therapists are concerned with how these contextual factors influence well-being and are committed to challenging social structures that maintain individual and family problems.

Program Mission

To prepare competent marriage, couple, and family therapists who engage in systemic relational therapy in ways that demonstrate excellent therapeutic skills and ethical and socially responsible practice.

Goal 1. Knowledge. Apply a critical contextual guiding framework that addresses power dynamics and embodied connections across biopsychosocial levels and larger societal contexts.

Goal 2. Diversity and Inclusion. Advance social justice and cultural democracy in the practice of marriage, couple, and family therapy.

Goal 3. Research. Apply research with critical awareness of the links between the processes of inquiry, constructions of knowledge, and cultural equity.

Goal 4. Practice & Ethics. Demonstrate competence in systems/relational practice according to MFT field standards and ethics.

Accreditation and Licensure

The Marriage, Couple, and Family Therapy program at Lewis & Clark is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). It meets the academic requirements for state licensure in Oregon and most other states. Graduates of this program will have met the academic requirements needed to become licensed marriage and family therapists (LMFT) and clinical fellows of the American Association for Marriage and Family Therapy (AAMFT).

Most other states grant eligibility for licensing to graduates of our Marriage, Couple and Family Therapy program. However, some states may have additional educational requirements that must be met prior to licensure.

Master of Arts in Marriage, Couple, and Family Therapy

The Master of Arts in Marriage, Couple, and Family Therapy (MCFT) Program is designed to lead graduates to eventual licensure and employment as marriage and family therapists in a variety of clinical and agency settings. The MCFT curriculum provides the knowledge and skills necessary for practitioners to provide high-quality, effective therapy using active, positive approaches that help individuals, couples, and families build on their strengths, improve their relationships, and generate solutions to mental health and relational problems. The program is unique in its emphasis on taking a social justice perspective in the practice of family therapy.

The MCFT program uses a cohort model which encourages students to build relationships and help each other develop over time. Throughout the program, students complete readings and assignments to prepare for active participation and application exercises in the classroom. Practice skills are integrated throughout courses and students complete an extensive supervised clinical internship during the last 15 months of their program in order to develop core practice competencies. MCFT students practice individual, couple, and family therapy under the supervision of full time faculty and experienced, qualified supervisors at the Lewis & Clark Community Counseling Center while also practicing in a community agency during their 15-month internship.

Students can choose one of three special concentrations to add to their studies beyond the standard 60 hour program. Selections include: Addictions Treatment, Ecopsychology, and Sex Therapy. Addictions treatment is in great demand across the country. The opportunity to be trained in this area strengthens the practice focus of our students and increases their marketability. The ecopsychology track focuses on expanding systemic thinking beyond human interactions to include affirmation, interaction, and healing within larger ecological systems. The sex therapy track offers students required educational components for eventual certification as sexuality therapists or educators. MCFT students may also take the Eating Disorders Certificate if they wish to add this specialization to their training.

Degree Requirements

A minimum of 60 semester hours, including:

Degree Courses

MCFT 502	Introduction to Marriage, Couple, and Family Therapy	1
MCFT 504	Family Therapy: Theory and Practice	3
MCFT 511	Equity in Family Therapy	3
MCFT 510	Ethical and Legal Issues in MCFT	2
MCFT 530	Research Methods and Systemic Practice	2
MCFT 506	Applied Child and Adolescent Development	2
MCFT 526	Practical Skills in Marriage, Couple, and Family Therapy	3
MCFT 522	Diagnosis of Mental and Emotional Disorders	2
MCFT 516	Family Development: Cross-Cultural Perspectives	2
MCFT 560	Couple Therapy	3
MCFT 543	Interpersonal Violence in Marriage, Counseling and Family Therapy	1
CTSP 514	Group Counseling With Children and Adolescents	3
or CTSP 515	Group Counseling With Adults	
MCFT 541	Systemic Assessment and Treatment Planning	2
MCFT 553	Sex Abuse Issues in Marriage, Couple, and Family Therapy	1
MCFT 523	Psychopharmacology and Medical Issues in Family Therapy	1
MCFT 562	Advanced Ecosystemic Relational Therapy	3
MCFT 569	Sex Therapy	2
MCFT 563	Treatment Issues in Family Therapy	3
MCFT 582	Internship in Marriage, Couple, and Family Therapy	13
MCFT 531	MCFT Research Seminar	1
MCFT 564	Treating Addictions in MCFT	2
MCFT 591	Professional Development Seminar	1

Elective Courses

The remaining 4 semester hours will be earned by taking elective courses. See options for adding concentrations to your program below.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Additional Courses for Addictions Treatment Track (6 semester hours)

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

Additional Courses for the Sex Therapy Track (4 semester hours)

CTSP 565	Human Sexuality and Counseling	2
MCFT 570	Advanced Sex Therapy	2

Additional Courses for the Ecopsychology Track (8 semester hours)

CPSY 501	Introduction to Ecopsychology	1
CPSY 554	Theoretical & Empirical Basis of Ecopsychology	1
CPSY 596	Wilderness and Adventure Therapy Immersion	2
CPSY 597	Ecotherapy and Applied Ecopsychology	1
CPSY 598	Topics in Applied Ecopsychology	3

Master of Science in Marriage, Couple, and Family Therapy

Students admitted to the Master of Arts in Marriage, Couple, and Family Therapy program may choose to seek an MS degree. This option, which involves completion of a thesis, is often of interest to students planning to pursue a doctoral degree. It is available only upon formal application to the MS program. Students wishing to pursue this degree should consult with their advisors and familiarize themselves with the research agendas of the MCFT faculty prior to beginning the application process.

Requirements for Application

Application to the MS requires prior admission to the Master of Arts in Marriage, Couple, and Family Therapy program and includes:

1. A formal statement of interest in completing an identified thesis topic by April 1 of first year of study. If accepted, a faculty member will be assigned to serve as thesis chair.
2. A faculty evaluation of performance in the following areas:
 - a. Transcript review
 - b. Working knowledge of APA Style
 - c. Previous research work
 - d. Assessment of writing level (grammatical consistency, vocabulary, sentence structure, quality of expression, punctuation) based on sample papers submitted to various courses in the MCFT program
 - e. Potential for working independently
 - f. Relevance of research topic to future professional and academic goals
 - g. Demonstrated time available to complete an intensive research project
 - h. Fit with faculty research interests
3. Completion of research courses and full literature review submitted to program director for faculty approval by January 10 of the second year of study. If approved student may proceed to developing a complete thesis proposal.
4. Successful defense of thesis proposal in the second spring. Upon approval of the proposal, students may complete the study.
5. Successful thesis defense in third spring. Upon successful defense of the thesis the student is formally transferred to the MS degree program.

Degree Requirements

A minimum of 62 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Marriage, Couple and Family Therapy and:

One of the following, with a grade of B or better:

CTSP 531	Statistics for Professional Practice	3
CTSP 537	Qualitative Research Methods	2

And

CTSP 594	Proposal Writing (Students who took CPSY 531 take 1 semester hour of Proposal Writing; students who took CPSY 537 take 2 semester hours of Proposal Writing)	1-2
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CTSP 595	Master's Thesis Research (Satisfactory completion of a thesis—a minimum of 3 semester hours and maximum of 9 semester hours is required)	3-9
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Practicum and Internship Information

During the final 15 months of the program, students are involved in direct clinical work with individuals, couples, families, and groups. Throughout four semesters of internship, students move toward increasingly independent practice. There are select agencies in Portland and its 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 internship placement of MCFT students. Concurrent with this placement, MCFT students also spend three semesters of internship at the Lewis & Clark Community Counseling Center under the supervision of program faculty.

While in their internships, MCFT students must complete at least 500 hours of direct client contact, 200 of which must be relational (with couples and families). Students participate in weekly individual and group supervision, which relies heavily on "raw data," including video and live observation of students' clinical work.

Throughout the program, students also complete a professional portfolio and submit it during the final semester of internship. More information is in the program handbook, available online.

Master of Arts Courses

MCFT 502 Introduction to Marriage, Couple, and Family Therapy

Content: Basic theoretical assumptions of the profession of marriage, couple and family therapy, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation.

Prerequisites: None.

Credits: 1 semester hour.

MCFT 504 Family Therapy: Theory and Practice

Content: Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy.

Prerequisites: None

Credits: 3 semester hours.

MCFT 511 Equity in Family Therapy

Content: Development of diversity awareness and knowledge necessary to practice family therapy from liberation and social justice based frameworks. This includes interrogating multiple embedded systems of power and privilege relative to interconnections of identity and social position. Focus is on helping students become capable family therapists in diverse global and multicultural contexts, including becoming aware of their own beliefs, biases, and prejudices relative to culture, race, ethnicity, gender, age, sexual orientation, socioeconomic status, physical or mental ability, religion or spirituality, health or legal status, or nation of origin, or other marginalized and underserved communities.

Prerequisites: None.

Credits: 3 semester hours.

MCFT 510 Ethical and Legal Issues in MCFT

Content: Survey of current issues relating to ethical practice and legal responsibilities in family therapy. Addresses issues such as confidentiality, informed consent, dual relationships, and therapist liability. Includes models for ethical decision making, working with the legal system, and relevant aspects of family law.

Prerequisites: None.

Credits: 2 semester hours.

MCFT 530 Research Methods and Systemic Practice

Content: This course addresses the essential concepts related to research design and methodology that systems/relational practitioners need to become critical evaluators of research and prepare for conducting research in their own practices, with an emphasis is on becoming an informed consumer of research and evidence-based practice. Students learn to apply research with critical awareness of the links between the process of inquiry, construction of knowledge, and cultural equity. Focus is on understanding each component of the research process, qualitative and quantitative designs, program evaluations, measurement issues and data analysis as well as the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

Prerequisites: none

Corequisites: none

Restrictions: MCFT students only

Credits: 2 semester hours.

MCFT 522 Diagnosis of Mental and Emotional Disorders

Content: Introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to sociocultural differences—and alternatives to them. How to use these systems effectively in the context of relational, biopsychosocialspiritual, systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders and their treatment.

Prerequisites: MCFT-502, MCFT-504, MCFT-511

Credits: 2 semester hours.

MCFT 526 Practical Skills in Marriage, Couple, and Family Therapy

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

Prerequisites: Take MCFT 504, MCFT 502, and MCFT 510.

Credits: 3 semester hours.

MCFT 516 Family Development: Cross-Cultural Perspectives

Content: Family interaction processes and development within cultural contexts. Topics include: family development, diverse family forms, patterns and dynamics of family interaction, and the impact of social context and culture on family life.

Prerequisites: None.

Credits: 2 semester hours.

MCFT 560 Couple Therapy

Content: Systems/relational therapies and practices relative to assessment, research, and treatment of couples, with an emphasis on promoting relational justice through addressing power/privilege and the links between neurobiology, emotion, societal context, and couple interaction. Students develop competencies to work with a wide range of couples across the life span and diverse sociocultural contexts, with attention to issues such as intimacy, conflict, co-parenting, spirituality, infidelity, divorce, loss, and illness. Couple therapy for the treatment of trauma and mental health disorders will also be addressed.

Prerequisites: MCFT 504.

Credits: 3 semester hours.

MCFT 564 Treating Addictions in MCFT

Content: Family Systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. This course will examine the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians; and will consider clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples and families.

Prerequisites: MCFT-504

Corequisites: none

Restrictions: MCFT students only

Credits: 2 semester hours.

MCFT 543 Interpersonal Violence in Marriage, Counseling and Family Therapy

Content: This course addresses the widespread nature of interpersonal violence across individual, partner, familial, and societal levels. It provides family therapists with introductory knowledge and skills for the assessment and treatment of interpersonal violence and trauma in marriage, couple, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: None.

Credits: 1 semester hour.

MCFT 553 Sex Abuse Issues in Marriage, Couple, and Family Therapy

Content: This course is designed to help family therapists competently address sexual abuse situations from a systemic and relational perspective. This course provides introductory knowledge and skills for the assessment and intervention of sexual abuse. This course will also address ethical and legal issues in working with sexual abuse issues in marriage, couple, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: None.

Credits: 1 semester hour.

CTSP 514 Group Counseling With Children and Adolescents

Content: 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.

Prerequisites: For Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

CTSP 515 Group Counseling With Adults

Content: Introduction to the major schools of thought regarding 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.

Prerequisites: For students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and MHC 506, MHC 513, and MHC 550.

For Marriage, Couple, and Family Therapy students, take MCFT 516. For students in the School Psychology program, take SPSY 502.

Credits: 3 semester hours.

MCFT 506 Applied Child and Adolescent Development

Content: This course offers an integrated application of developmental theory relevant to working with children and adolescents in family therapy. Emphasis is on developmentally and contextually appropriate intervention that addresses child and adolescent behavior, attachment, and other presenting issues such as child abuse, with attention to the impact of larger systems of power and privilege.

Prerequisites: None.

Credits: 2 semester hours.

MCFT 523 Psychopharmacology and Medical Issues in Family Therapy

Content: This course examines biological and medical issues in the practice of MCFT and includes an introduction to pharmacology. Emphasis is on understanding medical issues in family context and collaborating with other health professionals, as well as an examination of the sociopolitical context in which psychotropic drug regimens are developed, researched, and prescribed.

Prerequisites: MCFT-504 and MCFT-530

Credits: 1 semester hour.

MCFT 531 MCFT Research Seminar

Content: Application of research design methods and findings to systems/relational therapy. Focus on drawing conclusions from a body of literature related to clinical practice, identifying a specific research question, and developing a research proposal. Emphasis on the links between the context within which research is conducted and implications for socially responsible practice.

Prerequisites: MCFT-530

Corequisites: none

Restrictions: MCFT students only

Credits: 1 semester hour.

MCFT 541 Systemic Assessment and Treatment Planning

Content: Application of family systems theories, social equity, and evidence based practice to assessment, diagnosis, and treatment planning in marriage, couple and family therapy. Course examines the theoretical assumptions and values underlying approaches to the treatment of major mental health issues and other presenting issues such as child behavior problems, addiction, suicide, familial violence, and families managing acute and chronic medical conditions. Specific assessment techniques and tools are discussed, evaluated, practiced, and applied to clinical diagnoses and treatment planning, including risk assessment and crisis intervention.

Prerequisites: MCFT-504, MCFT-511, MCFT-543, MCFT-530 and MCFT-553

Credits: 2 semester hours.

MCFT 562 Advanced Ecosystemic Relational Therapy

Content: This advanced family therapy theories course integrates neuropsychobiological, ecological, spiritual aspects of human behavior with challenges that different societal contexts bring into family life. Addresses contemporary relational, experiential, and social constructionist approaches to marriage, couple, and family therapy and explores the intersections of clinical practice and social advocacy.

Prerequisites: MCFT 504.

Credits: 3 semester hours.

MCFT 569 Sex Therapy

Content: 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.

Prerequisites: MCFT 504

Restrictions: Instructor consent required.

Credits: 2 semester hours.

MCFT 563 Treatment Issues in Family Therapy

Content: Applications of systems/relational approaches to treatment of clinical issues. Course offerings address a variety of topics. Each course includes an emphasis on clinical case conceptualization, treatment planning, and intervention.

Prerequisites: None.

Credits: 1 semester hour.

MCFT 582 Internship in Marriage, Couple, and Family Therapy

Content: Applied training in family therapy during a 15 month internship, including supervised clinical practice with individuals, couples, and families using systemic, social constructionist, and critical family therapy models.

Prerequisites: None.

Restrictions: Consent of program clinical director.

Credits: 1-4 semester hours.

MCFT 591 Professional Development Seminar

Content: This seminar course provides a capstone experience in developing professional skills to prepare students for entry level career development and clinical practice in the field of family therapy. Students will self-reflect on their own social locations and consider how to build their career practices in ways that demonstrate attention to social justice and cultural democracy. This course will cover career related topics such as: AMFTRB practice exam preparation and successful achievement of a passing score, the OBLPCT licensing process, resume writing, cover letter writing, professional disclosure writing, exploring post-graduation MFT positions and career options, building a private practice, clinical membership, and engaging in professional MFT networks.

Prerequisites: MCFT-582

Corequisites: MCFT-582

Restrictions: MCFT students only

Credits: 1 semester hour.

Master of Science Courses**CTSP 531 Statistics for Professional Practice**

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only. Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 537 Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

Restrictions: Consent of instructor, program director, or advisor

Credits: 2 semester hours.

CTSP 594 Proposal Writing

Content: Direct instruction and support for the process of preparing a thesis and/or other research or grant proposals. Includes both a colloquium and individual consultations with a thesis chair (or, if not writing a thesis, another faculty member). The colloquium will focus on the refinement of research questions, the specifics of research design, and the Human Subjects in Research application process. Consultations with thesis committee chair or other faculty member will focus on the development of a manuscript that clearly details the purpose of the research, summarizes relevant literature, and identifies the proposed design and methodology for the research project.

Prerequisites: Research Methods Course from program

Restrictions: Permission of program director or thesis coordinator

Credits: 1 semester hour.

CTSP 595 Master's Thesis Research

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Two semester hours, which can be taken in 1-semester hour increments, are required for degree.

Grades are deferred until the candidate has successfully defended his/her/their thesis.

Prerequisites: CTSP-594

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

Additional Courses for Addictions Concentration**MHCA 545 Drugs, the Brain, and Behavior**

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHCA 546 Models of Addiction and Recovery

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHCA 547 Addictions Treatment: Procedures, Skills, and Case Management

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

Additional Courses for Sex Therapy Concentration**CTSP 565 Human Sexuality and Counseling**

Content: Sexualities are not simply something we possess; they are constructed, performed, restricted and controlled, all within the historical and cultural setting in which we live. This course will examine the intersections among sexuality, culture, gender, and the body. Our goal will be to explore a variety of sexualities emphasizing the multifaceted nature of power, privilege, and oppression inherent in human sexuality. There will be a specific focus on the role counseling/therapy plays in cultivating sexual discourses and the impact those discourses have on our lives. For example, students will learn to critically investigate how and why some sexual behaviors become pathologized and later normalized by mental health practitioners. Finally, an important part of this course includes the consideration of our own histories and vulnerabilities as they influence our capacity to support others' sexual health.

Prerequisites: MHCA-502 or MHC-503 or MCFT-502 or AT-510

Credits: 2 semester hours.

MCFT 570 Advanced Sex Therapy

Content: Advanced knowledge and practice of sex therapy from a systemic, relational perspective. The course includes a focus on the professional context and educational requirements for eventual certification as a sex therapist.

Prerequisites: MCFT 504, MCFT 526, MCFT 560, MCFT 569.

Restrictions: Admission to the Marriage, Couple, and Family Therapy program.

Credits: 2 semester hours.

Additional Courses for Ecopsychology Concentration

CPSY 501 Introduction to Ecopsychology

Content: Ecopsychology is the field of inquiry concerned with the human-nature relationship. As a species, we came of age embedded in the natural world, and that need for nature still resides in our bodies, minds, and spirit. A substantial body of scientific evidence demonstrates the physical and psychological benefits of interacting with nature. There is a growing interest in this area of psychology as we recognize the decreased presence of nature in our lives; the exponential growth of technology in daily living; and the awareness of global climate change and the role psychology has to play in addressing it. Ecopsychology recognizes that one of the central challenges of our time is to integrate our embeddedness within the natural world with our scientific culture and our technological selves. This course guides students toward self-reflection regarding their environmental identity and their "sense of place"; it explores the motivations for integrating ecological perspectives into academic and professional work; and it addresses the interrelationship between human and planetary health and wellbeing. Prerequisites: None.

Credits: 1 semester hour.

CPSY 554 Theoretical & Empirical Basis of Ecopsychology

Content: This course provides an introduction to ecopsychological theory and surveys research that supports the theoretical foundations of nature-based practices found in Ecotherapy and Wilderness Therapy. The course also surveys related concepts, findings and practices in psychology and the social sciences that provide a foundation for conservation and sustainability work, and for environmental education, advocacy, and activism.

Prerequisites: CPSY-501

Credits: 1 semester hour.

CPSY 596 Wilderness and Adventure Therapy Immersion

Content: This course provides an opportunity to explore ecopsychology concepts and practices in the context of a multi-day outdoor experience. Topics include backcountry safety, outdoor leadership, wilderness philosophy and conservation, benefits of immersion in natural settings and retreats from modern technologies, multicultural rites of passage, and techniques for mental health and substance abuse treatment. The course typically features an off-campus weeklong or multi-weekend residential format with activities such as tent camping, day or overnight hiking, mindfulness and team building exercises, rock climbing and river rafting. Equipment provided. Outdoor experience not required. There is course fee.

Prerequisites: CPSY 501.

Credits: 2 semester hours.

CPSY 597 Ecotherapy and Applied Ecopsychology

Content: This course in ecotherapy focuses on broadening and deepening the practice of psychotherapy by extending the psychotherapeutic context to include the natural world in which we live. We will further our survey of research that supports the theoretical foundations of ecotherapy found in environmental and conservation psychology, ecopsychology, evolutionary psychology, and biophilia. Specific practices and methods that incorporate nature into the therapeutic process will be explored and students will have the opportunity to practice these techniques. We will explore topics such as environmental identity, restorative effects of direct contact with nature, a "sense of place," the concepts of a Nature Language and Human Rewilding, and contemporary influences that affect the human-nature relationship. Ethical issues unique to the practice of ecotherapy will be discussed.

Prerequisites: CPSY-554, CPSY-501

Credits: 1 semester hour.

CPSY 598 Topics in Applied Ecopsychology

Content: This course provides an opportunity for students to do in-depth exploration of specialized topics or practices related to ecopsychology and to gain experience in various roles such as counselor, therapist, educator, activist, consultant, or researcher. Course focus and format varies given year and instructor. Topics have included children and nature, environmental advocacy, writing workshop, and horticultural therapy. Prerequisites: None.

Credits: 1 semester hour.

Professional Mental Health Counseling

Professional Mental Health Counseling at Lewis & Clark has a longstanding reputation in the community for educating professional counselors who are well-grounded in theory and skillful in providing sound clinical interventions. We train empathetic and compassionate practitioners who through their creative leadership and advocacy contribute to the advancement of the counseling profession.

Our core mission is to train counselors who can provide effective individual and group counseling and therapy in diverse community settings. Professional preparation includes knowledge, skills, and supervised clinical experiences, as well as developing an identity as a professional counselor who understands and addresses social justice as a key factor in improving the well-being of clients, individually and relationally.

Graduates of our programs understand that power, privilege, and oppression impact the well-being of individuals and the relationships in their lives, especially as related to race/ethnicity, culture, socioeconomic status, exile/migration status, religious and spiritual beliefs, language, education, gender identity and expression, sexual orientation, physical ability and age.

Professional Mental Health Counseling programs are for students wanting to become professional counselors and work in a wide variety of settings including community mental health clinics, hospitals, correctional facilities, educational settings, residential treatment centers, and private practice.

Accreditation and Licensure

Professional Mental Health Counseling programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards for Clinical Mental Health Counseling programs. Students who complete the Professional Mental

Health Counseling program are eligible to take the National Counselor Examination (NCE) and to apply for status as a Nationally Certified Counselor (NCC).

The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) extends approval to Lewis & Clark's Professional Mental Health Counseling programs. Graduates who have earned an MA or MS degree are eligible to pursue licensing as professional counselors (LPC) in Oregon. In addition, as a CACREP accredited program, our Professional Mental Health Counseling programs meet the requirements for licensure as a professional counselor in most other states. However, some states may have additional educational requirements that must be met prior to licensure.

Master of Arts in Professional Mental Health Counseling

This degree program is for students who wish to become counselors in community mental health agencies, programs serving children, adolescents and/or families, the criminal justice or juvenile justice system, other community and educational settings, as well as private practice. Students can choose an emphasis on adult counseling or child and adolescent counseling.

Degree Requirements

A minimum of 60 semester hours, distributed as follows:

Degree Courses

MHC 503	Introduction to Counseling and Social Justice	2
MHC 513	Theory and Philosophy of Counseling	3
MHC 535	Research Methods in Counseling	3
or MHC 538	Advanced Research Methods	
MHC 506	Life Span Development	2
MHC 550	Diversity and Social Justice	3
MHC 509	Practical Skills for Counselors	3
MHC 522	Diagnosis of Mental and Emotional Disorders	3
MHC 524	Counseling and Interventions with Adults	3
MHC 534	Child and Family Counseling	3
CTSP 514	Group Counseling With Children and Adolescents	3
or CTSP 515	Group Counseling With Adults	
MHC 523	Counseling and Interventions With Children and Adolescents	2
MHC 532	Ethical and Legal Issues in Professional Counseling	2
MHC 536	Introduction to Addiction Counseling and Psychopharmacology	2
MHC 541	Introduction to Assessment	2
MHC 549	Treatment Planning: Theory and Research to Practice	1
MHC 548	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
MHC 540	Career Counseling	2
MHC 580	Practicum in Counseling (two semesters, 3 hours each)	6
MHC 582	Mental Health Internship: Adult Emphasis (two semesters, 3 hours each)	6

or MHC 583 Mental Health Internship: Emphasis on Child and Family Problems

MHC 591 Professional Career Development

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Elective Courses

The remaining 6 semester hours will be earned by taking elective courses approved by the program. At least two elective credits must be taken in one of the program's focus areas:

- Counseling LGBTQ clients
- Feminist therapies
- Mind/body/spirit/creativity
- Community and professional advocacy
- Ecopsychology (only for students enrolled in the Ecopsychology Certificate)
- Eating Disorders (only for students enrolled in the Eating Disorders Certificate)

Electives meeting each focus requirement are determined on a yearly basis; a list is available from the program director(s).

Graduate Convocation Requirement

Students must attend Convocation (CORE 500) in their first year in the program.

Master of Science in Professional Mental Health Counseling

Students admitted to the Master of Arts in Professional Mental Health Counseling Program may choose to seek an MS degree. This option, which includes the completion of a research based thesis, is often of interest to students planning to pursue a doctoral degree in counselor education or psychology. Students become eligible to formally apply to the MS program upon completion of the requirements listed below.

Requirements for Application

- Current enrollment in the Master of Arts in Professional Mental Health Counseling Program.
- A demonstrated capacity for initiative and independent research.
- Completion of **one of** the following, with a grade of B or better:

MHC 538	Advanced Research Methods (for those with demonstrated skills and experience in research)	3
MHC 535	Research Methods in Counseling (for those with no research background)	3
	• Completion of one of the following, with a grade of B or better:	
CTSP 531	Statistics for Professional Practice (for those interested in conducting quantitative research)	3
CTSP 537	Qualitative Research Methods (for those interested in conducting qualitative research)	2

- Completion of CTSP 594 Proposal Writing
- 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

A minimum of 62 semester hours, distributed as follows:

Students must meet all degree requirements for a Master of Arts in Professional Mental Health Counseling, complete the requirements for application to the MS program listed above, and take the following course:

CTSP 595 Master's Thesis Research (satisfactory completion 2-9 of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required)

- * Students who take CTSP 537 Qualitative Research Methods must take either an additional credit of CTSP 594 Proposal Writing or an additional credit of CTSP 595 Master's Thesis Research.

Practicum and Internship Information

Students in Professional Mental Health Counseling and Professional Mental Health Counseling—Specialization in Addictions enroll in a practicum course for two terms (MHC 580, 6 semester hours total) as well as two terms of internship (MHC 582 or MHC 583, 6 credit hours total). Practicum courses will be held at the Lewis & Clark Community Counseling Center (http://graduate.lclark.edu/clinics/community_counseling/). Students may also obtain a secondary practicum site at another community agency with approval of the program director. Student work with community clients is supervised live and through individual/triadic supervision with a faculty member. Practicum courses generally require spending a minimum of six hours a week at the Community Counseling Center, as well as making case presentations, transcribing session recordings, and other study and/or supervision related to client care.

To provide students with the widest range of internship opportunities to meet their professional goals, over 100 agencies in Portland and its surrounding communities are 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 weekly group supervision on campus.

Prior to enrollment in a practicum or internship, students must complete a portfolio of their work in the program, including coursework, field work, and other professional activities. Students must also be approved for clinical work by the program director or designee. More information is available in the program handbook, available online.

Master of Arts Courses

MHC 503 Introduction to Counseling and Social Justice

Content: 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. Introduction to social justice principles and how they apply to professional counseling. Prerequisites: None.

Credits: 2 semester hours.

MHC 506 Life Span Development

Content: 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.

Prerequisites: None

Credits: 2 semester hours.

MHC 509 Practical Skills for Counselors

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

Prerequisites: Take MHC 513 and either MHCA 502 or MHC 503.

Credits: 3 semester hours.

MHC 513 Theory and Philosophy of Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 514 Group Counseling With Children and Adolescents

Content: 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.

Prerequisites: For Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

CTSP 515 Group Counseling With Adults

Content: Introduction to the major schools of thought regarding 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.

Prerequisites: For students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and MHC 506, MHC 513, and MHC 550.

For Marriage, Couple, and Family Therapy students, take MCFT 516. For students in the School Psychology program, take SPSY 502.

Credits: 3 semester hours.

MHC 522 Diagnosis of Mental and Emotional Disorders

Content: Introduction to the structure and uses of the DSM 5 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.

Prerequisites: MHCA 502 or MHC 503; MHC 506, MHC 513, and one of the following: MHC 535 or MHC 538.

Credits: 3 semester hours.

MHC 523 Counseling and Interventions With Children and Adolescents

Content: Mental, emotional, and behavioral disorders of childhood and adolescence. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.

Prerequisites: MHC-503 or MHCA-502

Credits: 2 semester hours.

MHC 524 Counseling and Interventions with Adults

Content: 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.

Prerequisites: Take either MHCA-502 or MHC-503. Take MHC-506, MHC-513, and MHC-550.

Credits: 3 semester hours.

MHC 532 Ethical and Legal Issues in Professional Counseling

Content: Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments, and treatment plans.

Prerequisites: Take either MHCA-502 or MHC-503.

Credits: 2 semester hours.

MHC 534 Child and Family Counseling

Content: An introduction to theoretical systems and practical approaches to working with children and families in various counseling settings. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through textbook reading, class discussions, reflective assignments, as well as various classroom activities to assist students in beginning work with children and families. Students will practice counseling skills related to working with children and families and will develop awareness and intentionality in conceptualization of child and family clients.

Prerequisites: Take MHC-506, MHC-513, MHC-550 and either MHCA-502 or MHC-503.

Restrictions: Admission to Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions.

Credits: 3 semester hours.

MHC 535 Research Methods in Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

MHC 536 Introduction to Addiction Counseling and Psychopharmacology

Content: General survey course providing a broad overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. The course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and dual diagnosis, basic pharmacology and neuroscience, and assessment and treatment issues specific to dual diagnosis and addiction counseling.

Prerequisites: Take MHC-503, MHC-506, MHC-509, MHC-513, MHC-522, MHC-550.

Credits: 2 semester hours.

MHC 540 Career Counseling

Content: 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.

Prerequisites: None.

Credits: 2-3 semester hours.

MHC 541 Introduction to Assessment

Content: 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.

Prerequisites: For Professional Mental Health Counseling students, MHC-503, MHC-506, MHC-509, MHC-513, MHC-534, one of the following: MHC-535, or MHC-538. For Professional Mental Health Counseling - Specialization in Addictions students, MHCA-502, MHC-506, MHC-513, MHC-550, and one of the following: MHC-535, or MHC-538.

Credits: 2 semester hours.

MHC 548 Trauma and Crisis Intervention in Counseling: Theoretical**Foundations, Response Models, and Interventions Across the Life Span**

Content: This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma. The main focus of study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions. The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises disasters and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring into awareness and ameliorate the effects of crisis and trauma exposure.

Prerequisites: MHC-503 or MHCA-502; MHC-506; MHC 509; MHC 532; CTSP-514 or CTSP-515; MHC-522; MHC-523; MHC-524; MHC-535 or MHC-538; and MHC-550.

Credits: 2 semester hours.

MHC 549 Treatment Planning: Theory and Research to Practice

Content: This course assists students in developing critical thinking, case conceptualization, and treatment planning skills. Students develop their abilities to gather data, conceptualize from their emerging theoretical perspectives, and plan treatment. Uses an ecological and social-justice framework to view the client in context, apply evidence-based practice with cultural sensitivity, and plan interventions across multiple systems (individual, family, and community).

Prerequisites: None.

Restrictions: Students must be concurrently registered in MHC-580

Credits: 1 semester hour.

MHC 550 Diversity and Social Justice

Content: Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills 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.

Prerequisites: MHCA-502 or MHC-503

Credits: 3 semester hours.

MHC 580 Practicum in Counseling

Content: Working with clients in the practicum clinic, agency or school setting (eight to 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. Two semesters, 3 credit hour each required.

Prerequisites: None.

Restrictions: Consent of the program director.

Credits: 1-3 semester hours.

MHC 582 Mental Health Internship: Adult Emphasis

Content: 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.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

MHC 583 Mental Health Internship: Emphasis on Child and Family Problems

Content: 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.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

MHC 591 Professional Career Development

Content: This course is designed to apply principles of career development to the professional development of counselors in a variety of roles and settings. Administration, supervision, consultation, and other career-related opportunities for professional mental health counselors will be explored.

Prerequisites: MHC 580.

Credits: 1 semester hour.

Master of Science Courses**MHC 538 Advanced Research Methods**

Content: Advanced Research Methods has been developed for those students who enter their PMHC/PMHC-A program with a strong research background and/or are considering completing a thesis. This class will build on student's base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. Research paradigms, qualitative, quantitative designs and program evaluation will be covered. We will also learn about new and innovative designs and/or methods. Students planning to complete a thesis will refine their thesis topics, develop a research question, and begin their thesis proposal, including a literature review. The structure of the class will include some lecture but primarily that of a research colloquium. Each meeting of the colloquium will cover a different broad topic with specifics determined by the class. Class will also provide the opportunity to present "problems" and/or issues that come up as students design their projects.

Prerequisites: None.

Restrictions: Consent of instructor or at least one research methods and one statistics class taken as part of an undergraduate degree program passed with a B+ or better. (If you have only taken one course, but have other research experience such as writing a thesis or working as a research assistant, you may still be eligible.)

Credits: 3 semester hours.

CTSP 531 Statistics for Professional Practice

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only. Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 537 Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

Restrictions: Consent of instructor, program director, or advisor

Credits: 2 semester hours.

CTSP 594 Proposal Writing

Content: Direct instruction and support for the process of preparing a thesis and/or other research or grant proposals. Includes both a colloquium and individual consultations with a thesis chair (or, if not writing a thesis, another faculty member). The colloquium will focus on the refinement of research questions, the specifics of research design, and the Human Subjects in Research application process. Consultations with thesis committee chair or other faculty member will focus on the development of a manuscript that clearly details the purpose of the research, summarizes relevant literature, and identifies the proposed design and methodology for the research project.

Prerequisites: Research Methods Course from program

Restrictions: Permission of program director or thesis coordinator

Credits: 1 semester hour.

CTSP 595 Master's Thesis Research

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Two semester hours, which can be taken in 1-semester hour increments, are required for degree.

Grades are deferred until the candidate has successfully defended his/her/their thesis.

Prerequisites: CTSP-594

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

Professional Mental Health Counseling—Specialization in Addictions

Professional Mental Health Counseling—Specialization in Addictions offers unique and innovative training for students interested in working with a diverse range of mental health as well as addiction-related problems. The demand for qualified counselors who are prepared with graduate-level knowledge and skills specific to the treatment of clients with co-occurring mental health and addiction problems is constantly increasing. Professional Mental Health Counseling—Specialization in Addictions offers students the best available instruction and training for both mental health and addiction counseling with a focus on co-occurring disorders.

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 Professional Mental Health Counseling. The program is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards for Clinical Mental Health Counseling programs. Graduates who have earned the MA or MS degrees are eligible to pursue licensing as professional counselors (LPC) in Oregon.

Other states, including Washington, grant eligibility for licensing to graduates of our programs. However, some states may have additional educational requirements that must be met prior to licensure.

Professional Mental Health Counseling - Specialization in Addictions meets the same criteria for the LPC license as the general Professional Mental Health Counseling program. Additionally, the Professional Mental Health Counseling—Specialization in Addictions curriculum fulfills all of the educational content hours required for the State of Oregon Certified Alcohol and Drug Counselor I (CADC I) and is approved by the Oregon Addiction Counselors Certification Board (ACCBO).

Master of Arts in Professional Mental Health Counseling—Specialization in Addictions

This degree program integrates preparation for general professional mental health counseling with an emphasis on addiction.

Degree Requirements

A minimum of 62 semester hours, distributed as follows:

Required Courses

MHCA 502	Introduction to Professional Mental Health and Addiction Counseling	2
MHC 513	Theory and Philosophy of Counseling	3
MHC 535	Research Methods in Counseling	3
or CPSY 538	Advanced Research Methods	
MHC 506	Life Span Development	2
MHC 509	Practical Skills for Counselors	3
MHC 550	Diversity and Social Justice	3
MHC 522	Diagnosis of Mental and Emotional Disorders	3
MHC 523	Counseling and Interventions With Children and Adolescents	2
MHC 524	Counseling and Interventions with Adults	3
MHC 534	Child and Family Counseling	3
CTSP 514	Group Counseling With Children and Adolescents	3
or CTSP 515	Group Counseling With Adults	
MHC 532	Ethical and Legal Issues in Professional Counseling	2
MHCA 545	Drugs, the Brain, and Behavior	3
MHC 541	Introduction to Assessment	2
MHCA 546	Models of Addiction and Recovery	3
MHCA 547	Addictions Treatment: Procedures, Skills, and Case Management	3
MHC 548	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
MHC 549	Treatment Planning: Theory and Research to Practice	1
MHC 580	Practicum in Counseling (2 semesters, 3 hours each)	6
MHC 540	Career Counseling	2
MHC 582	Mental Health Internship: Adult Emphasis (2 semesters, 3 hours each)	6
MHC 591	Professional Career Development	1

Elective Courses

The remaining 1 semester hour will be earned by taking an elective course.

Graduate Convocation Requirement

Students must attend the Convocation (CORE 500) during their first year in the program.

Master of Science in Professional Mental Health Counseling—Specialization in Addictions

Students admitted to the Master of Arts in Professional Mental Health Counseling—Specialization in Addictions may choose to seek an MS degree. This option, which includes the completion of a research based thesis, is often of interest to students planning to pursue a doctoral degree in counselor education or psychology. Students become eligible

to formally apply to the MS program upon completion of the requirements listed below.

Requirements for Application

- Current enrollment in the Master of Arts in Professional Mental Health Counseling—Specialization in Addictions Program.
- A demonstrated capacity for initiative and independent research.
- Completion of **one** of the following, with a grade of B or better:

MHC 538	Advanced Research Methods (for those with demonstrated skills and experience in research)	3
MHC 535	Research Methods in Counseling (for those with no research background)	3

- Completion of **one** of the following, with a grade of B or better:

CTSP 531	Statistics for Professional Practice (for those interested in conducting quantitative research)	3
CTSP 537	Qualitative Research Methods (for those interested in conducting qualitative research)	2

- Completion of CTSP 594 Proposal Writing
- Completion of a thesis proposal, including a timeline for completing the project, agreement by a faculty member to serve as the chair of the thesis committee, and designation of a three-person faculty committee
- Formal approval of a thesis proposal by a thesis committee

Degree Requirements

A minimum of 66 semester hours, distributed as follows:

Students must meet all degree requirements for the Master of Arts in Professional Mental Health Counseling—Specialization in Addictions degree, complete the application requirements listed above, and take the following course:

CTSP 595	Master's Thesis Research (satisfactory completion 2-9 of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required)
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- * Students who take CTSP 537 Qualitative Research Methods must take either an additional credit of CTSP 594 Proposal Writing or an additional credit of CTSP 595 Master's Thesis Research.

Practicum and Internship Information

Professional Mental Health Counseling—Specialization in Addictions students complete two terms of practicum and two terms of internship work. Supervised work with clients is completed at two sites, the Lewis & Clark Community Counseling Center (https://graduate.lclark.edu/clinics/community_counseling/) and an approved community mental health or addiction site. To provide students with the widest range of opportunities to meet their professional goals, over 100 agencies in Portland and its surrounding communities are approved for placement. Prospective interns contact and interview with agencies in conjunction with our annual internship fair. Onsite faculty supervision and videotaping assist students in developing their skills and providing appropriate services to clients.

Prior to enrollment in a practicum or internship, students must complete a portfolio of their work in the program, including coursework, field work, and other professional activities. More information is available in the program handbook, available online.

Master of Arts Courses

MHCA 502 Introduction to Professional Mental Health and Addiction Counseling

Content: Basic theoretical assumptions of the professional mental health and addiction counseling profession, with an overview of the historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Special attention and focus will be on issues related to diversity and social justice.

Prerequisites: None.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 2 semester hours.

MHC 506 Life Span Development

Content: 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.

Prerequisites: None

Credits: 2 semester hours.

MHC 509 Practical Skills for Counselors

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

Prerequisites: Take MHC 513 and either MHCA 502 or MHC 503.

Credits: 3 semester hours.

MHC 513 Theory and Philosophy of Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 514 Group Counseling With Children and Adolescents

Content: 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.

Prerequisites: For Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

CTSP 515 Group Counseling With Adults

Content: Introduction to the major schools of thought regarding 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.

Prerequisites: For students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and MHC 506, MHC 513, and MHC 550.

For Marriage, Couple, and Family Therapy students, take MCFT 516. For students in the School Psychology program, take SPSY 502.

Credits: 3 semester hours.

MHC 522 Diagnosis of Mental and Emotional Disorders

Content: Introduction to the structure and uses of the DSM 5 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.

Prerequisites: MHCA 502 or MHC 503; MHC 506, MHC 513, and one of the following: MHC 535 or MHC 538.

Credits: 3 semester hours.

MHC 523 Counseling and Interventions With Children and Adolescents

Content: Mental, emotional, and behavioral disorders of childhood and adolescence. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.

Prerequisites: MHC-503 or MHCA-502

Credits: 2 semester hours.

MHC 524 Counseling and Interventions with Adults

Content: 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.

Prerequisites: Take either MHCA-502 or MHC-503. Take MHC-506, MHC-513, and MHC-550.

Credits: 3 semester hours.

MHC 532 Ethical and Legal Issues in Professional Counseling

Content: Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments, and treatment plans.

Prerequisites: Take either MHCA-502 or MHC-503.

Credits: 2 semester hours.

MHC 534 Child and Family Counseling

Content: An introduction to theoretical systems and practical approaches to working with children and families in various counseling settings.

Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through textbook reading, class discussions, reflective assignments, as well as various classroom activities to assist students in beginning work with children and families. Students will practice counseling skills related to working with children and families and will develop awareness and intentionality in conceptualization of child and family clients.

Prerequisites: Take MHC-506, MHC-513, MHC-550 and either MHCA-502 or MHC-503.

Restrictions: Admission to Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions.

Credits: 3 semester hours.

MHC 535 Research Methods in Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

MHC 540 Career Counseling

Content: 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.

Prerequisites: None.

Credits: 2-3 semester hours.

MHC 541 Introduction to Assessment

Content: 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.

Prerequisites: For Professional Mental Health Counseling students, MHC-503, MHC-506, MHC-509, MHC-513, MHC-534, one of the following: MHC-535, or MHC-538. For Professional Mental Health Counseling - Specialization in Addictions students, MHCA-502, MHC-506, MHC-513, MHC-550, and one of the following: MHC-535, or MHC-538.

Credits: 2 semester hours.

MHCA 545 Drugs, the Brain, and Behavior

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHCA 546 Models of Addiction and Recovery

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHCA 547 Addictions Treatment: Procedures, Skills, and Case Management

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHC 548 Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span

Content: This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma. The main focus of study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions. The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises disasters and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring into awareness and ameliorate the effects of crisis and trauma exposure.

Prerequisites: MHC-503 or MHCA-502; MHC-506; MHC 509; MHC 532; CTSP-514 or CTSP-515; MHC-522; MHC-523; MHC-524; MHC-535 or MHC-538; and MHC-550.

Credits: 2 semester hours.

MHC 549 Treatment Planning: Theory and Research to Practice

Content: This course assists students in developing critical thinking, case conceptualization, and treatment planning skills. Students develop their abilities to gather data, conceptualize from their emerging theoretical perspectives, and plan treatment. Uses an ecological and social-justice framework to view the client in context, apply evidence-based practice with cultural sensitivity, and plan interventions across multiple systems (individual, family, and community).

Prerequisites: None.

Restrictions: Students must be concurrently registered in MHC-580

Credits: 1 semester hour.

MHC 580 Practicum in Counseling

Content: Working with clients in the practicum clinic, agency or school setting (eight to 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. Two semesters, 3 credit hour each required.

Prerequisites: None.

Restrictions: Consent of the program director.

Credits: 1-3 semester hours.

MHC 582 Mental Health Internship: Adult Emphasis

Content: 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.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

MHC 591 Professional Career Development

Content: This course is designed to apply principles of career development to the professional development of counselors in a variety of roles and settings. Administration, supervision, consultation, and other career-related opportunities for professional mental health counselors will be explored.

Prerequisites: MHC 580.

Credits: 1 semester hour.

MHC 550 Diversity and Social Justice

Content: Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills 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.

Prerequisites: MHCA-502 or MHC-503

Credits: 3 semester hours.

Master of Science Courses

MHC 538 Advanced Research Methods

Content: Advanced Research Methods has been developed for those students who enter their PMHC/PMHC-A program with a strong research background and/or are considering completing a thesis. This class will build on student's base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. Research paradigms, qualitative, quantitative designs and program evaluation will be covered. We will also learn about new and innovative designs and/or methods. Students planning to complete a thesis will refine their thesis topics, develop a research question, and begin their thesis proposal, including a literature review. The structure of the class will include some lecture but primarily that of a research colloquium. Each meeting of the colloquium will cover a different broad topic with specifics determined by the class. Class will also provide the opportunity to present "problems" and/or issues that come up as students design their projects.

Prerequisites: None.

Restrictions: Consent of instructor or at least one research methods and one statistics class taken as part of an undergraduate degree program passed with a B+ or better. (If you have only taken one course, but have other research experience such as writing a thesis or working as a research assistant, you may still be eligible.)

Credits: 3 semester hours.

CTSP 531 Statistics for Professional Practice

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only. Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 537 Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

Restrictions: Consent of instructor, program director, or advisor

Credits: 2 semester hours.

CTSP 594 Proposal Writing

Content: Direct instruction and support for the process of preparing a thesis and/or other research or grant proposals. Includes both a colloquium and individual consultations with a thesis chair (or, if not writing a thesis, another faculty member). The colloquium will focus on the refinement of research questions, the specifics of research design, and the Human Subjects in Research application process. Consultations with thesis committee chair or other faculty member will focus on the development of a manuscript that clearly details the purpose of the research, summarizes relevant literature, and identifies the proposed design and methodology for the research project.

Prerequisites: Research Methods Course from program

Restrictions: Permission of program director or thesis coordinator

Credits: 1 semester hour.

CTSP 595 Master's Thesis Research

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Two semester hours, which can be taken in 1-semester hour increments, are required for degree.

Grades are deferred until the candidate has successfully defended his/her/their thesis.

Prerequisites: CTSP-594

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

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. School psychologists possess not only an in-depth understanding of children, families, and schools, but also a highly-developed set of relational and communication skills. In this way, school psychologists are able to see and understand children in rich and comprehensive ways (through observation, consultation, data collection, and assessment) and share those understandings in helpful ways with parents, teachers, and other school personnel. The primary goal of school psychologists is to help children flourish in schools, at home, and in life.

In our nationally-approved school psychology program, we emphasize the development of this deep understanding of children, families, and schools as well as the development of these effective relational and communication skills. Through coursework and practica in counseling, consultation, assessment, and intervention, our students learn to work effectively with children, teachers, families, and special education teams, as well as whole school communities to help create learning environments that foster the healthy development of all children.

Accreditation and Licensure

The Lewis & Clark School Psychology Program is approved by the National Association of School Psychologists (NASP). Because of our NASP approval, graduates are able to apply for the National Certificate of School Psychology (NCSP) which enables graduates to apply for licensure in many states. Our program is also approved by the Council for the Accreditation of Educator Preparation (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC).

Graduates who complete the Educational Specialist degree (EdS) and licensure program will be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission for a Preliminary School Psychologist License. (A licensure-only program is also available.)

Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If

more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Graduates of the School Psychology program are eligible to apply to NASP for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses.

Educational Specialist in School Psychology

The Educational Specialist degree program is designed for students seeking initial licensure as school psychologists. The EdS degree demands a level of preparation significantly greater than that called for by a master's degree. The EdS is widely regarded as the intermediary degree between a master's and a doctoral degree. Completion of our program requires a minimum of three years (including coursework in fall, spring, and summer semesters), with a second-year practicum, and a third-year, full-time internship in a public school setting.

Degree Requirements

A minimum of 64 semester hours, distributed as follows, and all required tests:

Required Courses

SPSY 502	Introduction to School Psychology	3
SPSY 506	Development and Learning	3
SPSY 545	Assessment I	3
SPSY 544	Assessment 1 Lab	1
SPSY 510	Ethical and Legal Issues for School Psychology Practicum	2
SPSY 576	School Psychology Colloquium (To be taken in fall and spring of years one and two for .5 credits each.)	2
CORE 500	Convocation	0
SPSY 531	Academic Skill Development and Intervention	3
CTSP 514	Group Counseling With Children and Adolescents	3
CTSP 531	Statistics for Professional Practice	3
SPSY 546	Assessment II	3
SPSY 530	Behavior Change in Schools	3
SPSY 517	The Exceptional Child in Schools	2
SPSY 538	Working with Culturally and Linguistically Diverse Students	2
SPSY 580	Practicum in School Psychology (To be taken fall, spring, and summer in year 2.)	7
SPSY 573	School-Based Consultation	3
SPSY 523	Counseling and Interventions in Schools	3
SPSY 574	Advanced School-Based Consultation	3
SPSY 547	Assessment III	3
SPSY 532	School Safety and Crisis Preparedness	1
SPSY 571	Prevention and Program Evaluation	3
SPSY 534	Suicide Prevention and Intervention	1
SPSY 582	Internship in School Psychology (To be taken in fall and spring in year three. The spring course will continue through the end of the K-12 school-year.)	7

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Licensure and Certification

Graduates who complete the degree and licensure program will be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission for a Preliminary School Psychologist License. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Graduates also have the option of applying to the National Association of School Psychologists for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses.

Preliminary School Psychologist License-Only

Note: No applications for the licensure-only program will be accepted in 2021.

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 Preliminary School Psychologist License-Only program. Students in the licensure program who are not seeking a 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

Coursework to be determined between student and advisor based on professional need, including SPSY 582 Internship in School Psychology, and all required tests.

Licensure and Certification

Students who complete the licensure program will be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission for a Preliminary School Psychologist License. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Depending on their previous graduate degrees, students may also have the option of applying to the National Association of School Psychologists for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses.

Practicum and Internship Information

First Year

Each school psychology student will complete a pre-practicum experience in a public school setting during their first year in the program. Students will be placed in a local school district for at least 3 hours a week, assisting with classroom instruction in the areas of math and reading, helping with classroom management, and fulfilling assignments from SPSY 502 and other courses.

Second Year

Each school psychology student will complete a practicum in a public school setting during their second year in the program. The practicum, which runs from September to June, generally requires eight to 10 on-

site hours per week (450 hours total) as well as additional coursework. Students will be provided assistance in locating a practicum site and a list of schools at which previous students have completed practica. Students may also find their own sites, subject to approval.

Third Year

During their third year in the program, school psychology students complete a full-time internship that runs the entire school year (August-June). It is designed as an opportunity to develop autonomous skills in direct services such as assessment, counseling, and consultation. The internship requires 1,200 hours of supervised service in a public school setting at the elementary and secondary levels. Some school districts provide a 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 program and supervisors are approved by program faculty.

School Psychology Courses

SPSY 502 Introduction to School Psychology

Content: 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. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change.

Prerequisites: None.

Restrictions: Admission to School Psychology Program.

Credits: 3 semester hours.

SPSY 506 Development and Learning

Content: This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: candidates gaining knowledge to both differentiate and integrate multiple theoretical views on development; candidates gaining a better conceptual understanding of commonalities and differences in development; and, candidates gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 545 Assessment I

Content: This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program or consent of instructor.

Credits: 3 semester hours.

SPSY 544 Assessment 1 Lab

Content: This course is a 1-credit lab course designed to be taken in conjunction with SPSY 545. SPSY 545 is the first of a three-part assessment sequence. SPSY 545 focuses on cognitive and academic measures. This course is designed to prepare students to (a) understand and learn the process of assessment. The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Prerequisites: None.

Corequisites: SPSY 545

Credits: 1 semester hour.

SPSY 510 Ethical and Legal Issues for School Psychology Practicum

Content: 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.

Prerequisites: None.

Restrictions: Consent of advisor.

Credits: 2 semester hours.

SPSY 576 School Psychology Colloquium

Content: A Colloquium is an academic seminar on a broad field of study, usually led by a different lecturer at each meeting. This Colloquium will be focused on the broad field of School Psychology, and all candidates across all three cohorts of the school psychology program are required to attend in order to address, together, relevant topics of the profession that concern us all. The Colloquium meets four times per academic year, with a different topic as the focus for each meeting. These four topics include: 1) Issues in Practicum and Internship Supervision; 2) Variations of the Practice of School Psychology; 3) Alumni Relations and Mentorship; and 4) Cross-Professional Collaboration. The School Psychology Colloquium challenges school psychology candidates to address issues of concern across all three cohorts while simultaneously providing mentorship across these cohorts through conversation, guidance, and shared information. Course goals for participants include: a. Engaging with the data, research and theory regarding topics of shared concern in the field of school psychology b. Gaining an understanding of the practices of mentorship, supervision and on-going professional development in the field of school psychology c. Gaining an understanding of the variation and different forms of practice within the field of school psychology at the local, national and international level. d. Engaging with related professionals in the field of education regarding topics of shared concern in an effort to better differentiate and integrate as working professionals.

Prerequisites: None.

Credits: 0.5 semester hours.

SPSY 531 Academic Skill Development and Intervention

Content: Overview of theory and procedures to prevent and remediate academic skills deficits of school-age children. Topics include intervention in reading, writing, math, and general academic interventions, and direct assessment for academic skills via curriculum-based measurement.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 514 Group Counseling With Children and Adolescents

Content: 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.

Prerequisites: For Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

CTSP 531 Statistics for Professional Practice

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only. Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 546 Assessment II

Content: This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

SPSY 530 Behavior Change in Schools

Content: Study of practices to help students develop more productive behaviors. Emphasis on behavior change procedures, procedures for completing a functional behavior assessment (FBA) and a behavior intervention plan (BIP), and research-based interventions for behavior change in schools.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 517 The Exceptional Child in Schools

Content: 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, intellectual disabilities, 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.

Prerequisites: None.

Credits: 2 semester hours.

SPSY 538 Working with Culturally and Linguistically Diverse Students

Content: Understanding the relevance of cultural and linguistic diversity within school settings and communities is essential as school psychologists and practitioners. Beyond the creation of a knowledge base, school psychologists must examine ways in which factors of culture and language are considered when examining student abilities and how the relevance of school factors can impact overall perspectives.

Prerequisites: None.

Credits: 2 semester hours.

SPSY 580 Practicum in School Psychology

Content: Didactic class instruction, practicum placement, and clinical training 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 skills involved in collecting data for consultation and assessment at the practicum site. Foci will include the development and application of diversity awareness and knowledge including systems of power and privilege; awareness of one's own beliefs, biases, and prejudices; and methods/skills for working with those who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. In weekly seminars, students review research, theory, and practice. Students also present audio and/or video recordings of their counseling for supervisory review.

Prerequisites: SPSY 510.

Restrictions: Consent of advisor.

Credits: 1-3 semester hours.

SPSY 573 School-Based Consultation

Content: 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.

Prerequisites: None

Credits: 3 semester hours.

SPSY 523 Counseling and Interventions in Schools

Content: This course will address the social-emotional and behavioral needs of students in schools, and strategies to support student well-being. Content will include identification, diagnosis, treatment planning, intervention, and progress monitoring; developmental, social, and cultural influences on diagnoses and interventions; and an ecological and social-justice-oriented approach to case conceptualization and intervention.

Prerequisites: None

Credits: 3 semester hours.

SPSY 574 Advanced School-Based Consultation

Content: The course is intended to provide an application of consultation and intervention skills, learned in previous courses, to an education setting. Focus is on completion of both an academic and a behavioral school-based consultation case using a problem-solving consultation model.

Prerequisites: None.

Restrictions: Admission to the School Psychology program.

Credits: 3 semester hours.

SPSY 547 Assessment III

Content: This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program

Credits: 3 semester hours.

SPSY 532 School Safety and Crisis Preparedness

Content: School Safety and Crisis Preparedness is an intensive, interactive and practice-dominated course that utilizes the evidence-based PREPaRE (Prevent, Reaffirm, Evaluate, Provide and Respond, Examine) curriculum to help school psychologists improve and strengthen their school safety and crisis management plans, respond effectively to emergency situations, and identify appropriate evidence-based intervention strategies.

Prerequisites: None.

Credits: 1 semester hour.

SPSY 571 Prevention and Program Evaluation

Content: 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.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

SPSY 534 Suicide Prevention and Intervention

Content: Suicide Prevention and Intervention is an intensive, interactive and practice-dominated course that utilizes the Applied Suicide Intervention Skills Training (ASIST) curriculum to help mental health professionals recognize and identify risk of suicide, and learn how to intervene to prevent the immediate risk of suicide.

Prerequisites: None.

Credits: 1 semester hour.

SPSY 582 Internship in School Psychology

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor.

Credits: 1-4 semester hours.

Testing Requirements

The following test must be taken (no minimum score required) as part of the application for the Lewis & Clark school psychology program.

- Graduate Record Examination (GRE (<http://www.gre.org/>))¹

The following test must be passed prior to the first field placement in the Lewis & Clark for school psychology program:

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{2,3}

The following test must be passed in order to be eligible for a recommendation by Lewis & Clark for school psychology licensure:

- (<http://www.ets.org/praxis/or/requirements/>)Praxis School Psychology Subject Assessment Test (<https://www.ets.org/praxis/nasp/requirements/>)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

- ¹ Students who hold a master's degree or higher prior to admission may waive the GRE test requirement.
- ² Students who hold a current Oregon Basic, Standard, Initial, Continuing, Preliminary, Professional, or Teacher Leader license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.
- ³ As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.

Eating Disorders Certificate

According to statistics compiled by the National Institute for Mental Health, eating disorders have the highest mortality rate of any diagnosable mental illness in the United States. Eating disorders are one of the largest undiagnosed and untreated problems facing mental health and medical practitioners today, yet training specific to eating disorders is extremely rare. Approaches to working with eating disorders and disordered eating have also shifted over recent years, with less emphasis on the medical aspects and more emphasis on societal and contextual aspects that lead to issues with body shape, body size, and ways of trying to control the body. This latter approach integrates social justice principles and values with the incidence of eating disorders and behaviors.

Given lifetime prevalence rates of eating disorders and associated concurrent disorders, it is inevitable that professional mental health practitioners across a wide array of settings will be faced with clients presenting with these problems. There is a strong need for training approaches that look at both the problem behaviors as well as the societal biases and structures that contribute to issues with food and eating.

Eating Disorders Certificate

The Eating Disorders Certificate Program is an online 8-credit course of study that provides the comprehensive knowledge base required to work professionally with clients experiencing disordered eating. Participants join with practitioner faculty in small classes for discussion, study, and field experience. This program is appropriate for graduate students completing master's degrees in counseling or therapy, as well as mental health and addictions practitioners, nutritionists, or medical personnel working in the field.

Certificate Requirements

A minimum of eight semester hours, distributed as follows:

Required Courses

CPED 572	Introduction to Eating Disorders	1
CPED 573	Fat Studies & Health at Every Size	1
CPED 574	Body Politics	1
CPED 575	Treatment of Eating Disorders	1
CPED 576	Treatment of Negative Body Image	1
CPED 577	Nutrition	1
CPED 578	Family Therapy in the Treatment of Eating Disorders	1
CPED 580	Mind Body Connections in the Treatment of Eating Disorders	1

Courses

CPED 572 Introduction to Eating Disorders

Content: Etiology of eating disorders, including biological, cultural, and environmental factors. Assessment and diagnosis of eating disorders, appropriate levels of care and a thorough overview of medical complications.

Prerequisites: None.

Credits: 1 semester hour.

CPED 573 Fat Studies & Health at Every Size

Content: Explores the interdisciplinary field of scholarship in Fat Studies that aims to debunk weight-centric misconceptions and countering mainstream narratives. Examines fat bias, fat shame and weight-based oppression as a social justice issue that intersects with other systems of oppression. Introduction to the paradigm of Health At Every Size, a weight-neutral approach to health promotion that emphasizes size diversity, intuitive eating, and joyful movement. HAES is also an important paradigm in working with people who experience disordered eating.

Prerequisites: None.

Credits: 1 semester hour.

CPED 574 Body Politics

Content: Considers the relationship between body and power in global consumer cultures, the gendering and objectification of bodies, and the commodification of bodies in looksist societies. Raising awareness of body politics in the counseling process is reviewed to promote individual and relational wellbeing.

Prerequisites: None.

Credits: 1 semester hour.

CPED 575 Treatment of Eating Disorders

Content: Evidence-based approaches to treating eating disorders, including Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Radically Open Dialectical Behavior Therapy, Acceptance and Commitment Therapy, Interpersonal Psychotherapy and more.

Prerequisites: None.

Credits: 1 semester hour.

CPED 576 Treatment of Negative Body Image

Content: Research related to the impact of negative body image on all populations. Ways in which negative body image is developed and maintained. Special focus on people meeting criteria for eating disorders and body dysmorphia. Evidence-based treatment strategies to help clients make peace with their bodies.

Prerequisites: None.

Credits: 1 semester hour.

CPED 577 Nutrition

Content: Nutritional aspects in the treatment of eating disorders.

Nutritional rehabilitation for underweight clients. Nutritional therapy, intuitive and mindful eating.

Prerequisites: None.

Credits: 1 semester hour.

CPED 578 Family Therapy in the Treatment of Eating Disorders

Content: Disordered eating and eating disorders in children. Family therapy treatment strategies including the Maudsley method and other approaches. How to foster healthful eating in families.

Prerequisites: None.

Credits: 1 semester hour.

CPED 580 Mind Body Connections in the Treatment of Eating Disorders

Content: Mindfulness, yoga, and somatic approaches to improving body image, embodied experience, and introspective awareness and the ability to identify, feel, and regulate emotions - critical components of the treatment of eating disorders and negative body image

Prerequisites: None.

Credits: 1 semester hour.

Ecopsychology Certificate

Ecopsychology is a transdisciplinary field that explores psychological concepts and practices in the context of humans' relationships and interbeing with nature and the natural world. It draws on a number of paradigms including social science, health care, critical social theory, public health, and the humanities. In particular, ecopsychology highlights the personal and therapeutic aspects of people's environmental beliefs and experiences, including empowerment or despair about addressing environmental issues. This ambitious focus on the "personal and planetary" can be used to promote sustainability and conservation behaviors at multiple scales from the individual to societal. Students will find that the theories and robust empirical findings associated with ecopsychology have implications for practice in counseling, psychotherapy, and education.

The Ecopsychology Certificate provides an opportunity for graduate students and practitioners to enhance their training with an evidence-based, experiential, and socially progressive curriculum, which includes access to the educational resources available at the Graduate School of Education and Counseling at Lewis & Clark College, a top-rated US "Green School," and Portland, Oregon, a world center for ecological living and sustainability innovation.

The course of study includes an orientation to environmental identity and behavior, an exploration of the theoretical and empirical foundations of ecopsychology, and skills courses focusing on wilderness and adventure therapy and eco-counseling and therapy. Special topics courses are offered focusing on areas such as the human-animal bond and environmental justice.

Ecopsychology Certificate

The Ecopsychology Certificate is comprised of 8 credits of coursework. Courses are offered during spring, summer and fall semesters. Courses are typically held in weekend or summer week-long intensive formats.

There are three pathways to enrollment in the certificate:

1. Good standing in one of the programs at Lewis & Clark graduate school, for example: Professional Mental Health Counseling, Professional Mental Health Counseling—Specialization in

Addictions, School Psychology, Marriage, Couple, and Family Therapy, or Art Therapy.

2. Being an alumni of the graduate school or being a master's level graduate with comparable prerequisites from an accredited program (requires admission as a special student to the graduate school).
3. Good standing in a comparable MA-level counseling related degree program at another institution (requires admission as a special student to the graduate school).

Certification

By situating the Ecopsychology Certificate in the context of Lewis & Clark's accredited counseling psychology and education programs, students have the opportunity to add a certificate to their degree program.

Certificate Requirements

A minimum of 8 semester hours, distributed as follows:

CPSY 501	Introduction to Ecopsychology	1
CPSY 554	Theoretical & Empirical Basis of Ecopsychology	1
CPSY 596	Wilderness and Adventure Therapy Immersion	2
CPSY 597	Ecotherapy and Applied Ecopsychology	1
CPSY 598	Topics in Applied Ecopsychology (three semesters, 1 credit each)	3

Courses

CPSY 501 Introduction to Ecopsychology

Content: Ecopsychology is the field of inquiry concerned with the human-nature relationship. As a species, we came of age embedded in the natural world, and that need for nature still resides in our bodies, minds, and spirit. A substantial body of scientific evidence demonstrates the physical and psychological benefits of interacting with nature. There is a growing interest in this area of psychology as we recognize the decreased presence of nature in our lives; the exponential growth of technology in daily living; and the awareness of global climate change and the role psychology has to play in addressing it. Ecopsychology recognizes that one of the central challenges of our time is to integrate our embeddedness within the natural world with our scientific culture and our technological selves. This course guides students toward self-reflection regarding their environmental identity and their "sense of place"; it explores the motivations for integrating ecological perspectives into academic and professional work; and it addresses the interrelationship between human and planetary health and wellbeing.

Prerequisites: None.

Credits: 1 semester hour.

CPSY 554 Theoretical & Empirical Basis of Ecopsychology

Content: This course provides an introduction to ecopsychological theory and surveys research that supports the theoretical foundations of nature-based practices found in Ecotherapy and Wilderness Therapy. The course also surveys related concepts, findings and practices in psychology and the social sciences that provide a foundation for conservation and sustainability work, and for environmental education, advocacy, and activism.

Prerequisites: CPSY-501

Credits: 1 semester hour.

CPSY 596 Wilderness and Adventure Therapy Immersion

Content: This course provides an opportunity to explore ecopsychology concepts and practices in the context of a multi-day outdoor experience. Topics include backcountry safety, outdoor leadership, wilderness philosophy and conservation, benefits of immersion in natural settings and retreats from modern technologies, multicultural rites of passage, and techniques for mental health and substance abuse treatment. The course typically features an off-campus weeklong or multi-weekend residential format with activities such as tent camping, day or overnight hiking, mindfulness and team building exercises, rock climbing and river rafting. Equipment provided. Outdoor experience not required. There is course fee.

Prerequisites: CPSY 501.

Credits: 2 semester hours.

CPSY 597 Ecotherapy and Applied Ecopsychology

Content: This course in ecotherapy focuses on broadening and deepening the practice of psychotherapy by extending the psychotherapeutic context to include the natural world in which we live. We will further our survey of research that supports the theoretical foundations of ecotherapy found in environmental and conservation psychology, ecopsychology, evolutionary psychology, and biophilia. Specific practices and methods that incorporate nature into the therapeutic process will be explored and students will have the opportunity to practice these techniques. We will explore topics such as environmental identity, restorative effects of direct contact with nature, a "sense of place," the concepts of a Nature Language and Human Rewilding, and contemporary influences that affect the human-nature relationship. Ethical issues unique to the practice of ecotherapy will be discussed.

Prerequisites: CPSY-554, CPSY-501

Credits: 1 semester hour.

CPSY 598 Topics in Applied Ecopsychology

Content: This course provides an opportunity for students to do in-depth exploration of specialized topics or practices related to ecopsychology and to gain experience in various roles such as counselor, therapist, educator, activist, consultant, or researcher. Course focus and format varies given year and instructor. Topics have included children and nature, environmental advocacy, writing workshop, and horticultural therapy.

Prerequisites: None.

Credits: 1 semester hour.

Counseling, Therapy, and School 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 course schedule, WebAdvisor, available online (http://graduate.lclark.edu/academics/courses/course_schedule/).

Art Therapy (AT) Courses

AT 501 Theories of Counseling and Psychotherapy

Content: This course presents the history, theories, principles and techniques of counseling theories and their applications in professional settings.

Prerequisites: none

Corequisites: none

Restrictions: Admission into Art Therapy Program

Credits: 3 semester hours.

AT 510 Introduction to Art Therapy

Content: Introductory overview of the field of art therapy including history, development, major theories, and applications of art therapy with various client populations.

Prerequisites: None

Corequisites: None

Restrictions: Admission into Art Therapy Program

Credits: 3 semester hours.

AT 511 The Helping Relationship: Art Therapy Technique

Content: Basic theoretical assumptions of art therapy therapeutic relationships, review and practice of helping skills with an overview of social and cultural contexts, types of practice, supervision, ethical principles, and professional orientation.

Prerequisites: None.

Corequisites: None.

Restrictions: Admission to Art Therapy program or permission from CTSP department.

Credits: 3 semester hours.

AT 513 Psychopathology

Content: Psychopathology offers an introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—will be explored, as well as alternatives to them.

Prerequisites: AT-501, AT-510

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 515 Group Dynamics, Processes and Art Therapy

Content: Methods of facilitating group art therapy with varied populations are presented in relation to current theories of group therapy. Skills in clinical observation and group leadership are developed.

Prerequisites: AT-511, AT-513, AT-523

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 522 Diagnostic Appraisal and Testing

Content: Educational and psychometric theories and approaches to appraisal and diagnosis, data and information-gathering methods, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. The ability to select, administer and interpret tests and inventories is developed.

Prerequisites: AT-513, AT-530.

Corequisites: None.

Restrictions: None.

Credits: 3 semester hours.

AT 523 Child and Adolescent Art Therapy

Content: Art therapy with children and adolescents within family and sociocultural contexts. This course focuses on using a strength-based approach to building resilience within a developmental framework.

Prerequisites: None

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 524 Cross-Cultural Counseling

Content: This course is intended to assist students in understanding the personal, situational, structural, and cultural influences that impede and enhance effective and justice-oriented art therapy practice.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy program

Credits: 1 semester hour.

AT 526 Clinical Practice Skills in Art Therapy

Content: Overview of basic counseling concepts and skills, including skill development through roleplaying and simulated counseling experiences in art therapy practice.

Prerequisites: AT-511

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

AT 530 Clinical Assessment By Graphic Means

Content: Examination and analysis of the expressive and content components of graphic imagery in relation to clients' domains of functioning and how it contributes to a deeper understanding of the clients' clinical needs when formulating a clinical assessment and treatment plan.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

AT 535 Research Methods and Evaluation

Content: This course includes types of research; basic statistics; research-report development; research implementation: program evaluation; needs assessment; publication of research information; and ethical and legal considerations.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

AT 537 Art Therapy Research

Content: This course examines emergent methods in art therapy research. Students will explore models of research that involve an interdisciplinary approach: mixed methods, arts-based, and Expressive Therapies Continuum research. Students will be presented with examples of excellence within these paradigms and examine their value within the field.

Prerequisites: AT-535.

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

AT 539 Art Therapy Professional Ethics

Content: Professional Orientation and Ethics provides a survey of current issues related to ethical practice and legal responsibilities within the disciplines of art therapy and related fields. Professional organizations and associations; preparation standards and credentialing, history and trends, ethical and legal standards and supervision are addressed.

Prerequisites: AT-501, AT-510

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 542 Adult Development & Family Therapy

Content: This course provides a contextual framework for art therapy treatment with adults and families through both traditional psychology and liberation psychology perspectives. Approaches and treatment methods are introduced in relation to the developmental stages of adult life, cultural contexts, systems and settings.

Prerequisites: AT-523, AT-510

Corequisites: None

Restrictions: None

Credits: 3 semester hours.

AT 545 Equity-Based Community Interventions in Art Therapy

Content: Equity-Based Community Interventions in Art Therapy includes exploring self-of-the-therapist, developing community program planning, engaging in equity-based practices, practicing methods of documentation that meet field standards, and building competency in the ethical practice of risk management.

Prerequisites: AT-570

Corequisites: none

Restrictions: none

Credits: 2 semester hours.

AT 550 Diversity and Social Equity

Content: This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 2 semester hours.

AT 560 Career Counseling

Content: 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 cultures, and the practical application of theory and information in a professional counseling context.

Prerequisites: None.

Credits: 2 semester hours.

AT 563 Treatment Issues in Art Therapy Special Topics

Content: Applications of art therapy to treatment of individuals and 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.

Prerequisites: None

Corequisites: None

Restrictions: Enrollment in the Art Therapy program.

Credits: 1 semester hour.

AT 570 Art Therapy Candidacy Portfolio

Content: Comprehensive evaluation of the student's level of clinical understanding of theory and art therapy practice in preparation for internship placement. This is a required course for all art therapy students moving into their third year of the program.

Prerequisites: AT-530

Corequisites: None

Restrictions: None

Credits: 1 semester hour.

AT 580 Art Therapy Practicum

Content: Students participate in art therapy faculty facilitated supervision to complement their practicum work in the community. The focus of the class is on providing ethical and competent client care. Skills that receive particular attention include the use of response art to aid in developing a therapeutic relationship, counselor empathy, compassion, and art therapist identity.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy program.

Credits: 1 semester hour.

AT 582 Art Therapy Internship

Content: Supervised practice bridging theoretical and clinical skills. Students engage in art therapy and related professional activities in community settings. Students prepare art therapy assessments, submit clinical samples for supervisory review, and present case findings.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 3 semester hours.

AT 583 Art Therapy Internship Studio

Content: Art Therapy Internship Studio encourages intensive involvement in personal artistic expression, creative exploration, and reflection on these processes through self-inquiry in the role of an emerging practitioner. Particular attention is paid to developing understandings of artistic process as a form of inquiry and the integral roles of ongoing artistic activity in the professional identity as an art therapist.

Prerequisites: None

Corequisites: None

Restrictions: Admission to Art Therapy Program

Credits: 1-2 semester hours.

AT 594 Art Therapy Capstone

Content: The Capstone is a culminating course that provides a platform for clinical reflection and practical matters for new art therapists entering the professional field.

Prerequisites: AT-570

Corequisites: AT-582

Restrictions: None

Credits: 1 semester hour.

Counseling, Therapy, and School Psychology (CTSP) Courses

CTSP 514 Group Counseling With Children and Adolescents

Content: 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.

Prerequisites: For Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and MHC 506, and MHC 550. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling, Therapy & School Psychology department required.

Credits: 3 semester hours.

CTSP 515 Group Counseling With Adults

Content: Introduction to the major schools of thought regarding 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.

Prerequisites: For students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and MHC 506, MHC 513, and MHC 550.

For Marriage, Couple, and Family Therapy students, take MCFT 516. For students in the School Psychology program, take SPSY 502.

Credits: 3 semester hours.

CTSP 531 Statistics for Professional Practice

Content: This course covers the descriptive and inferential statistics practitioners use in their professions. There is an overview of quantitative research designs with the focus on understanding and application of data analysis and interpretation. Coverage includes basic descriptive and inferential statistics, appropriate interpretation of statistical results, and real-world presentation of data. Note: Taught in spring semester only.

Students who wish to pursue the thesis-option M.S. program are required to take this course if conducting a quantitative thesis project.

Prerequisites: None.

Credits: 3 semester hours.

CTSP 537 Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

Restrictions: Consent of instructor, program director, or advisor

Credits: 2 semester hours.

CTSP 539 Qualitative Research Methods II

Content: Students practice foundational skills necessary for conducting qualitative research. Through reading, discussions, and four practicum workshops students will practice qualitative research skills which may include: (a) collect observations notes; (b) develop and piloting interview and/or focus group questions; (c) collecting and manage audio and video recorded data; (d) transcribing audio and/or video data; (e) developing and using analytic codes and software. Students will also be introduced to the human subject's review process and complete the CITI responsible research module and the human subject's module.

Prerequisites: CTSP-537

Restrictions: Approval by course instructor, program director, or advisor

Credits: 1 semester hour.

CTSP 551 Play Becomes Real: The Use of Playful Approaches and Expressive Media in Counseling

Content: In this course, we explore playful approaches and the use of drawing, clay, sand tray, music, and picture cards to understand their utility and application as "mediating tools" in the counseling and therapeutic context as applied to individuals and groups of all ages. We focus on the work of one particular internationally recognized therapist and author, Dr. Violet Oaklander, an early pioneer of therapeutic work with children and adolescents from a Gestalt Therapy perspective utilizing expressive media and playful approaches.

Prerequisites: None.

Credits: 1 semester hour.

CTSP 565 Human Sexuality and Counseling

Content: Sexualities are not simply something we possess; they are constructed, performed, restricted and controlled, all within the historical and cultural setting in which we live. This course will examine the intersections among sexuality, culture, gender, and the body. Our goal will be to explore a variety of sexualities emphasizing the multifaceted nature of power, privilege, and oppression inherent in human sexuality. There will be a specific focus on the role counseling/therapy plays in cultivating sexual discourses and the impact those discourses have on our lives. For example, students will learn to critically investigate how and why some sexual behaviors become pathologized and later normalized by mental health practitioners. Finally, an important part of this course includes the consideration of our own histories and vulnerabilities as they influence our capacity to support others' sexual health.

Prerequisites: MHCA-502 or MHC-503 or MCFT-502 or AT-510

Credits: 2 semester hours.

CTSP 587 Engaging Boys & Men in Counseling and Education

Content: Research has demonstrated that a significant number of boys and men are struggling with engagement: with emotions, within social relationships, and within educational and mental health contexts.

At the same time, many professionals in education and counseling are challenged with the ability to stay in good and helpful relational engagement with boys and men: with understanding both the social and biological influences on male development and with knowing how to connect with boys and men in ways that help them flourish. This course challenges adults who work with boys and men to see them in new ways and to develop skills that will help boys and men to be more interpersonally engaged within counseling and educational settings.

Prerequisites: None.

Credits: 1 semester hour.

CTSP 590 Topics in Counseling, Therapy, and School Psychology

Content: Special topics in counseling, therapy and school psychology. Students may obtain a course description from the department office or website.

Prerequisites: None.

Credits: 0.5-3 semester hours.

CTSP 594 Proposal Writing

Content: Direct instruction and support for the process of preparing a thesis and/or other research or grant proposals. Includes both a colloquium and individual consultations with a thesis chair (or, if not writing a thesis, another faculty member). The colloquium will focus on the refinement of research questions, the specifics of research design, and the Human Subjects in Research application process. Consultations with thesis committee chair or other faculty member will focus on the development of a manuscript that clearly details the purpose of the research, summarizes relevant literature, and identifies the proposed design and methodology for the research project.

Prerequisites: Research Methods Course from program

Restrictions: Permission of program director or thesis coordinator

Credits: 1 semester hour.

CTSP 595 Master's Thesis Research

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Two semester hours, which can be taken in 1-semester hour increments, are required for degree. Grades are deferred until the candidate has successfully defended his/her/their thesis.

Prerequisites: CTSP-594

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

CTSP 599 Independent Study

Content: 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 credits of independent study toward a graduate degree or licensure.

Prerequisites: None.

Credits: 0.5-3 semester hours.

CTSP 699 Independent Study

Content: 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 credits of independent study toward a graduate degree or licensure.

Prerequisites: None.

Credits: 0.5-3 semester hours.

CTSP 902 Culture and Community

Content: 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.

Prerequisites: None

Credits: 2 semester hours.

Eating Disorders**CPED 572 Introduction to Eating Disorders**

Content: Etiology of eating disorders, including biological, cultural, and environmental factors. Assessment and diagnosis of eating disorders, appropriate levels of care and a thorough overview of medical complications.

Prerequisites: None.

Credits: 1 semester hour.

CPED 573 Fat Studies & Health at Every Size

Content: Explores the interdisciplinary field of scholarship in Fat Studies that aims to debunk weight-centric misconceptions and countering mainstream narratives. Examines fat bias, fat shame and weight-based oppression as a social justice issue that intersects with other systems of oppression. Introduction to the paradigm of Health At Every Size, a weight-neutral approach to health promotion that emphasizes size diversity, intuitive eating, and joyful movement. HAES is also an important paradigm in working with people who experience disordered eating.

Prerequisites: None.

Credits: 1 semester hour.

CPED 574 Body Politics

Content: Considers the relationship between body and power in global consumer cultures, the gendering and objectification of bodies, and the commodification of bodies in looksist societies. Raising awareness of body politics in the counseling process is reviewed to promote individual and relational wellbeing.

Prerequisites: None.

Credits: 1 semester hour.

CPED 575 Treatment of Eating Disorders

Content: Evidence-based approaches to treating eating disorders, including Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Radically Open Dialectical Behavior Therapy, Acceptance and Commitment Therapy, Interpersonal Psychotherapy and more.

Prerequisites: None.

Credits: 1 semester hour.

CPED 576 Treatment of Negative Body Image

Content: Research related to the impact of negative body image on all populations. Ways in which negative body image is developed and maintained. Special focus on people meeting criteria for eating disorders and body dysmorphia. Evidence-based treatment strategies to help clients make peace with their bodies.

Prerequisites: None.

Credits: 1 semester hour.

CPED 577 Nutrition

Content: Nutritional aspects in the treatment of eating disorders. Nutritional rehabilitation for underweight clients. Nutritional therapy, intuitive and mindful eating.

Prerequisites: None.

Credits: 1 semester hour.

CPED 578 Family Therapy in the Treatment of Eating Disorders

Content: Disordered eating and eating disorders in children. Family therapy treatment strategies including the Maudsley method and other approaches. How to foster healthful eating in families.

Prerequisites: None.

Credits: 1 semester hour.

CPED 580 Mind Body Connections in the Treatment of Eating Disorders

Content: Mindfulness, yoga, and somatic approaches to improving body image, embodied experience, and introspective awareness and the ability to identify, feel, and regulate emotions - critical components of the treatment of eating disorders and negative body image

Prerequisites: None.

Credits: 1 semester hour.

Ecopsychology Courses

CPSY 501 Introduction to Ecopsychology

Content: Ecopsychology is the field of inquiry concerned with the human-nature relationship. As a species, we came of age embedded in the natural world, and that need for nature still resides in our bodies, minds, and spirit. A substantial body of scientific evidence demonstrates the physical and psychological benefits of interacting with nature. There is a growing interest in this area of psychology as we recognize the decreased presence of nature in our lives; the exponential growth of technology in daily living; and the awareness of global climate change and the role psychology has to play in addressing it. Ecopsychology recognizes that one of the central challenges of our time is to integrate our embeddedness within the natural world with our scientific culture and our technological selves. This course guides students toward self-reflection regarding their environmental identity and their "sense of place"; it explores the motivations for integrating ecological perspectives into academic and professional work; and it addresses the interrelationship between human and planetary health and wellbeing.

Prerequisites: None.

Credits: 1 semester hour.

CPSY 554 Theoretical & Empirical Basis of Ecopsychology

Content: This course provides an introduction to ecopsychological theory and surveys research that supports the theoretical foundations of nature-based practices found in Ecotherapy and Wilderness Therapy. The course also surveys related concepts, findings and practices in psychology and the social sciences that provide a foundation for conservation and sustainability work, and for environmental education, advocacy, and activism.

Prerequisites: CPSY-501

Credits: 1 semester hour.

CPSY 596 Wilderness and Adventure Therapy Immersion

Content: This course provides an opportunity to explore ecopsychology concepts and practices in the context of a multi-day outdoor experience. Topics include backcountry safety, outdoor leadership, wilderness philosophy and conservation, benefits of immersion in natural settings and retreats from modern technologies, multicultural rites of passage, and techniques for mental health and substance abuse treatment. The course typically features an off-campus weeklong or multi-weekend residential format with activities such as tent camping, day or overnight hiking, mindfulness and team building exercises, rock climbing and river rafting. Equipment provided. Outdoor experience not required. There is course fee.

Prerequisites: CPSY 501.

Credits: 2 semester hours.

CPSY 597 Ecotherapy and Applied Ecopsychology

Content: This course in ecotherapy focuses on broadening and deepening the practice of psychotherapy by extending the psychotherapeutic context to include the natural world in which we live. We will further our survey of research that supports the theoretical foundations of ecotherapy found in environmental and conservation psychology, ecopsychology, evolutionary psychology, and biophilia. Specific practices and methods that incorporate nature into the therapeutic process will be explored and students will have the opportunity to practice these techniques. We will explore topics such as environmental identity, restorative effects of direct contact with nature, a "sense of place," the concepts of a Nature Language and Human Rewilding, and contemporary influences that affect the human-nature relationship. Ethical issues unique to the practice of ecotherapy will be discussed.

Prerequisites: CPSY-554, CPSY-501

Credits: 1 semester hour.

CPSY 598 Topics in Applied Ecopsychology

Content: This course provides an opportunity for students to do in-depth exploration of specialized topics or practices related to ecopsychology and to gain experience in various roles such as counselor, therapist, educator, activist, consultant, or researcher. Course focus and format varies given year and instructor. Topics have included children and nature, environmental advocacy, writing workshop, and horticultural therapy.

Prerequisites: None.

Credits: 1 semester hour.

Marriage, Couple, and Family Therapy (MCFT) Courses

MCFT 502 Introduction to Marriage, Couple, and Family Therapy

Content: Basic theoretical assumptions of the profession of marriage, couple and family therapy, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation.

Prerequisites: None.

Credits: 1 semester hour.

MCFT 504 Family Therapy: Theory and Practice

Content: Overview of the fundamental assumptions and ideas of general systems theory and the basic premises of theoretical orientations within family therapy.

Prerequisites: None

Credits: 3 semester hours.

MCFT 506 Applied Child and Adolescent Development

Content: This course offers an integrated application of developmental theory relevant to working with children and adolescents in family therapy. Emphasis is on developmentally and contextually appropriate intervention that addresses child and adolescent behavior, attachment, and other presenting issues such as child abuse, with attention to the impact of larger systems of power and privilege.

Prerequisites: None.

Credits: 2 semester hours.

MCFT 510 Ethical and Legal Issues in MCFT

Content: Survey of current issues relating to ethical practice and legal responsibilities in family therapy. Addresses issues such as confidentiality, informed consent, dual relationships, and therapist liability. Includes models for ethical decision making, working with the legal system, and relevant aspects of family law.

Prerequisites: None.

Credits: 2 semester hours.

MCFT 511 Equity in Family Therapy

Content: Development of diversity awareness and knowledge necessary to practice family therapy from liberation and social justice based frameworks. This includes interrogating multiple embedded systems of power and privilege relative to interconnections of identity and social position. Focus is on helping students become capable family therapists in diverse global and multicultural contexts, including becoming aware of their own beliefs, biases, and prejudices relative to culture, race, ethnicity, gender, age, sexual orientation, socioeconomic status, physical or mental ability, religion or spirituality, health or legal status, or nation of origin, or other marginalized and underserved communities.

Prerequisites: None.

Credits: 3 semester hours.

MCFT 516 Family Development: Cross-Cultural Perspectives

Content: Family interaction processes and development within cultural contexts. Topics include: family development, diverse family forms, patterns and dynamics of family interaction, and the impact of social context and culture on family life.

Prerequisites: None.

Credits: 2 semester hours.

MCFT 522 Diagnosis of Mental and Emotional Disorders

Content: Introduction to the structure and uses of the DSM 5 for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to sociocultural differences—and alternatives to them. How to use these systems effectively in the context of relational, biopsychosocialspiritual, systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders and their treatment.

Prerequisites: MCFT-502, MCFT-504, MCFT-511

Credits: 2 semester hours.

MCFT 523 Psychopharmacology and Medical Issues in Family Therapy

Content: This course examines biological and medical issues in the practice of MCFT and includes an introduction to pharmacology. Emphasis is on understanding medical issues in family context and collaborating with other health professionals, as well as an examination of the sociopolitical context in which psychotropic drug regimens are developed, researched, and prescribed.

Prerequisites: MCFT-504 and MCFT-530

Credits: 1 semester hour.

MCFT 526 Practical Skills in Marriage, Couple, and Family Therapy

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

Prerequisites: Take MCFT 504, MCFT 502, and MCFT 510.

Credits: 3 semester hours.

MCFT 530 Research Methods and Systemic Practice

Content: This course addresses the essential concepts related to research design and methodology that systems/relational practitioners need to become critical evaluators of research and prepare for conducting research in their own practices, with an emphasis is on becoming an informed consumer of research and evidence-based practice. Students learn to apply research with critical awareness of the links between the process of inquiry, construction of knowledge, and cultural equity. Focus is on understanding each component of the research process, qualitative and quantitative designs, program evaluations, measurement issues and data analysis as well as the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

Prerequisites: none

Corequisites: none

Restrictions: MCFT students only

Credits: 2 semester hours.

MCFT 531 MCFT Research Seminar

Content: Application of research design methods and findings to systems/relational therapy. Focus on drawing conclusions from a body of literature related to clinical practice, identifying a specific research question, and developing a research proposal. Emphasis on the links between the context within which research is conducted and implications for socially responsible practice.

Prerequisites: MCFT-530

Corequisites: none

Restrictions: MCFT students only

Credits: 1 semester hour.

MCFT 541 Systemic Assessment and Treatment Planning

Content: Application of family systems theories, social equity, and evidence based practice to assessment, diagnosis, and treatment planning in marriage, couple and family therapy. Course examines the theoretical assumptions and values underlying approaches to the treatment of major mental health issues and other presenting issues such as child behavior problems, addiction, suicide, familial violence, and families managing acute and chronic medical conditions. Specific assessment techniques and tools are discussed, evaluated, practiced, and applied to clinical diagnoses and treatment planning, including risk assessment and crisis intervention.

Prerequisites: MCFT-504, MCFT-511, MCFT-543, MCFT-530 and MCFT-553

Credits: 2 semester hours.

MCFT 543 Interpersonal Violence in Marriage, Counseling and Family Therapy

Content: This course addresses the widespread nature of interpersonal violence across individual, partner, familial, and societal levels. It provides family therapists with introductory knowledge and skills for the assessment and treatment of interpersonal violence and trauma in marriage, couple, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: None.

Credits: 1 semester hour.

MCFT 553 Sex Abuse Issues in Marriage, Couple, and Family Therapy

Content: This course is designed to help family therapists competently address sexual abuse situations from a systemic and relational perspective. This course provides introductory knowledge and skills for the assessment and intervention of sexual abuse. This course will also address ethical and legal issues in working with sexual abuse issues in marriage, couple, and family therapy. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: None.

Credits: 1 semester hour.

MCFT 557 Global Awareness in Professional Practice

Content: An overview course designed to enhance global awareness from a systems perspective. By viewing the world as a single place with interconnected social, political, environmental, economic, and biological dynamics, students are encouraged to recognize the impact of the global in all local contexts, including counseling and education.

Prerequisites: None.

Credits: 2 semester hours.

MCFT 560 Couple Therapy

Content: Systems/relational therapies and practices relative to assessment, research, and treatment of couples, with an emphasis on promoting relational justice through addressing power/privilege and the links between neurobiology, emotion, societal context, and couple interaction. Students develop competencies to work with a wide range of couples across the life span and diverse sociocultural contexts, with attention to issues such as intimacy, conflict, co-parenting, spirituality, infidelity, divorce, loss, and illness. Couple therapy for the treatment of trauma and mental health disorders will also be addressed.

Prerequisites: MCFT 504.

Credits: 3 semester hours.

MCFT 562 Advanced Ecosystemic Relational Therapy

Content: This advanced family therapy theories course integrates neuropsychobiological, ecological, spiritual aspects of human behavior with challenges that different societal contexts bring into family life. Addresses contemporary relational, experiential, and social constructionist approaches to marriage, couple, and family therapy and explores the intersections of clinical practice and social advocacy.

Prerequisites: MCFT 504.

Credits: 3 semester hours.

MCFT 563 Treatment Issues in Family Therapy

Content: Applications of systems/relational approaches to treatment of clinical issues. Course offerings address a variety of topics. Each course includes an emphasis on clinical case conceptualization, treatment planning, and intervention.

Prerequisites: None.

Credits: 1 semester hour.

MCFT 564 Treating Addictions in MCFT

Content: Family Systems view of the development and maintenance of substance abusing patterns for family therapists and other health practitioners. This course will examine the contributions made to the understanding and treatment of substance abuse by family researchers, theorists, and clinicians; and will consider clinical intervention methods of substance abuse with attention to the treatment of adolescents, couples and families.

Prerequisites: MCFT-504

Corequisites: none

Restrictions: MCFT students only

Credits: 2 semester hours.

MCFT 567 International Family Therapy

Content: Introduces students to family work worldwide, including the emerging professionalization of family therapy in many countries. Foci include international family therapy education and clinical practice; transferability of family therapy knowledge across national contexts; and issues of power, resources, and colonization in transnational work.

Prerequisites: None.

Restrictions: Admission to the Marriage, Couple, and Family Therapy program.

Credits: 2 semester hours.

MCFT 568 International Family Therapy Capstone

Content: Culmination of a collection of courses and experiences related to international family therapy. Provides an opportunity for students to integrate their international knowledge and experience into local practice through service delivery to transnational communities.

Prerequisites: MCFT 567.

Restrictions: Admission to the Marriage, Couple, and Family Therapy program.

Credits: 2 semester hours.

MCFT 569 Sex Therapy

Content: 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.

Prerequisites: MCFT 504

Restrictions: Instructor consent required.

Credits: 2 semester hours.

MCFT 570 Advanced Sex Therapy

Content: Advanced knowledge and practice of sex therapy from a systemic, relational perspective. The course includes a focus on the professional context and educational requirements for eventual certification as a sex therapist.

Prerequisites: MCFT 504, MCFT 526, MCFT 560, MCFT 569.

Restrictions: Admission to the Marriage, Couple, and Family Therapy program.

Credits: 2 semester hours.

MCFT 580 Practicum in Marriage, Couple, and Family Therapy

Content: Supervised practicum bridging theoretical and practical topics. Students apply their emerging skills and understanding of family therapy models to their work with individuals, couples, families, and groups.

Prerequisites: None.

Restrictions: Consent of MCFT program director and MCFT clinical coordinator.

Credits: 4 semester hours.

MCFT 582 Internship in Marriage, Couple, and Family Therapy

Content: Applied training in family therapy during a 15 month internship, including supervised clinical practice with individuals, couples, and families using systemic, social constructionist, and critical family therapy models.

Prerequisites: None.

Restrictions: Consent of program clinical director.

Credits: 1-4 semester hours.

MCFT 591 Professional Development Seminar

Content: This seminar course provides a capstone experience in developing professional skills to prepare students for entry level career development and clinical practice in the field of family therapy. Students will self-reflect on their own social locations and consider how to build their career practices in ways that demonstrate attention to social justice and cultural democracy. This course will cover career related topics such as: AMFTRB practice exam preparation and successful achievement of a passing score, the OBLPCT licensing process, resume writing, cover letter writing, professional disclosure writing, exploring post-graduation MFT positions and career options, building a private practice, clinical membership, and engaging in professional MFT networks.

Prerequisites: MCFT-582

Corequisites: MCFT-582

Restrictions: MCFT students only

Credits: 1 semester hour.

MCFT 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 0.5-4 semester hours.

Mental Health Counseling (MHC) Courses**MHC 503 Introduction to Counseling and Social Justice**

Content: 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. Introduction to social justice principles and how they apply to professional counseling.

Prerequisites: None.

Credits: 2 semester hours.

MHC 506 Life Span Development

Content: 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.

Prerequisites: None

Credits: 2 semester hours.

MHC 509 Practical Skills for Counselors

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

Prerequisites: Take MHC 513 and either MHCA 502 or MHC 503.

Credits: 3 semester hours.

MHC 513 Theory and Philosophy of Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

MHC 519 Pre-Practicum in Community Engagement

Content: Examines strategies for developing collaborative partnerships with community-based agencies to promote social justice. Through supporting coursework, these student volunteers will gain a greater understanding of issues of resilience and mental health and wellness-facing the communities they serve, as well as knowledge about the policies and procedures that underpin the agencies they are working with.

Prerequisites: None

Credits: 1 semester hour.

MHC 522 Diagnosis of Mental and Emotional Disorders

Content: Introduction to the structure and uses of the DSM 5 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.

Prerequisites: MHCA 502 or MHC 503; MHC 506, MHC 513, and one of the following: MHC 535 or MHC 538.

Credits: 3 semester hours.

MHC 523 Counseling and Interventions With Children and Adolescents

Content: Mental, emotional, and behavioral disorders of childhood and adolescence. Topics include identification, diagnosis, and planning of multifaceted counseling intervention and treatment strategies; developmental, social, and cultural influences on diagnoses and interventions; ecological and social-justice-oriented conceptualization and intervention across systems.

Prerequisites: MHC-503 or MHCA-502

Credits: 2 semester hours.

MHC 524 Counseling and Interventions with Adults

Content: 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.

Prerequisites: Take either MHCA-502 or MHC-503. Take MHC-506, MHC-513, and MHC-550.

Credits: 3 semester hours.

MHC 532 Ethical and Legal Issues in Professional Counseling

Content: Consideration of the applicable ethical and legal issues for mental health and school settings. Students develop skills in writing reports, assessments, and treatment plans.

Prerequisites: Take either MHCA-502 or MHC-503.

Credits: 2 semester hours.

MHC 534 Child and Family Counseling

Content: An introduction to theoretical systems and practical approaches to working with children and families in various counseling settings.

Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through textbook reading, class discussions, reflective assignments, as well as various classroom activities to assist students in beginning work with children and families. Students will practice counseling skills related to working with children and families and will develop awareness and intentionality in conceptualization of child and family clients.

Prerequisites: Take MHC-506, MHC-513, MHC-550 and either MHCA-502 or MHC-503.

Restrictions: Admission to Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions.

Credits: 3 semester hours.

MHC 535 Research Methods in Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

MHC 536 Introduction to Addiction Counseling and Psychopharmacology

Content: General survey course providing a broad overview of the field of addiction counseling and the impact of addiction on child, adolescent, and adult populations. The course will summarize key points drawn from the following areas: the American experience with addiction and recovery, theoretical explanations for understanding addiction and dual diagnosis, basic pharmacology and neuroscience, and assessment and treatment issues specific to dual diagnosis and addiction counseling.

Prerequisites: Take MHC-503, MHC-506, MHC-509, MHC-513, MHC-522, MHC-550.

Credits: 2 semester hours.

MHC 538 Advanced Research Methods

Content: Advanced Research Methods has been developed for those students who enter their PMHC/PMHC-A program with a strong research background and/or are considering completing a thesis. This class will build on student's base of knowledge by providing an opportunity to learn about aspects of the research process in more detail. Research paradigms, qualitative, quantitative designs and program evaluation will be covered. We will also learn about new and innovative designs and/or methods. Students planning to complete a thesis will refine their thesis topics, develop a research question, and begin their thesis proposal, including a literature review. The structure of the class will include some lecture but primarily that of a research colloquium. Each meeting of the colloquium will cover a different broad topic with specifics determined by the class. Class will also provide the opportunity to present "problems" and/or issues that come up as students design their projects.

Prerequisites: None.

Restrictions: Consent of instructor or at least one research methods and one statistics class taken as part of an undergraduate degree program passed with a B+ or better. (If you have only taken one course, but have other research experience such as writing a thesis or working as a research assistant, you may still be eligible.)

Credits: 3 semester hours.

MHC 540 Career Counseling

Content: 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.

Prerequisites: None.

Credits: 2-3 semester hours.

MHC 541 Introduction to Assessment

Content: 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.

Prerequisites: For Professional Mental Health Counseling students, MHC-503, MHC-506, MHC-509, MHC-513, MHC-534, one of the following: MHC-535, or MHC-538. For Professional Mental Health Counseling - Specialization in Addictions students, MHCA-502, MHC-506, MHC-513, MHC-550, and one of the following: MHC-535, or MHC-538.

Credits: 2 semester hours.

MHC 544 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for independent practicum to department office.

Credits: 1-3 semester hours.

MHC 548 Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span

Content: This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma. The main focus of study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions. The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises disasters and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring into awareness and ameliorate the effects of crisis and trauma exposure.

Prerequisites: MHC-503 or MHCA-502; MHC-506; MHC 509; MHC 532; CTSP-514 or CTSP-515; MHC-522; MHC-523; MHC-524; MHC-535 or MHC-538; and MHC-550.

Credits: 2 semester hours.

MHC 549 Treatment Planning: Theory and Research to Practice

Content: This course assists students in developing critical thinking, case conceptualization, and treatment planning skills. Students develop their abilities to gather data, conceptualize from their emerging theoretical perspectives, and plan treatment. Uses an ecological and social-justice framework to view the client in context, apply evidence-based practice with cultural sensitivity, and plan interventions across multiple systems (individual, family, and community).

Prerequisites: None.

Restrictions: Students must be concurrently registered in MHC-580

Credits: 1 semester hour.

MHC 550 Diversity and Social Justice

Content: Development of diversity awareness and knowledge including systems of power and privilege. Introduction to methods/skills 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.

Prerequisites: MHCA-502 or MHC-503

Credits: 3 semester hours.

MHC 580 Practicum in Counseling

Content: Working with clients in the practicum clinic, agency or school setting (eight to 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. Two semesters, 3 credit hour each required.

Prerequisites: None.

Restrictions: Consent of the program director.

Credits: 1-3 semester hours.

MHC 582 Mental Health Internship: Adult Emphasis

Content: 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.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

MHC 583 Mental Health Internship: Emphasis on Child and Family Problems

Content: 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.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

MHC 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

MHC 590 Topics in Counseling Psychology

Content: Special topics in counseling psychology. Students may obtain a course description from the department office or website.

Prerequisites: None.

Credits: 0.5-3 semester hours.

MHC 591 Professional Career Development

Content: This course is designed to apply principles of career development to the professional development of counselors in a variety of roles and settings. Administration, supervision, consultation, and other career-related opportunities for professional mental health counselors will be explored.

Prerequisites: MHC 580.

Credits: 1 semester hour.

Mental Health Counseling—Specialization in Addictions (MHCA) Courses

MHCA 502 Introduction to Professional Mental Health and Addiction Counseling

Content: Basic theoretical assumptions of the professional mental health and addiction counseling profession, with an overview of the historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Special attention and focus will be on issues related to diversity and social justice.

Prerequisites: None.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 2 semester hours.

MHCA 511 Practical Skills for Professional Mental Health and Addiction Counselors

Content: This course serves as an introduction to the basic counseling skills and techniques utilized in professional mental health and addiction counseling. Special focus is given to motivational interviewing, the trans-theoretical model of change, and to basic counseling concepts and skills. The various concepts, skills, and techniques presented in the course will be satisfactorily developed through demonstration, role-playing practice, and simulated videotaped counseling experiences.

Prerequisites: None.

Corequisites: SPSY-506 and MHC-550.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 3 semester hours.

MHCA 525 Ethical and Legal Issues in Professional Mental Health and Addiction Counseling

Content: Consideration of the applicable ethical and legal issues for professional mental health and addiction counselors. Students develop skills in ethical assessment and resolution.

Prerequisites: MHCA 502, CPSY 506, MHCA 511, MHC 513, CPSY 522, MHC 524, MHC 534 or CPSY 504, MHC 535 or CPSY 530, MHC 511 or CPSY 550.

Corequisites: CPSY 514 or CPSY 515, CPSY 523, MHCA 545.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 2 semester hours.

MHCA 545 Drugs, the Brain, and Behavior

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHCA 546 Models of Addiction and Recovery

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHCA 547 Addictions Treatment: Procedures, Skills, and Case Management

Content: 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.

Prerequisites: None.

Restrictions: Permission of the Professional Mental Health Counseling - Specialization in Addictions program director.

Credits: 3 semester hours.

MHCA 570 Seminar in Critical Issues for the Professional Mental Health and Addiction Counselor

Content: Final course in the Professional Mental Health-Addictions sequence, taken during the last year of study in the program. Addresses key issues of importance to new professional mental health and addiction counselors entering the field.

Prerequisites: Take MHC-580.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 1 semester hour.

MHCA 580 Practicum in Professional Mental Health and Addiction Counseling

Content: In their initial supervised clinical training placement, Professional Mental Health Counseling - Specialization in Addictions practicum students learn to provide direct counseling services in community-based mental health, addiction, clinic, or school settings to clients experiencing the full range of mental health, addiction, and dual diagnosis issues. Practicum students receive weekly supervision in this class from a CPSY faculty or other clinical staff in conjunction with weekly individual/triadic supervision from a designated qualified professional at their clinical site. Student placements are for 8-10 hours per week for a total of 150 hours accrued during the placement. The group class provides supervision, feedback, and support for practicum students while doing their initial clinical training. Students are expected to demonstrate appropriate professional skills and the personal characteristics and professional conduct necessary for effective and ethical professional mental health and addiction counseling.

Prerequisites: None.

Corequisites: MHC 541, MHCA 546.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions and consent of program director.

Credits: 3 semester hours.

MHCA 582 Internship in Professional Mental Health and Addiction Counseling

Content: Internship placement is in a community-based mental health/addiction or school setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Prerequisites: MHCA 502, CPSY 506, MHCA 511, MHC 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, MHC 524, MHCA 525, MHC 535 or CPSY 530, MHC 541, MHCA 580, CPSY 504, MHCA 545, MHCA 546, MHCA 547, CPSY 550, CPSY 564.

Corequisites: MHC 540, MHCA 570.

Restrictions: Admission to Professional Mental Health Counseling - Specialization in Addictions or consent of program director.

Credits: 3 semester hours.

MHCA 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

MHCA 590 Topics in Counseling Psychology

Content: Special topics in counseling psychology. Students may obtain a course description from the department office or website.

Prerequisites: None.

Credits: 0.5-3 semester hours.

School Psychology (SPSY) Courses

SPSY 502 Introduction to School Psychology

Content: 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. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change.

Prerequisites: None.

Restrictions: Admission to School Psychology Program.

Credits: 3 semester hours.

SPSY 506 Development and Learning

Content: This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: candidates gaining knowledge to both differentiate and integrate multiple theoretical views on development; candidates gaining a better conceptual understanding of commonalities and differences in development; and, candidates gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 510 Ethical and Legal Issues for School Psychology Practicum

Content: 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.

Prerequisites: None.

Restrictions: Consent of advisor.

Credits: 2 semester hours.

SPSY 517 The Exceptional Child in Schools

Content: 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, intellectual disabilities, 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.

Prerequisites: None.

Credits: 2 semester hours.

SPSY 523 Counseling and Interventions in Schools

Content: This course will address the social-emotional and behavioral needs of students in schools, and strategies to support student well-being. Content will include identification, diagnosis, treatment planning, intervention, and progress monitoring; developmental, social, and cultural influences on diagnoses and interventions; and an ecological and social-justice-oriented approach to case conceptualization and intervention.

Prerequisites: None

Credits: 3 semester hours.

SPSY 530 Behavior Change in Schools

Content: Study of practices to help students develop more productive behaviors. Emphasis on behavior change procedures, procedures for completing a functional behavior assessment (FBA) and a behavior intervention plan (BIP), and research-based interventions for behavior change in schools.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 531 Academic Skill Development and Intervention

Content: Overview of theory and procedures to prevent and remediate academic skills deficits of school-age children. Topics include intervention in reading, writing, math, and general academic interventions, and direct assessment for academic skills via curriculum-based measurement.

Prerequisites: None.

Credits: 3 semester hours.

SPSY 532 School Safety and Crisis Preparedness

Content: School Safety and Crisis Preparedness is an intensive, interactive and practice-dominated course that utilizes the evidence-based PREPaRE (Prevent, Reaffirm, Evaluate, Provide and Respond, Examine) curriculum to help school psychologists improve and strengthen their school safety and crisis management plans, respond effectively to emergency situations, and identify appropriate evidence-based intervention strategies.

Prerequisites: None.

Credits: 1 semester hour.

SPSY 534 Suicide Prevention and Intervention

Content: Suicide Prevention and Intervention is an intensive, interactive and practice-dominated course that utilizes the Applied Suicide Intervention Skills Training (ASIST) curriculum to help mental health professionals recognize and identify risk of suicide, and learn how to intervene to prevent the immediate risk of suicide.

Prerequisites: None.

Credits: 1 semester hour.

SPSY 536 Working with Culturally and Linguistically Diverse Students

Content: This course will focus on the relevance of cultural and linguistic diversity within school settings and communities as an essential knowledge and skill base for school psychologists. Beyond the creation of a knowledge base, school psychologists will examine ways in which factors of culture and language should be considered and addressed in consultation, counseling and assessment processes.

Prerequisites: None.

Credits: 1 semester hour.

SPSY 538 Working with Culturally and Linguistically Diverse Students

Content: Understanding the relevance of cultural and linguistic diversity within school settings and communities is essential as school psychologists and practitioners. Beyond the creation of a knowledge base, school psychologists must examine ways in which factors of culture and language are considered when examining student abilities and how the relevance of school factors can impact overall perspectives.

Prerequisites: None.

Credits: 2 semester hours.

SPSY 541 Assessment and Intervention I

Content: 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, response to intervention, and assessments for children with pervasive developmental disabilities.

Prerequisites: CPSY 531.

Restrictions: Admission to the School Psychology Program or consent of instructor.

Credits: 3 semester hours.

SPSY 544 Assessment 1 Lab

Content: This course is a 1-credit lab course designed to be taken in conjunction with SPSY 545. SPSY 545 is the first of a three-part assessment sequence. SPSY 545 focuses on cognitive and academic measures. This course is designed to prepare students to (a) understand and learn the process of assessment. The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Prerequisites: None.

Corequisites: SPSY 545

Credits: 1 semester hour.

SPSY 545 Assessment I

Content: This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program or consent of instructor.

Credits: 3 semester hours.

SPSY 546 Assessment II

Content: This course is the second of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. 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 and academic measures.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

SPSY 547 Assessment III

Content: This course is the third of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents. Ethical administration and interpretation is emphasized, including understanding the theory and specific uses and limitations of assessment tools, standardization procedures, properties of the normative sample, data-based interpretation of results, and issues of special populations and human diversity.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program

Credits: 3 semester hours.

SPSY 571 Prevention and Program Evaluation

Content: 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.

Prerequisites: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

SPSY 573 School-Based Consultation

Content: 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.

Prerequisites: None

Credits: 3 semester hours.

SPSY 574 Advanced School-Based Consultation

Content: The course is intended to provide an application of consultation and intervention skills, learned in previous courses, to an education setting. Focus is on completion of both an academic and a behavioral school-based consultation case using a problem-solving consultation model.

Prerequisites: None.

Restrictions: Admission to the School Psychology program.

Credits: 3 semester hours.

SPSY 576 School Psychology Colloquium

Content: A Colloquium is an academic seminar on a broad field of study, usually led by a different lecturer at each meeting. This Colloquium will be focused on the broad field of School Psychology, and all candidates across all three cohorts of the school psychology program are required to attend in order to address, together, relevant topics of the profession that concern us all. The Colloquium meets four times per academic year, with a different topic as the focus for each meeting. These four topics include:

1) Issues in Practicum and Internship Supervision; 2) Variations of the Practice of School Psychology; 3) Alumni Relations and Mentorship; and 4) Cross-Professional Collaboration. The School Psychology Colloquium challenges school psychology candidates to address issues of concern across all three cohorts while simultaneously providing mentorship across these cohorts through conversation, guidance, and shared information. Course goals for participants include: a. Engaging with the data, research and theory regarding topics of shared concern in the field of school psychology b. Gaining an understanding of the practices of mentorship, supervision and on-going professional development in the field of school psychology c. Gaining an understanding of the variation and different forms of practice within the field of school psychology at the local, national and international level. d. Engaging with related professionals in the field of education regarding topics of shared concern in an effort to better differentiate and integrate as working professionals. Prerequisites: None.

Credits: 0.5 semester hours.

SPSY 580 Practicum in School Psychology

Content: Didactic class instruction, practicum placement, and clinical training 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 skills involved in collecting data for consultation and assessment at the practicum site. Foci will include the development and application of diversity awareness and knowledge including systems of power and privilege; awareness of one's own beliefs, biases, and prejudices; and methods/skills for working with those who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental ability. In weekly seminars, students review research, theory, and practice. Students also present audio and/or video recordings of their counseling for supervisory review.

Prerequisites: SPSY 510.

Restrictions: Consent of advisor.

Credits: 1-3 semester hours.

SPSY 582 Internship in School Psychology

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor.

Credits: 1-4 semester hours.

SPSY 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SPSY 590 Topics in Counseling Psychology

Content: Special topics in counseling psychology. Students may obtain a course description from the department office or website.

Prerequisites: None.

Credits: 0.5-3 semester hours.

SPSY 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

Educational Leadership

Lewis & Clark offers multiple programs for aspiring and current leaders who want to transform schools through socially just and equity-oriented approaches to the diverse, complex, and changing nature of PreK-12 schools and higher education institutions. Programs include: an MEd in School Counseling, a School Counseling License-only option, an MEd in Educational Administration, an EdS in Educational Administration, Principal and Professional Administrative Licensure, an EdD in Leadership, and an MA in Student Affairs Administration.

Through collaborative learning alongside peers and expert faculty members, students gain knowledge, skills, and rich practical experiences to meet the needs of the individuals, communities, and organizations they will serve in their respective professions. All programs in the department focus on leadership practice through collective discourse, inquiry, and action designed to disrupt the status quo and create fairness in opportunities and outcomes for minoritized students and communities.

In PreK-12 counseling and leadership programs you will learn to:

- Lead equity-minded advocacy efforts to engage all students
- Work in authentic partnerships with school staff, parents, peers, and the community
- Use inquiry, reflection, and data-based decision-making as the means for improving schools
- Share leadership responsibilities to support systemic change

In higher education administration you will learn to:

- Enhance student learning and development across all dimensions of campus life
- Create intentional, democratic, equitable, and inclusive communities on college campuses
- Advocate for the full and equal participation of all students
- Use program evaluation and assessment to help transform organizations

Educational Leadership graduates serve as school counselors, assistant principals, principals, program directors, district office administrators, higher education administrators, and leaders in agencies working with PreK-12 and/or postsecondary students. Whether you are becoming a leader for the first time or continuing a decades-long career, you will make lifelong connections with peers and faculty founded on a shared sense

of calling to the field of education and a commitment to socially just advocacy and action.

Programs

- Doctor of Education in Leadership (EdD)
 - PK-12 Concentration
 - Higher Education Student Affairs (HESA) Concentration
- Educational Administration (MEd, EdS)
- School Counseling (MEd)
- Student Affairs Administration (MA)

Department Courses

- A full list of courses in the Department of Educational Leadership is available in this catalog.

Education in Leadership Doctoral Program

The Lewis & Clark Education in Leadership program is a cohort-based doctoral program designed to develop scholar-practitioners who can transform educational systems through rich inquiry into persistent and pressing inequities. We aim to promote equity and social justice through the integration of theory, research, policy, and practice as candidates work to solve authentic educational problems. The program’s social justice lens and P-20 focus are distinctive within the realm of EdD programs across the country, affording students the unique opportunity to engage the P-20 pipeline and to learn how educational pathways from pre-K/K to the significant transition into higher education play an evolving and ongoing role in educational outcomes.

Six focal themes guide program coursework:

- Transformative leadership and institutional change
- Social justice, equity, and critical foundations of education
- Human relations, adult development, and learning
- Educational policy and politics
- Community engagement and collaboration
- Research and evaluation

Working collaboratively with peers and faculty members, candidates gain the knowledge and skills to understand how power and politics operate in educational settings and to inquire about and take action to redress injustice. Through a series of core P-20 leadership courses, methods courses, PK-12 or HESA concentration courses, and a culminating dissertation, students will develop as scholar-practitioners prepared to:

1. Apply inquiry and research skills to surface and disrupt historical and structural inequalities in their contexts and across the educational pipeline.
2. Employ transformative, culturally responsive, democratic, and inclusive leadership practices at the individual and organizational levels to create fairness in opportunities and outcomes for those who have been historically marginalized within the educational system.

The program’s structure allows professionals to complete this academically rigorous terminal degree while maintaining full-time employment.

Accreditation

Lewis & Clark’s educational administration and leadership programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE) for educational leadership preparation programs.

Doctor of Education in Leadership, PK-12 Concentration

The Doctor of Education in Leadership, PK-12 Concentration, consists of 60 semester hours. Up to 14 hours of post-master’s work can be applied toward this total at the time of admission. Students who do not have 14 semester hours of post-master’s coursework to transfer must meet with the EdD program director to plan a course of study for the elective requirements.

The coursework portion of the 46-semester-hour cohort program takes two summers and four semesters (two calendar years) to complete. 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 and equity. Most students complete and defend their dissertations by the end of the fourth year. To meet the requirements for advancement to degree candidacy, participants must successfully complete all coursework and successfully defend a completed dissertation proposal.

Students who already hold a Principal License and who wish to obtain the Professional Administrator License may qualify for a waiver from the Oregon Teacher Standards and Practices Commission (TSPC) if they successfully complete their doctoral degree program. If granted, the student would not have to enroll in an advanced institutional Professional Administrator License Program or be assessed for advanced competencies. Candidates apply directly to TPSC for the Professional Administrator License, independent of any recommendation from Lewis & Clark. For more information, contact the office of K-12 Career and Licensing Services (https://graduate.lclark.edu/career_and_licensing/k-12/).

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 702	Organizational Theory and Leadership	2
EDLL 708	Ethics and Leadership for Social Justice	2
EDLL 780	Social Justice Leadership Retreat	1
EDLL 726	Seminar in Scholarship and Writing	2
EDLL 710	Introduction to Educational Research	2
EDLL 731	Equity-Focused Policy and Practice	2
EDLL 701	History of Leadership in Education	2
EDLL 716	Critical Theory and Pedagogy	2
EDLL 735	Pasar La Batuta: Success Through Intention	2
EDLL 725	Leadership in a Changing Global Society	1
EDLL 727	Focused Literature Research	1
EDLL 741A	Qualitative Research Methods	2
EDLL 741B	Quantitative Research Methods	2
EDLL 709	Adult Development and Learning	2
EDLL 728	Conceptual Framework	2
EDLL 742	Quantitative Research Methods II	1
EDLL 729	Dissertation Design	3

EDLL 743	Qualitative Research Methods II	1	EDLL 750	Doctoral Dissertation (To be taken in summer, fall, and spring of the third year. Each instance carries 4 units of graduate credit, for a total of 12 upon completion.)	12
EDLL 744	Research Development and Dissemination	2			
EDLL 750	Doctoral Dissertation (To be taken in summer, fall, and spring of the third year. Each instance carries 4 units of graduate credit, for a total of 12 upon completion.)	12	EDLL 780	Social Justice Leadership Retreat	1
			EDLL 798	Special Studies: New or Experimental Courses	3

Students who have not advanced to doctoral degree candidacy by the third summer of their program must complete Advancement to Candidacy Seminar (EDLL 730).

Elective Courses

Any remaining required semester hours may be earned by taking elective courses. Students who intend to apply for the Professional Administrator License should complete School Finance and District Budgeting (EDAD 556) as one of their elective courses.

Doctor of Education in Leadership, Higher Education Student Affairs Concentration (HESA)

The Higher Education Student Affairs (HESA) concentration is designed to serve working professionals who want to further their understanding of and leadership impact within colleges and universities, with a focus on equity and social justice across the P-20 pipeline. The program's social justice lens and P-20 focus are distinctive within the realm of EdD programs across the country. Although social justice may be a part of the content of individual courses at other institutions with EdD programs in higher education and student affairs administration, none of these institutions offers formalized social justice-focused curricula. Our programmatic approach affords students the unique opportunity to engage the P-20 pipeline, learning how educational pathways from pre-K/ K to the significant transition into higher education play an evolving and ongoing role in educational outcomes. The HESA concentration courses simultaneously build students' theoretical, empirical, and practical knowledge in critical areas specific to higher education law and policy.

HESA Degree Requirements

Completion and defense of a dissertation.

60 semester hours, including the following courses plus 9 credit hours of SAA or higher education content course electives.

EDLL 701	History of Leadership in Education	2	EDLL 780	Social Justice Leadership Retreat	1
EDLL 702	Organizational Theory and Leadership	2	EDLL 743	Qualitative Research Methods II	1
EDLL 708	Ethics and Leadership for Social Justice	2	EDLL 744	Research Development and Dissemination	2
EDLL 710	Introduction to Educational Research	2	EDLL 750	Doctoral Dissertation (To be taken summer, fall, and spring of the third year. Each instance carries 4 units of graduate credit, for a total of 12 upon completion.)	12
EDLL 716	Critical Theory and Pedagogy	2			
EDLL 721	Legal Issues in Higher Ed	3	EDLL 798	Special Studies: New or Experimental Courses	2
EDLL 726	Seminar in Scholarship and Writing	2			
EDLL 727	Focused Literature Research	2			
EDLL 728	Conceptual Framework	2			
EDLL 729	Dissertation Design	3			
EDLL 732	Higher Education Policy	3			
EDLL 735	Pasar La Batuta: Success Through Intention	2			
EDLL 741A	Qualitative Research Methods	2			
EDLL 741B	Quantitative Research Methods	2			
EDLL 742	Quantitative Research Methods II	1			
EDLL 743	Qualitative Research Methods II	1			
EDLL 744	Research Development and Dissemination	2			

Students wanting additional writing support OR students who have not defended their dissertation proposals may take EDLL 730 Advancement to Candidacy Seminar upon completion of EDLL 729 Dissertation Design and prior to Advancing to Candidacy and enrolling in EDLL 750 Doctoral Dissertation. Students are still required to take 12 credits of EDLL 750 in order to complete the program.

HESA Advanced Track Degree Requirements

Students who hold a MA in Student Affairs Administration may be eligible for the 50 semester hour HESA Advanced Track. Eligibility is determined by faculty during the admissions process. Requirements include:

Completion and defense of a dissertation.

50 semester hours, distributed as follows:

EDLL 701	History of Leadership in Education	2
EDLL 702	Organizational Theory and Leadership	2
EDLL 708	Ethics and Leadership for Social Justice	2
EDLL 710	Introduction to Educational Research	2
EDLL 716	Critical Theory and Pedagogy	2
EDLL 721	Legal Issues in Higher Ed	3
EDLL 726	Seminar in Scholarship and Writing	2
EDLL 727	Focused Literature Research	2
EDLL 728	Conceptual Framework	2
EDLL 729	Dissertation Design	3
EDLL 732	Higher Education Policy	3
EDLL 735	Pasar La Batuta: Success Through Intention	2
EDLL 741A	Qualitative Research Methods	2
EDLL 741B	Quantitative Research Methods	2
EDLL 742	Quantitative Research Methods II	1
EDLL 780	Social Justice Leadership Retreat	1
EDLL 743	Qualitative Research Methods II	1
EDLL 744	Research Development and Dissemination	2
EDLL 750	Doctoral Dissertation (To be taken summer, fall, and spring of the third year. Each instance carries 4 units of graduate credit, for a total of 12 upon completion.)	12
EDLL 798	Special Studies: New or Experimental Courses	2

Students wanting additional writing support OR students who have not defended their dissertation proposals may take EDLL 730 Advancement to Candidacy Seminar upon completion of EDLL 729 Dissertation Design and prior to Advancing to Candidacy and enrolling in EDLL 750 Doctoral Dissertation. Students are still required to take 12 credits of EDLL 750 in order to complete the program.

Educational Specialist in Advanced Leadership

The Educational Specialist in Advanced Leadership degree offers a unique opportunity for Lewis & Clark doctoral students who have successfully completed doctoral coursework yet do not plan to complete the Doctor of Education in Leadership degree. This post-master's degree is *only* available to Lewis & Clark educational leadership doctoral

students, who must complete a "Change of Program" application to be admitted to the EdS degree program (form can be obtained from the graduate school's registrar's office). Students with doctoral work from other institutions may not apply for this degree program.

Coursework accumulated in the Lewis & Clark doctoral program will be accepted for the educational specialist degree. The program director will assess a student's transcript of applicable doctoral coursework to identify at least 36 hours of work (of the possible 46 hours of doctoral coursework, excluding dissertation hours). Courses offered at the time the student entered the program will be taken into consideration for degree credit, as will courses selected from the 14 elective credits. (Students should review the official course planning sheets for each cohort.)

A capstone/culminating written and oral project will require students to synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will register for 1-2 semester hours of EDLL 799 Independent Study, which must be completed within one semester.

Degree Requirements

A minimum of 37 semester hours, distributed as follows:

Required Courses

36 semester hours of coursework from the Doctor of Education in Leadership Program

EDLL 799	Independent Study (Capstone Project)	1
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Earning the Professional Administrator License

Students who successfully complete the requirements of the EdS degree program may also become eligible for a Professional Administrator License by completing the following:

1. EDAD 556 School Finance and District Budgeting, in Strand Three (Effective Management), of the Professional Administrator License Program
2. EDAD 549 Professional Mentorship and Seminar

Education in Leadership Courses

EDLL 701 History of Leadership in Education

Content: 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, and inquiring further to ask: Is postsecondary education also a public good? Who gets to access a college education? What dictates a quality higher education experience? Explore how leadership, organization, and ethical and political issues relate to these fundamental questions, which are the bedrock of America's systems of education.

Prerequisites: None.

Restrictions: Admission to EdD program or consent of program director.
Credits: 2 semester hours.

EDLL 702 Organizational Theory and Leadership

Content: This course introduces students to core concepts of organizational theory relevant to a large range of organizations e.g., PK-12 schools, colleges and universities, community groups, manufacturing businesses, hospitals) as well as organizational issues confronting leaders (e.g., design, improvement, accountability). Students will become adept at thinking critically and analytically about the organizational contexts in which they work. The course will also help students new to doctoral-level research learn how to interact with scholarly literature and apply it usefully to their work.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 704 Culturally Responsive Leadership

Content: Provides theoretical and practical guidance to support candidates in enacting culturally relevant approaches to leadership. Explores how policies and practices can enable effective interactions within culturally diverse environments. Participants will learn how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural awareness and critical consciousness.

Prerequisites: None.

Corequisites: None.

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

Credits: 2 semester hours.

EDLL 708 Ethics and Leadership for Social Justice

Content: Leaders face opportunities and challenges when implementing policies and practices regarding equity and social justice. Explore ethical issues dealing with leadership, governance, and policy development pertaining to P-20 institutions. Develop an understanding of social justice leadership theory and practice designed to disrupt structural inequities and produce fairness in organizational conditions and outcomes for minoritized communities.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 710 Introduction to Educational Research

Content: Introduction to epistemologies, paradigms, and methodologies in social science research. Students learn about different approaches used in education research and examine their underlying assumptions and values. The course addresses and critiques some of the long-standing traditions in education and social science research that have privileged certain values and viewpoints while marginalizing others. Students will read and critique a variety of education research articles and consider how education leaders can use research for advocacy and transformative social action.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 715 Intercultural Community Collaboration

Content: Building collaborative relationships between schools and the diverse families and communities they serve is critical. By analyzing nontraditional forms of parent and guardian involvement and learning to work with existing cultural traditions, education leaders will gain skills to support diverse students and strengthen community connections. The goal is to build on the diverse assets of families and to connect with valuable local resources in order to strengthen collaborative learning for the entire school community.

Prerequisites: None.

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

Credits: 1 semester hour.

EDLL 716 Critical Theory and Pedagogy

Content: Education research sits at the intersection of debates about the philosophy of education (ontology), the role of education in (re)producing a pluralistic and free democracy (critical theories of education) what counts as a "just" society (critical social theory), what counts as knowledge production/construction (critical epistemology and critical research design), and ultimately what it means to educate a public (critical pedagogy). Therefore, education research focused on any one of these areas has implications in all of these areas. For education research focused on problems of (in)justice, with an interest in solving these problems, critical theory offers intellectual traditions and analytic tools. Using these intellectual tools, students will recognize, understand, discuss and apply the historical and current tenants of critical theory to form your own emerging conceptual framework for explaining and describing problems of practice in leadership and policy, organizing, pedagogy, and education research.

Prerequisites: None.

Restrictions: Admission to doctoral program or consent of program director.

Credits: 2 semester hours.

EDLL 721 Legal Issues in Higher Ed

Content: This course is designed to advance students' understanding and navigation of legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - and in various institutional settings will be discussed and considered in the context of leadership in the face of these challenges. Starting from a broader perspective, students will explore the current legal issues facing the higher education community nationally, and move to more local contexts for managing these circumstances as an institutional administrator at a college or university. From both the national and local viewpoints, the primary focus will be on the law and how it impacts relationships with students. The course will explore the increasingly complex regulatory environment facing colleges and universities. Specific topics of discussion will include (among others): the rights and responsibilities of students in and outside the classroom; codes of conduct and due process; freedom of expression; freedom from discrimination; affirmative action; the roles of religion and politics in higher education; and the regulation of intercollegiate athletics.

Prerequisites: None

Restrictions: Admission to EdD program or instructor approval

Credits: 3 semester hours.

EDLL 725 Leadership in a Changing Global Society

Content: In this course we will explore education systems around the globe and the influences of globalization on education practices. Students will consider the interdependence of social, political, economic, and cultural phenomena within and across local and global social systems including education systems.

Prerequisites: None.

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

Credits: 1-2 semester hours.

EDLL 726 Seminar in Scholarship and Writing

Content: Introduction to scholarly writing and the development of self-as-scholar in education and the social sciences. Students gain an understanding of the elements and processes of scholarly writing. The course also provides training in APA style and library and reference resources.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 727 Focused Literature Research

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or 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.

Prerequisites: EDLL-726

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

Credits: 1-2 semester hours.

EDLL 728 Conceptual Framework

Content: Students will learn to generate clear, coherent, well-grounded conceptual frameworks and apply them to their work as emerging researcher-practitioners. Students will read and critique a variety of conceptual frameworks as well as collaboratively generate conceptual frameworks based on course readings. They will begin to develop a conceptual framework particular to their own practice and research interests.

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

Credits: 2 semester hours.

EDLL 729 Dissertation Design

Content: 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. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

Restrictions: Admission to the Ed.D program or consent of program director.

Credits: 3 semester hours.

EDLL 730 Advancement to Candidacy Seminar

Content: Extends time and support for doctoral students to complete advancement to candidacy and institutional review board (IRB) process. Provides individualized coaching and writing assistance and allows students to work toward finalization of their dissertation proposal under faculty supervision while maintaining access to college services through continuous enrollment in the doctoral program.

Prerequisites: Completion of all doctoral coursework, excluding EDLL 729 and EDLL 750.

Restrictions: Admission to doctoral program. Students may register for a maximum of 3 consecutive semesters of EDLL 730 beginning in the third summer of their program.

Credits: 1-3 semester hours.

EDLL 731 Equity-Focused Policy and Practice

Content: This course focuses on equity policy in education. Students will explore the sources of policy ideas, the processes of policy making, and the complex relationship between policy design and policy implementation. Students will read and critique equity-focused policies and learn to assess the strengths and constraints in policy designs using a variety of analysis approaches. Students will also read and critique policy implementation research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 732 Higher Education Policy

Content: The purpose of this course is to critically examine higher education policy and the impacts of policy application. Class discussions will explore challenges faced by institutions of higher education in implementing policy, with a particular focus on issues related to access, affordability and student outcomes.

Prerequisites: None

Corequisites: None

Restrictions: Admission to the EdD program or approval of instructor

Credits: 3 semester hours.

EDLL 733 Educational Leadership Field Experience

Content: Provides authentic, in-situ opportunities for candidates to synthesize and apply theory and research to their leadership development and growth as practitioner-scholars. In concert with their dissertation work and in collaboration with a university and field supervisor, candidates spend sustained time in the field gathering and analyzing data around a pressing problem of practice. Through their field experiences, candidates are expected to: (1) identify and engage with the key contact points and people within their schools, districts, organizations, and/or communities in ways that facilitate robust and ethical data gathering; (2) explore how dissertation data and findings illuminate critical questions and themes in leadership work, and (3) make recommendations for improving leadership practice and spurring organizational change.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 734 Educational Leadership Field Experience II

Content: Provides authentic, sustained, in-situ opportunities for candidates to synthesize and apply theory and research from program coursework to their development as practitioner-scholars. In concert with the doctoral program mission, candidates' field experiences center on the practice of transformative social change in educational settings, through research and inquiry. The experiences are designed to support candidates in two critical phases of their dissertation work, including formulating and articulating a problem (year 1) and applying methodologies to explore and understand a problem of practice (year 3). Field experiences are planned and guided collaboratively by the Lewis Clark supervisors and school, district, and agency personnel for graduate credit. They culminate in a presentation at the end of the program, where candidates share what they have learned about leadership and organizational change through the practicum process.

Prerequisites: EDLL 733.

Credits: 1 semester hour.

EDLL 735 Pasar La Batuta: Success Through Intention

Content: When participating in a track and field relay race, it is important that each of the sprinters speedily covers their portion of the race. Equally important is the fluidity of transferring responsibility from one runner to the next, the critical passing of the baton, or "pasar la batuta". It is in this moment when all of the effort given by one runner helps jump start their teammate in a seamless fashion, or when the work is abruptly halted because the hand off is faulty. This critical transfer can define the outcome of the race. The analogy of "pasar la batuta" well articulates the responsibility educational leaders in P-12 and higher education settings have for fashioning a seamless transition for students to navigate. As it stands, the movement between primary and secondary education into postsecondary education is disjointed. This course will explore why the transition across the educational pipeline is choppy, what factors need to be considered in order to facilitate a smoother move, and the opportunities for leaders to foster that change.

Prerequisites: None

Restrictions: Admission to doctoral program or approval of instructor

Credits: 2 semester hours.

EDLL 741A Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 741B Quantitative Research Methods

Content: Overview and application of quantitative research methods. Through course readings, discussion, and practical application, we examine basic designs and methods associated with quantitative research and become acquainted with descriptive and inferential statistical analyses and relevant analysis software, as well as learn how to interpret and present statistical findings. Candidates gain the skills necessary to review and critique quantitative research and to design and undertake their own quantitative research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 742 Quantitative Research Methods II

Content: Practice quantitative research skills. Through reading, discussion, and four practicum workshops students will practice: (1) designing researchable quantitative questions; (2) collecting quantitative data; (3) cleaning and structuring data for analysis; (4) conducting descriptive and inferential statistical analyses; and (5) writing up results in APA style.

Prerequisites: EDLL 741b

Credits: 1 semester hour.

EDLL 743 Qualitative Research Methods II

Content: Students practice foundational skills necessary for conducting qualitative research. Through reading, discussion, and four practicum workshops students will practice qualitative research skills: (1) collecting observation field notes; (2) developing and piloting interview and/or focus group questions; (3) collecting and managing audio and video recorded data; (4) transcribing audio and/or video data; (5) developing and using analytic coding. Students will also be introduced to the human subjects review process and complete the CITI responsible research module and the human subjects module.

Prerequisites: EDLL 741A

Credits: 1 semester hour.

EDLL 744 Research Development and Dissemination

Content: A core element of becoming a scholar-practitioner is learning to conduct, complete and disseminate one's research. In this course candidates gain skills and practice developing and delivering research presentations and writing conference proposals. Candidates attend research presentations, develop a conference proposal, and give and get critical feedback on presentations and proposals of their original research projects in professional and community-based settings.

Prerequisites: None

Corequisites: None

Restrictions: Admission to the EdD or consent of instructor

Credits: 2 semester hours.

EDLL 750 Doctoral Dissertation

Content: 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 of EDLL 750. Grades are deferred until the candidate has successfully defended and uploaded the final edited and approved dissertation.

Prerequisites: Advancement to candidacy, and successful defense of a dissertation proposal.

Restrictions: Admission to EdD program

Credits: 1-12 semester hours.

EDLL 780 Social Justice Leadership Retreat

Content: Leaders of school communities and agencies must be able to work effectively with individuals and groups representing diverse cultures and backgrounds; these skills are at the core of leading and serving all members of the community. This retreat will provide an opportunity to explore and learn about issues of diversity in a mutually supportive environment led by trained diversity facilitator(s). The retreat builds experientially on the academic emphasis on social justice and equity threaded through the doctoral program curriculum and leads to a practical application component during the ensuing academic year.

Prerequisites: None.

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

Credits: 1-2 semester hours.

EDLL 798 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

EDLL 799 Independent Study

Content: This course is an Independent Study course. 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-3 semester hours.

Educational Administration

Lewis & Clark's Educational Administration programs seek to prepare aspiring and experienced educational leaders to develop knowledge and skills to reflect critically upon, inquire into, and collaboratively improve conditions for minoritized students, families, and communities. Candidates who successfully complete program requirements understand and demonstrate the knowledge and skills necessary to be learners, collaborators, advocates, and leaders for equity. 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. In addition to on-campus courses, Lewis & Clark offers administrative licensure program course work in Central Oregon and Northeastern Oregon.

Applying for Licensure

Candidates must apply for a license directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for licensure within three years of completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

Principal License

Note: This program has been designed to meet the new standards adopted by the Oregon Teacher Standards and Practices Commission (TSPC). It is currently pending final review and approval at the June 2021 TSPC meeting.

This program is designed to equip licensed teachers, personnel service providers (school counselors, school psychologists, and school social workers) and/or others with exceptional educational leadership experience (http://graduate.lclark.edu/departments/educational_leadership/educational_leadership/master_of_education/) who seek building-level administrative positions with the knowledge, values, skills/tools and courage to improve teaching and learning through an equitable lens.

Licensure Program Requirements

A minimum of 27 semester hours, distributed as follows:

Required Courses

EDAD 501/	Educational Leadership for Equity and Social	3
EDAD 601	Justice	
EDAD 502/	Instructional Leadership	3
EDAD 602		
EDAD 503/	Research As Practitioner Inquiry	2
EDAD 603		
EDAD 504/	Ethics, Policy, and the Law	2
EDAD 604		
EDAD 508/	Engaging Families & Community for Inclusive	2
EDAD 608	Schools	
EDAD 509/	Using Data for School Improvement	2
EDAD 609		
EDAD 510/	Cultivating Human Resources for Equity	2
EDAD 610		
EDAD 511/	Budgeting and Operations for Equity	2
EDAD 611		
EDAD 536/	Leading With Instructional Technology	1
EDAD 636		
EDAD 574/	Equity in Education for English/Dual Language	2
EDAD 674	Learners	
EDAD 589/	Professional Studies: Special Topics in School	2
EDAD 689	Leadership	
EDAD 518/	Pre-Practicum for School Leadership	1
EDAD 618		
EDAD 519/	Practicum for School Leadership (students take	3
EDAD 619	1 semester hour every term in which principal coursework is being pursued for a minimum of 3 terms totaling 3 credit hours)	

Licensure

Lewis & Clark recommends for the Oregon Principal License those candidates who have fulfilled all of the requirements specified under the Principal License Program including:

1. Hold a master's degree or higher¹ from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Oregon Teacher Standards and Practices Commission.
2. Have three full years full years of qualifying licensed experience (<https://secure.sos.state.or.us/oard/viewSingleRule.action/?ruleVrsnRsn=274621>) in a 1.0 FTE assignment or six full years of qualifying licensed experience in a .50 FTE or more assignment. (The years of licensed school experience do not have to be earned consecutively.)
3. Admission to the Lewis & Clark Principal License program.
4. Completion of the required hours of graduate coursework appropriate to the Principal License.
5. Passing scores on the required tests (see below).

Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years pass before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Portfolio and Testing Requirements

The following tests must be passed in order to be eligible for a recommendation by Lewis & Clark for administrative licensure in any state. Detailed information regarding the point in the program by which each test or portfolio must be passed is available in the program handbook. The requirements are:

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{2,3,4}
 2. Practicum professional portfolio **or** ORELA: Administrator Test, Subtests 1 and 2 (<http://www.orela.nesinc.com/>) in Practicum for School Leadership (EDAD 519)
- Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.
- ¹ Students who are also seeking a Master of Education can apply to the joint MEd and Principal License program (http://graduate.lclark.edu/departments/educational_leadership/educational_leadership/master_of_education/)
 - ² Students who hold a current Oregon Basic, Standard, Initial, Continuing, Professional, or Teacher Leader teaching or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.
 - ³ As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.
 - ⁴ As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

Professional Administrator License

Note: This program has been designed to meet the new standards adopted by the Oregon Teacher Standards and Practices Commission (TSPC). It is currently pending final review and approval at the June 2021 TSPC meeting.

Coursework in this license program is offered both on campus and around Oregon, and is open to candidates who hold an Oregon Principal License. The Professional Administrator License program is focused around critical problems of leadership practice. Candidates develop a portfolio of evidence, demonstrating that they meet the advanced standards according to rules set by the Oregon Teacher Standards and Practices Commission (TSPC). The portfolio is exhibited to peers and faculty during Professional Mentorship and Seminar (EDAD 549), which is the final course in the required 18-semester-hour program.

Professional Administrator License Program Licensure Program Requirements

18 semester hours, including four core required classes (11 credits), one required clinical practice course (3 credits), and two electives from the list below (2 credits each).

Required Courses

EDAD 520/ EDAD 620	Organizational Leadership for Equity, Inclusion, and Justice	3
EDAD 521/ EDAD 621	Instructional Leadership for Inclusion and Improvement	3
EDAD 525/ EDAD 625	Equitable Management of Systems and Resources	2
EDAD 527/ EDAD 627	Advocacy, Communication, and Inclusive Leadership for Engaging Community	3
EDAD 549/ EDAD 649	Professional Mentorship and Seminar	3

Fall Electives

EDAD 523/ EDAD 623	Communication Skills for Inclusion and Engagement	2
EDAD 546/ EDAD 646	Negotiation, Collective Bargaining, and Contract Management	2
EDAD 551/ EDAD 551	Legal and Procedural Aspects of Special Education	2
EDAD 559/ EDAD 559	Collaborative Leadership and Team-Building	2
EDAD 585/ EDAD 685	Recentering Circles	2

Spring Electives

EDAD 532/ EDAD 632	Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders	2
EDAD 555/ EDAD 655	Building Positive Climate: Policy and Practice	2
EDAD 577/ EDAD 677	Advanced Colloquium for Administrators	2
EDAD 642	Courage to Lead in a Democracy	2

Summer Electives

EDAD 533/ EDAD 633	Leadership for Learning	2
EDAD 547/ EDAD 647	Ethical Leadership and Decision-Making	2
EDAD 548/ EDAD 648	Transforming Culture and Inspiring Innovation	2
EDAD 574/ EDAD 674	Equity in Education for English/Dual Language Learners	2

EDAD 584/ EDAD 684	Critical Restorative Justice	2
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Licensure

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

1. Successful completion of the Principal License program at Lewis & Clark or another regionally accredited institution.
2. For students who did not complete their Principal License program at Lewis & Clark, passing scores or waivers for the required tests listed below.
3. Admission to the Lewis & Clark Professional Administrator License program and approved individual course of study on file.
4. Hold a master's degree or higher from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Oregon Teacher Standards and Practices Commission.
5. Have completed three full years of qualifying licensed school administrator experience (<https://secure.sos.state.or.us/oard/viewSingleRule.action/?ruleVrsnRsn=274631>) in a 1.0 FTE assignment or six full years of licensed school administrator experience in a .50 FTE or more assignment. (The years of school administrator experience do not have to be earned consecutively.)
6. Completion of the Professional Administrator License program requirements.

Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

- ¹ Students who hold a current Oregon Basic, Standard, Initial, Continuing, Professional, or Teacher Leader teaching or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.

Master of Education in Educational Administration with Principal License

Note: This program has been designed to meet the new standards adopted by the Oregon Teacher Standards and Practices Commission (TSPC). It is currently pending final review and approval at the June 2021 TSPC meeting.

The MEd program combines the requirements for an Oregon Principal License with a master's degree for practicing teachers or other qualified education professionals who have not earned a master's degree and are seeking a route to earn Oregon Principal License.

Degree Requirements

- 2 A minimum of 38 semester hours, distributed as follows:

Required Courses

The 27 semester hours required for the Principal License Program plus the following:

EDAD 533/ EDAD 633	Leadership for Learning	2
EDAD 597	Capstone Project	2

Elective Courses

A minimum of 7 semester hours will be earned as electives from EDAD, EDLL or ED chosen jointly by the advisor and student.

Licensure

Lewis & Clark recommends for the Oregon Principal License those candidates who have fulfilled all of the requirements specified under the Principal License Program. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years pass before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Educational Specialist in Administration with Principal License

Note: This program has been designed to meet the new standards adopted by the Oregon Teacher Standards and Practices Commission (TSPC). It is currently pending final review and approval at the June 2021 TSPC meeting.

The Educational Specialist degree in administration is intended for students who have earned a master's degree and are seeking a route to earn their Oregon Principal License as well as begin the work of taking this understanding to the district level. Students who pursue this degree will graduate from the program having completed all of the Principal License requirements as well as nine of the core credits from the Professional Administrator License program. Students will not complete all of the credits required for a Professional Administrator License through the Educational Specialist requirements, but after completing their EdS will be able to apply to the Professional Administrator License Program and continue the coursework needed to earn the Professional Administrator License if they choose to do so.

After completing the required courses from the Principal License Program and the four required courses from the Professional Administrator License program, the student will complete a one credit course (EDAD 576/EDAD 676 Integrated Administrative Seminar) in which they will synthesize and integrate their learning over the course of the program into a written report and a public presentation.

Degree Requirements

A minimum of 37 semester hours, distributed as follows:

Required Courses

- The 27 semester hours required for the Principal License Program
- The following four courses from the Professional Administrator License Program

EDAD 520/ EDAD 620	Organizational Leadership for Equity, Inclusion, and Justice	3
EDAD 521/ EDAD 521	Instructional Leadership for Inclusion and Improvement	3
EDAD 527/ EDAD 527	Advocacy, Communication, and Inclusive Leadership for Engaging Community	3
EDAD 576/ EDAD 676	Integrated Administrative Seminar	1

Licensure

This degree program includes the requirements for the Oregon Principal License. Lewis & Clark recommends for the Principal License those candidates who have fulfilled the requirements specified in the Principal License section of this catalog. Applicants from Oregon approved

programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Principal License Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses page in this catalog.

EDAD 501 Educational Leadership for Equity and Social Justice

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 502 Instructional Leadership

Content: Focus 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. Draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 503 Research As Practitioner Inquiry

Content: Overview of foundations and techniques for conducting improvement research and practitioner inquiry. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom, school, or alternative educational and community environments. Use of school-based research methods to analyze site-specific qualitative and quantitative data aimed at collaborative improvement project designs. Thorough coverage of these topics is designed to equip school leader-practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice. Students will develop an understanding of PDSA cycles of inquiry, designing research questions, conceptual frameworks, methodology, data collection and analysis, and the process of presenting work inside and outside schools.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 504 Ethics, Policy, and the Law

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 508 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 509 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 510 Cultivating Human Resources for Equity

Content: This course will focus on the skills necessary for principals to develop and implement equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. We will examine concepts and approaches for planning and implementing activities that create leadership pathways for succession for teaching faculty and staff. Current theories and practices relating to the recruitment, development, and retention of BIPOC personnel will be covered. The course will examine specific research-anchored (a) equity-focused systems of supervision and evaluation; (b) mentorship and support of newly-assigned educators; (c) actionable feedback about instruction and culturally responsive and other professional practices; and (d) promoting collective accountability. Additional topics include transformative conflict, active communication skills, and creating sustainable positive school climate. Special attention will be given to evaluation strategies, measuring results, and designing professional development training for teaching faculty and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 511 Budgeting and Operations for Equity

Content: Reviews the basic concepts of school finance and operational management at the state and district levels, and explores how to apply them when leading a school. Students acquire skills to lead and collaborate with others in the efficient and equitable allocation of resources—human, fiscal, and technological—to achieve equity and social justice, as well as academic success for diverse learners.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 536 Leading With Instructional Technology

Content: This course is designed to provide hands-on experience using educational and management technology strategies to support traditionally underrepresented and minoritized students using technology. We will investigate how building administrators can implement learning and development strategies utilizing technology to present PD content, engage learners, support families and create a culture of innovation.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 574 Equity in Education for English/Dual Language Learners

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 589 Professional Studies: Special Topics in School Leadership

Content: In-depth examination of topics relevant to the practicing Principal and issues in schools. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 518 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Restrictions: Enrollment in another course in the Principal License Program

Credits: 1 semester hour.

EDAD 519 Practicum for School Leadership

Content: Supervised, onsite, pre-designed 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-level/high school under the supervision of experienced site and campus supervisors. Total of 3 semester hours required for the program.

Prerequisites: EDAD-518

Restrictions: Admission to the Principal License Program and enrollment in another Principal License Program course.

Credits: 1-2 semester hours.

Professional Administrator License Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses page in this catalog.

EDAD 520 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 521 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 525 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 527 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through communicating and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused work that supports the achievement and well-being of students and staff. District leaders must focus on understanding how community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within districts, as well as provide representation and advocacy, within and outside of the district, for their district's current and future needs.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 549 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: At least 9 credits of completed Professional Administrative License Coursework

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

Professional Administrator Licensure Bridge Program Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses page in this catalog.

EDAD 550 Superintendent Bridge Professional Mentorship

Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.

Prerequisites: None.

Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.

Credits: 1 semester hour.

EDAD 546 Negotiation, Collective Bargaining, and Contract Management

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. Bargaining between different parties inherently involves mediating multiple perspectives, problem solving and decision-making skills, communication, and an understanding of how a leader's personal identity and assumptions influence contract management and negotiation. There are clear responsibilities for maintaining agreements reached through the collective bargaining process, and an obligation to ensure that contract management and negotiation remains equity-centered. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, and the role grievances play in bargaining proposals and contracts, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 556 School Finance and District Budgeting

Content: 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.

Prerequisites: None.

Credits: 1-2 semester hours.

MEd Courses

Note: The following courses are offered on-campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on-campus and off) on the Department of Educational Leadership courses page in this catalog.

EDAD 533 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 597 Capstone Project

Content: A capstone/culminating written and oral project will require students to synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will register for 2 semester hours of EDAD 597 Capstone Project, which must be completed within one semester.

Prerequisites: 27 semester hours of coursework from the Principal License Program and EDAD-533 or EDAD-633

Restrictions: Consent of instructor and submission of application for the Capstone Project to the Principal License Program Director.

Credits: 2 semester hours.

EdS Courses

Note: The following course is offered on-campus only. It has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on-campus and off) on the Department of Educational Leadership courses page in this catalog.

EDAD 520 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 521 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 527 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through communicating and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused work that supports the achievement and well-being of students and staff. District leaders must focus on understanding how community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within districts, as well as provide representation and advocacy, within and outside of the district, for their district's current and future needs.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 576 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.

School Counseling

Ensuring academic, career, personal, and social success for all students defines the school counselor's role in the school and community. Lewis & Clark's School Counseling programs prepare well-qualified school counselors who will deliver comprehensive school counseling services 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 innovative school counseling program offers both a master's degree with licensure option and a licensure-only option for those interested in becoming school counselors. Candidates begin working in 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 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 program:

- Provides a high-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 Oregon 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 through continued formal and informal feedback and evaluations.
- Provides an arena for multiple professional growth opportunities.

Candidates are prepared 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.

Ongoing Candidate Evaluation

Candidates for all school counseling programs 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 Council for the Accreditation of Educator Preparation (CAEP) (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 incomplete grades prior to the final internship)
- Applicable coursework in the development of a comprehensive school counseling program plan.

About the Oregon Preliminary School Counselor License

Candidates seeking school counselor licensure in Oregon who successfully complete Lewis & Clark's approved licensure program and

any state-required tests receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC).

Applying for Licensure

Graduates who complete the licensure program requirements are eligible to be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission (TSPC) for the appropriate license. Candidates must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Accreditation

The Council for Accreditation of Educator Education (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC) have approved Lewis & Clark's licensure programs in school counseling.

Master of Education in School Counseling with Preliminary License

Track I

Candidates who hold a valid teaching license or certificate and who have two academic years of experience as a full-time licensed teacher in a public education setting or in a regionally accredited private school in any state or other U.S. jurisdiction are eligible for the Track I program in school counseling.

Degree Requirements for Track I

Candidates must complete 42 semester hours, distributed as follows, and all required tests:

Required Courses for Track I

SCED 501	Academic Development and Consultation	2
SCED 502	Internship: Academic Development and Consultation	1.5
SCED 503	Career Development and Consultation	2
SCED 505	Personal/Social Development and Consultation	2
SCED 506	Internship: Personal/Social Development and Consultation	1.5
SCED 507	Development of the Learner: Children and Adolescents	2
SCED 508	Social Justice, Diversity, and Cultural Issues	2
SCED 509	Ethical and Legal Issues in Education and School Counseling	3
SCED 511	Group Counseling Skills for School Counselors	2
SCED 512	Critical Disability Perspectives in Counseling	2
SCED 513	Educational Research, Assessment, and Technology	3
SCED 514	Fundamental Counseling Skills and Techniques	2
SCED 515	Theoretical Foundations of Counseling	2
SCED 516	School Counseling Internship (two semesters, 4 semester hours each)	8
SCED 521	Family Dynamics, Community Resources, and Consultation	2

Elective Courses

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

Graduate Convocation Requirement

Students must attend Convocation (CORE 500) .

Track II

Candidates who do not hold a valid regular teaching license—or who do hold such a license but have less than two academic years of teaching experience in a public education setting or in a regionally accredited private school in any state or other U.S. jurisdiction—are eligible for the Track II program in school counseling.

Degree Requirements for Track II

Candidates must complete 45 semester hours, distributed as follows, and all required tests:

Required Courses for Track II

All of the required courses for Track I, 37 semester hours (see above), plus

SCED 517	Practicum in Classroom Instruction	5
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Elective Courses

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

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Track IIb

Candidates *who do not* hold a valid regular teaching license or who do hold such a license but have less than two academic years of teaching experience in a public education setting or in a regionally accredited private school in any state or other U.S. jurisdiction, but *who have* previously fulfilled the teaching practicum requirements of the school counseling program may be eligible for the Track IIb program in school counseling. In order to qualify for the Track IIb Program, students must have completed 200 hours of classroom placement in a school, a graded work sample, a minimum of four evaluations of placement performance, successful completion of a student teacher support course of at least five credits, and must be eligible for the Preliminary Teaching License.

The course requirements for Track IIb candidates are exactly the same as the requirements for Track I.

Degree Requirements for Track IIb

Candidates must complete 42 semester hours, distributed as follows, and all required tests:

Required Courses for Track IIb

All of the required courses for Track I, 37 semester hours (see above)

Elective Courses

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

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Preliminary School Counselor 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 Preliminary School Counselor License-Only Program. Students are held accountable to each course in the program as outlined below. After admission, the candidate works closely with a faculty advisor to design an individual program of study that fulfills the licensure requirements set out by Oregon Teacher Standards and Practices Commission (TSPC). 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 office (http://www.lclark.edu/graduate/departments/educational_leadership/school_counseling/) for further information.

Track I

Candidates who hold a valid regular teaching certificate or license and who have two academic years of experience as a full-time teacher in a public education setting or in a regionally accredited private school in any state or other U.S. jurisdiction are eligible for the Track I Program in school counseling.

Licensure Requirements for Track I

Candidates must complete 37 semester hours, distributed as follows, and all required tests:

Required Courses for Track I

SCED 501	Academic Development and Consultation	2
SCED 502	Internship: Academic Development and Consultation	1.5
SCED 503	Career Development and Consultation	2
SCED 505	Personal/Social Development and Consultation	2
SCED 506	Internship: Personal/Social Development and Consultation	1.5
SCED 507	Development of the Learner: Children and Adolescents	2
SCED 508	Social Justice, Diversity, and Cultural Issues	2
SCED 509	Ethical and Legal Issues in Education and School Counseling	3
SCED 511	Group Counseling Skills for School Counselors	2
SCED 512	Critical Disability Perspectives in Counseling	2
SCED 513	Educational Research, Assessment, and Technology	3
SCED 514	Fundamental Counseling Skills and Techniques	2
SCED 515	Theoretical Foundations of Counseling	2
SCED 516	School Counseling Internship (two semesters, 4 semester hours each)	8
SCED 521	Family Dynamics, Community Resources, and Consultation	2

Track II

Candidates who do not hold a valid regular teaching license—or who do hold such a license but have less than two academic years of teaching experience in a public education setting or in a regionally accredited private school in any state or other U.S. jurisdiction—are eligible for the Track II Program in school counseling.

Licensure Requirements for Track II

Candidates must complete 42 semester hours, distributed as follows, and all required tests:

Required Courses for Track II

All of the required courses for Track I, 37 semester hours, plus:

SCED 517	Practicum in Classroom Instruction (3 semester hours fall, 2 semester hours spring)	5
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Track IIb

Candidates *who do not* hold a valid regular teaching license or who do hold such a license but have less than two academic years of teaching experience in a public education setting or in a regionally accredited

private school in any state or other U.S. jurisdiction, but *who have* previously fulfilled the teaching practicum requirements of the school counseling program may be eligible for the Track IIb Program in school counseling. In order to qualify for the Track IIb Program, students must have completed 200 hours of classroom placement in a school, a graded work sample, a minimum of four evaluations of placement performance, successful completion of a student teacher support course of at least five credits, and must be eligible for the Preliminary Teaching License. The course requirements for Track IIb candidates are exactly the same as the requirements for Track I.

Licensure Requirements for Track IIb

Candidates must complete the 37 semester hours required for Track I (see above) and all required tests.

Becoming an Oregon Licensed Professional Counselor (LPC)

Graduates of Lewis & Clark's school counseling program interested in becoming an Oregon Licensed Professional Counselor (LPC) may contact the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) (<https://www.oregon.gov/oblpc/Pages/>) for information on the licensure process.

While faculty from Lewis & Clark's school counseling program or the graduate registrar's office may be able to complete OBLPCT licensure forms on a graduate's behalf, the OBLPCT will make the final determination as to whether the graduate's school counseling program meets the degree and course work requirements issuance of the LPC.

Testing Requirements

The following tests must be passed in order to be eligible for a recommendation by Lewis & Clark for school counseling licensure in any state. Detailed information regarding the point in the program by which each test must be passed is available in the program handbook. The required tests are:

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2,3}

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

- ¹ Students who hold a current Oregon Basic, Standard, Initial, Continuing, Preliminary, Professional, or Teacher Leader teacher or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.
- ² As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.
- ³ As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

School Counseling Courses

SCED 500 Introduction to School Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 501 Academic Development and Consultation

Content: 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.

Prerequisites: None.

Corequisites: SCED 500, SCED 502.

Credits: 2 semester hours.

SCED 502 Internship: Academic Development and Consultation

Content: 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.

Prerequisites: None.

Corequisites: SCED 500, SCED 501.

Credits: 1.5 semester hours.

SCED 503 Career Development and Consultation

Content: 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.

Prerequisites: SCED 500.

Credits: 2 semester hours.

SCED 505 Personal/Social Development and Consultation

Content: 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.

Prerequisites: SCED 500, SCED 501, SCED 502.

Credits: 2 semester hours.

SCED 506 Internship: Personal/Social Development and Consultation

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

Prerequisites: SCED 500, SCED 501, SCED 502.

Corequisites: SCED 505.

Credits: 1.5 semester hours.

SCED 507 Development of the Learner: Children and Adolescents

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCED 508 Social Justice, Diversity, and Cultural Issues

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCED 509 Ethical and Legal Issues in Education and School Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 510 Family Dynamics, Community Resources, and Consultation

Content: 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 diversity 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 511 Group Counseling Skills for School Counselors

Content: This counseling skill development course will cover principles and practices of group counseling in the school context, theories of group counseling, addressing group dynamics, group counseling skills and group counseling processes. Candidates will learn to assess students' needs, plan, organize, facilitate and evaluate the success of small groups within the K-12 educational setting. Ethical considerations in group work with all children and adolescents will be addressed utilizing the ASCA and ACA Code of Ethics. In addition, the ASGW: Multicultural and social justice competence principles for group workers will be infused throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

SCED 512 Critical Disability Perspectives in Counseling

Content: This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Emphasis will be placed on challenging and countering hegemonic narratives of disability, especially the view that disabled individuals are somehow defective or deficient in some way and need to be "fixed". Students will be encouraged to develop awareness of their own ableism, identify various models of disability, and learn skills and strategies for effective and affirmative counseling with youth and adults with disabilities.

Prerequisites: None.

Credits: 2 semester hours.

SCED 513 Educational Research, Assessment, and Technology

Content: 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.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

SCED 514 Fundamental Counseling Skills and Techniques

Content: This course provides foundational education in core counseling skills and techniques from therapeutic listening and empathy to invitational, reflecting, and challenging skills. The course is aimed at helping counselors develop a foundation as strong, effective, and multiculturally attuned therapeutic agents for their work with youth and adults. Students can expect to examine multidimensional aspects of their own racial, social, and cultural identities, intrapersonal issues, and their potential impact on helping relationships. This course is experiential, and learning experiences include observing, practicing, and applying various skills and techniques in the helping process, and giving peer and receiving peer and instructor feedback.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 2 semester hours.

SCED 515 Theoretical Foundations of Counseling

Content: This course is designed to help students master the key components of the major dominant counseling theories and approaches. A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for diverse populations. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises. Moreover, theoretical exploration will facilitate students' evolving understanding of human behavior and psychological development. Emphasis will be placed on understanding and analyzing the applications of these theories in school counseling practice. This course is designed to stimulate critical thinking, discussion, and promote self-exploration. Students will be encouraged to view theories and the counseling process within a cultural context, not only from the counselor's perspective, but from the client point of view.

Prerequisites: SCED-514

Credits: 2 semester hours.

SCED 516 School Counseling Internship

Content: School counseling internship is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, continuation of skill development, and opportunities for reflective inquiry. The internship seeks to enhance the development of counseling and consulting skills that are grounded in theory and research and necessary to facilitate positive human development within a school setting.

Prerequisites: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

SCED 517 Practicum in Classroom Instruction

Content: 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. Students take three semester hours in fall and two in spring, for a total of five semester hours.

Prerequisites: None.

Credits: 2-3 semester hours.

SCED 520 Motivational Strategies for School Counselors

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

SCED 521 Family Dynamics, Community Resources, and Consultation

Content: The ASCA Ethical Standards and ACA Code of Ethics state that counselors should practice only within the boundaries of their competence, based on education, training, supervised experience, state and national credentials, and appropriate experience. Professional school counselors' relationships with families is vital to the consulting and collaborating duties expected of school counselors, therefore, it is necessary that school counseling students gain knowledge and understanding of family systems to utilize in their work as future school counselors.

Prerequisites: SCED-514

Restrictions: Admission to the SCED program

Credits: 2 semester hours.

SCED 544 Practicum

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office. .

Credits: 1-4 semester hours.

SCED 550 Clinical Issues in School Counseling

Content: This course will address various clinical issues frequently encountered by school counselors in a K-12 setting. Conducted as a seminar, the course is an overview primer of mental health issues affecting children and adolescents (for example, depression, anxiety, self mutilating behavior, behavioral disorders, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-5 diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

SCED 565 College Planning to Promote Equity and Access for All Students

Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 1 semester hour.

SCED 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SCED 649 Independent Study

Prerequisites: None.
Credits: 1-4 semester hours.

SCED 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

SCED 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.
Prerequisites: None.
Credits: 1-4 semester hours.

SCED 699 Independent Study

Content: 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.
Prerequisites: None.
Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.
Credits: 1-5 semester hours.

SCED 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.
Prerequisites: None.
Credits: 1-4 semester hours.

Student Affairs Administration

The landscape of higher education is rapidly changing, and the students entering colleges and universities are increasingly diverse. Graduates of the Student Affairs Administration program are prepared to meet this challenge with creative and innovative leadership, the knowledge and skills to help transform organizations, and a deep commitment to creating learning and living environments that offer all students full access to the benefits of college attendance.

Our program focuses on the ways that learning and development occur in and outside the classroom, in all dimensions of life on a college campus. Specifically, our program is concerned with creating intentional, inclusive, democratic communities where diverse student voices are heard and barriers to success are removed. Our graduates foster understanding and respect for diversity and become advocates for the full and equal participation of all students in higher education.

Graduates of the Master of Arts in Student Affairs Administration will be prepared to serve as coordinators, assistant directors, and directors in a wide range of areas related to student affairs administration, including residence life, judicial affairs, multicultural student affairs, student activities, career services, financial aid, academic advising, disability services, Greek life, and many others. In addition to being prepared for entry into mid-level professional positions in colleges and universities, graduates will be uniquely positioned to work in mission-driven units,

programs, and institutions with a commitment to diversity, equity, and social justice.

The curriculum of the MA in Student Affairs Administration is designed to prepare students in the 2015 Professional Competency Areas (<http://www.naspa.org/about/student-affairs/>) jointly developed by the ACPA and NASPA, which set out the “broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals.” These include:

- Advising and Helping
- Assessment, Evaluation and Research
- Equity, Diversity and Inclusion
- Ethical Professional Practice
- Human and Organizational Resources
- Law, Policy and Governance
- Leadership
- Personal Foundations
- Student Learning and Development

Master of Arts in Student Affairs Administration

The Master of Arts in Student Affairs Administration is designed for current or aspiring student affairs professionals with a special emphasis on issues of diversity, equity, and social justice.

The curriculum offers coursework that prepares practitioner-scholars who possess both practical and theoretical knowledge in the field of student affairs administration. Graduates will be prepared to work toward creating inclusive democratic communities in higher education settings, where caring, equity, and social justice are guiding principles and diverse perspectives are supported. Faculty employ transformative pedagogies at the individual and group level to enhance student learning and to help students develop a professional identity that demonstrates a commitment to legal, ethical, and professional responsibilities in the student affairs profession.

Students complete coursework together with a small group of committed peers. This cohort structure leads to lifetime friendships and extensive professional networks. Theory is integrated with practice through rigorous coursework, a capstone proseminar project, and two comprehensive, supervised practica that give students hands-on experience in college environments. Program faculty possess extensive field experience as student affairs professionals and deep theoretical grounding in the history and foundations of higher education.

Degree Requirements

A minimum of 39 semester hours, including:

Degree Courses

SAA 501	Foundations of Higher Education and Student Affairs	3
SAA 509	Equity and Social Justice in Higher Education	3
SAA 523	Higher Education Governance and Administration	3
SAA 525	Higher Education Finance	3
SAA 530	Critical Pedagogies and Student Affairs	3
SAA 535	Legal Issues in Higher Education	3
SAA 542	Student Development Theory	3
SAA 550	Practicum I	3
SAA 551	Practicum II	3

SAA 557	Student Affairs Program Planning, Assessment, and Evaluation	3
SAA 580	Proseminar in Student Affairs Administration	3

Elective Courses

Students complete the remaining 6 semester hours by selecting from among available elective courses.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

SAA 501 Foundations of Higher Education and Student Affairs

Content: This course introduces students to the history and foundational philosophies of higher education with a focus on Student Affairs as a profession. It begins with an overview of the historical development of higher education in the United States and quickly moves to examining the integration of student affairs in the governance and administrative structure of higher education and explores the diversity of roles student affairs professionals play within colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of this field and informs the class the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored as student affairs administrators serve as guest speakers introducing their functional areas and discussing the nature of the issues they face.

Prerequisites: None.

Restrictions: Admission to the M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

SAA 509 Equity and Social Justice in Higher Education

Content: This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations. In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purposes of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, sexual orientation, gender identity, age, religion or spirituality, and disability.

Prerequisites: None.

Credits: 3 semester hours.

SAA 523 Higher Education Governance and Administration

Content: This course introduces students to governance and administrative structures in American higher education. Students will explore how changes in the demographic, legal, financial, and social landscape have impacted the ways that colleges and universities operate. Students will also become familiarized with the use of data and research as it relates to governance and administration.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 525 Higher Education Finance

Content: This three-semester hour course introduces students to financial, economic, and budgetary issues within Higher Education with particular emphasis on student affairs. Students will review the primary political, economic, and social issues influencing higher education finance; examine revenue streams and expenditure patterns; survey tuition and financial aid policies; develop the ability to examine and analyze financial information; and assess the budget as an instrument of strategic planning, resource allocation, and control. This course is grounded in literature, theories, and examples specific to higher education. The goal for this class is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Through assigned readings, lectures, and webcast materials, and by active course participation, including completion of assigned activities, students will have the opportunity to demonstrate their familiarity with the following topics: financing higher education; political influences; higher education revenue sources and uses; and institutional budgeting and planning.

Prerequisites: None.

Credits: 3 semester hours.

SAA 530 Critical Pedagogies and Student Affairs

Content: This class explores the following propositions from the tradition of critical pedagogy: learning is a shared and collective process that is shaped by social structures and norms of social interaction; higher education institutions fundamentally shape the process of learning, as well as what counts as knowledge; higher education institutions can sustain and reproduce inequitable political and economic relationships; higher education institutions can also provide opportunities to resist oppression, build autonomy, and create a more just society. This class will explore the central concepts and arguments that underlay these claims, and consider their implications for student affairs practitioners who seek to create inclusive learning environments that lead to equitable educational outcomes.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 535 Legal Issues in Higher Education

Content: This course is designed to introduce students to legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - will be addressed. Students will also explore current legal issues facing the higher education community.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 540 Student Development Theory I

Content: Having a deep understanding of student development is necessary for anyone who wants to be successful as an administrator or instructor in higher education. You must be aware of factors that affect the development of adults and be able to work with individuals, groups, and organizations within a diverse campus community. This is essential to establishing environments conducive to the development of students from a variety of backgrounds. This course introduces students to practitioner-based student development theories within higher education. Ultimately, the understanding and application of these theoretical frameworks to your work will enable you to enhance student outcomes vis-a-vis programs, services, curricula, and pedagogical techniques.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 541 Student Development Theory II

Content: This course is designed to build upon Student Development Theory I and is considered to be second in a two-part series. Coursework will enhance students' understanding of processes of student learning, growth, and development during college. Special focus will focus on recent theories including diversity in development and the extent to which these theories are used to guide empirical research and institutional decision-making.

Prerequisites: SAA 540.

Credits: 3 semester hours.

SAA 542 Student Development Theory

Content: As student development theory continues to evolve and has entered the "third wave" of scholarship, having an understanding of the variations of the theory is critical to serving diverse students on college campuses. This course applies a critical lens to introduce practitioner-based student development theories within higher education. Topics discussed will be informed by current issues in higher education. The main objectives for this course are: to examine theories, to explore how theories inform your praxis, and to demonstrate your intellectual understanding of systems of equity and inclusion in higher education settings.

Prerequisites: Take SAA-501 and SAA-509

Credits: 3 semester hours.

SAA 544 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for independent practicum to department office.

Credits: 1-4 semester hours.

SAA 550 Practicum I

Content: Practicum I provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 551 Practicum II

Content: Practicum II provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs. Practicum II builds on Practicum I by focusing in more depth on a specific career role, objective, or competency.

Prerequisites: SAA 550.

Credits: 3 semester hours.

SAA 557 Student Affairs Program Planning, Assessment, and Evaluation

Content: This course is designed to introduce students to planning, assessment, and evaluation in higher education, with a particular emphasis in student affairs. The course will focus on methodologies used to assess student learning outcomes and program evaluation. Student will also become familiar with the fundamentals of strategic planning, as well as data collection, analysis, and reporting.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 580 Proseminar in Student Affairs Administration

Content: This course is designed to prepare students in their transition from student to practitioner. The course will provide a reflection, synthesis, integration, and application of prior and concurrent coursework. The focus of the course will be on examining the student's role as a practitioner-scholar and their application of theory to practice. The course will utilize a case-study approach to addressing current as well as future issues in higher education graduates will face once they complete the program.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 598 Special Studies: New Or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

SAA 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

SAA 698 Special Studies: New Or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

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 WebAdvisor course schedule, available online (http://graduate.lclark.edu/academics/courses/course_schedule/).

School Counseling (SCED) Courses

SCED 500 Introduction to School Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 501 Academic Development and Consultation

Content: 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.

Prerequisites: None.

Corequisites: SCED 500, SCED 502.

Credits: 2 semester hours.

SCED 502 Internship: Academic Development and Consultation

Content: 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.

Prerequisites: None.

Corequisites: SCED 500, SCED 501.

Credits: 1.5 semester hours.

SCED 503 Career Development and Consultation

Content: 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.

Prerequisites: SCED 500.

Credits: 2 semester hours.

SCED 505 Personal/Social Development and Consultation

Content: 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.

Prerequisites: SCED 500, SCED 501, SCED 502.

Credits: 2 semester hours.

SCED 506 Internship: Personal/Social Development and Consultation

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

Prerequisites: SCED 500, SCED 501, SCED 502.

Corequisites: SCED 505.

Credits: 1.5 semester hours.

SCED 507 Development of the Learner: Children and Adolescents

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCED 508 Social Justice, Diversity, and Cultural Issues

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCED 509 Ethical and Legal Issues in Education and School Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 510 Family Dynamics, Community Resources, and Consultation

Content: 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 diversity 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 511 Group Counseling Skills for School Counselors

Content: This counseling skill development course will cover principles and practices of group counseling in the school context, theories of group counseling, addressing group dynamics, group counseling skills and group counseling processes. Candidates will learn to assess students' needs, plan, organize, facilitate and evaluate the success of small groups within the K-12 educational setting. Ethical considerations in group work with all children and adolescents will be addressed utilizing the ASCA and ACA Code of Ethics. In addition, the ASGW: Multicultural and social justice competence principles for group workers will be infused throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

SCED 512 Critical Disability Perspectives in Counseling

Content: This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Emphasis will be placed on challenging and countering hegemonic narratives of disability, especially the view that disabled individuals are somehow defective or deficient in some way and need to be "fixed". Students will be encouraged to develop awareness of their own ableism, identify various models of disability, and learn skills and strategies for effective and affirmative counseling with youth and adults with disabilities.

Prerequisites: None.

Credits: 2 semester hours.

SCED 513 Educational Research, Assessment, and Technology

Content: 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.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

SCED 514 Fundamental Counseling Skills and Techniques

Content: This course provides foundational education in core counseling skills and techniques from therapeutic listening and empathy to invitational, reflecting, and challenging skills. The course is aimed at helping counselors develop a foundation as strong, effective, and multiculturally attuned therapeutic agents for their work with youth and adults. Students can expect to examine multidimensional aspects of their own racial, social, and cultural identities, intrapersonal issues, and their potential impact on helping relationships. This course is experiential, and learning experiences include observing, practicing, and applying various skills and techniques in the helping process, and giving peer and receiving peer and instructor feedback.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 2 semester hours.

SCED 515 Theoretical Foundations of Counseling

Content: This course is designed to help students master the key components of the major dominant counseling theories and approaches. A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for diverse populations. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises. Moreover, theoretical exploration will facilitate students' evolving understanding of human behavior and psychological development. Emphasis will be placed on understanding and analyzing the applications of these theories in school counseling practice. This course is designed to stimulate critical thinking, discussion, and promote self-exploration. Students will be encouraged to view theories and the counseling process within a cultural context, not only from the counselor's perspective, but from the client point of view.

Prerequisites: SCED-514

Credits: 2 semester hours.

SCED 516 School Counseling Internship

Content: School counseling internship is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, continuation of skill development, and opportunities for reflective inquiry. The internship seeks to enhance the development of counseling and consulting skills that are grounded in theory and research and necessary to facilitate positive human development within a school setting.

Prerequisites: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

SCED 517 Practicum in Classroom Instruction

Content: 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. Students take three semester hours in fall and two in spring, for a total of five semester hours.

Prerequisites: None.

Credits: 2-3 semester hours.

SCED 520 Motivational Strategies for School Counselors

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

SCED 521 Family Dynamics, Community Resources, and Consultation

Content: The ASCA Ethical Standards and ACA Code of Ethics state that counselors should practice only within the boundaries of their competence, based on education, training, supervised experience, state and national credentials, and appropriate experience. Professional school counselors' relationships with families is vital to the consulting and collaborating duties expected of school counselors, therefore, it is necessary that school counseling students gain knowledge and understanding of family systems to utilize in their work as future school counselors.

Prerequisites: SCED-514

Restrictions: Admission to the SCED program

Credits: 2 semester hours.

SCED 544 Practicum

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office. .

Credits: 1-4 semester hours.

SCED 550 Clinical Issues in School Counseling

Content: This course will address various clinical issues frequently encountered by school counselors in a K-12 setting. Conducted as a seminar, the course is an overview primer of mental health issues affecting children and adolescents (for example, depression, anxiety, self mutilating behavior, behavioral disorders, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-5 diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

SCED 565 College Planning to Promote Equity and Access for All Students

Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 1 semester hour.

SCED 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SCED 649 Independent Study

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 699 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SCED 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Educational Administration (EDAD) Courses**EDAD 501 Educational Leadership for Equity and Social Justice**

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 502 Instructional Leadership

Content: Focus 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. Draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 503 Research As Practitioner Inquiry

Content: Overview of foundations and techniques for conducting improvement research and practitioner inquiry. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom, school, or alternative educational and community environments. Use of school-based research methods to analyze site-specific qualitative and quantitative data aimed at collaborative improvement project designs. Thorough coverage of these topics is designed to equip school leader-practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice. Students will develop an understanding of PDSA cycles of inquiry, designing research questions, conceptual frameworks, methodology, data collection and analysis, and the process of presenting work inside and outside schools.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 504 Ethics, Policy, and the Law

Content: 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 avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 508 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 509 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 510 Cultivating Human Resources for Equity

Content: This course will focus on the skills necessary for principals to develop and implement equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. We will examine concepts and approaches for planning and implementing activities that create leadership pathways for succession for teaching faculty and staff. Current theories and practices relating to the recruitment, development, and retention of BIPOC personnel will be covered. The course will examine specific research-anchored (a) equity-focused systems of supervision and evaluation; (b) mentorship and support of newly-assigned educators; (c) actionable feedback about instruction and culturally responsive and other professional practices; and (d) promoting collective accountability. Additional topics include transformative conflict, active communication skills, and creating sustainable positive school climate. Special attention will be given to evaluation strategies, measuring results, and designing professional development training for teaching faculty and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 511 Budgeting and Operations for Equity

Content: Reviews the basic concepts of school finance and operational management at the state and district levels, and explores how to apply them when leading a school. Students acquire skills to lead and collaborate with others in the efficient and equitable allocation of resources—human, fiscal, and technological—to achieve equity and social justice, as well as academic success for diverse learners.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 518 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Restrictions: Enrollment in another course in the Principal License Program

Credits: 1 semester hour.

EDAD 519 Practicum for School Leadership

Content: Supervised, onsite, pre-designed 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-level/high school under the supervision of experienced site and campus supervisors. Total of 3 semester hours required for the program.

Prerequisites: EDAD-518

Restrictions: Admission to the Principal License Program and enrollment in another Principal License Program course.

Credits: 1-2 semester hours.

EDAD 520 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 521 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 523 Communication Skills for Inclusion and Engagement

Content: Effective and inclusive communication with staff, families, and the community is a foundational skill required of all educational leaders. This course examines best practices in communication processes as they apply to personnel and group effectiveness in a variety of settings. Students will analyze how communication and engagement are impacted by power dynamics and systemic inequity, and will critically reflect on the skills and practices that will allow them to be effective and inclusive communicators within their context. Students will explore the dynamics of communication that occur at the individual and organizational level, understand best practices in establishing effective two-way communication between leaders and stakeholders, and examine the role of communication, dialogue, and listening as it relates to trust and credibility in different settings.

Prerequisites: None

Credits: 2 semester hours.

EDAD 525 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 527 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through communicating and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused work that supports the achievement and well-being of students and staff. District leaders must focus on understanding how community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within districts, as well as provide representation and advocacy, within and outside of the district, for their district's current and future needs.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 531 Administrators' Colloquium for School Equity

Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 532 Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders

Content: Students will engage in critical reflection about how their own personal attitudes and beliefs about competence and success can influence supervision, with a particular focus on how personal assumptions and implicit bias can influence the evaluation process. The course is not a clinical supervision course. Course topics include effective hiring and retention practices, supervision and evaluation that promotes culturally responsive practice, objective documentation of employee performance, assessing for competence and the potential for growth, the legal basis for supervising and evaluating classified, certified, and administrative employees, review of and familiarization with district evaluation documents, and analysis of personal leadership approaches and behaviors, and developing and using culturally responsive supervision and evaluation systems.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 533 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 535 Equitable Management of Resources

Content: School and district leaders are charged with doing more than simply managing students and learning. The management of school boards, personnel, the school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. The distribution of limited resources requires leaders to wear a lens of equity. This course focuses on the management and oversight of the critical resources that contribute to the success of schools. Areas of focus for the course include the equitable decisions required for management and operations of: school boards, personnel, offices, auxiliary services, special services, finances, student behavior, time and other resources. Case studies and real examples from participating students will contribute to course topics.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 536 Leading With Instructional Technology

Content: This course is designed to provide hands-on experience using educational and management technology strategies to support traditionally underrepresented and minoritized students using technology. We will investigate how building administrators can implement learning and development strategies utilizing technology to present PD content, engage learners, support families and create a culture of innovation.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 537 Educational Research and Assessment

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 540 Organizational Change for Action

Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 541 Courage to Lead--Sustaining a Vision

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 542 Courage to Lead for Democracy

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 543 Evaluating Teaching and Leading

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 544 Practicum

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

EDAD 546 Negotiation, Collective Bargaining, and Contract Management

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. Bargaining between different parties inherently involves mediating multiple perspectives, problem solving and decision-making skills, communication, and an understanding of how a leader's personal identity and assumptions influence contract management and negotiation. There are clear responsibilities for maintaining agreements reached through the collective bargaining process, and an obligation to ensure that contract management and negotiation remains equity-centered. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, and the role grievances play in bargaining proposals and contracts, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 547 Ethical Leadership and Decision-Making

Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders. Students will explore how ethical beliefs are influenced by cultural norms and assumptions, how values and ethics are established in individuals and across organizations, how ethical practices are supported or constrained by organizational norms, and the inevitable tensions that exist in the practice of an ethical leader and across educational systems. Students will apply different ethical frameworks and decision-making models in order to critically reflect upon their responsibilities as an ethical leader and develop their own ethical practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 548 Transforming Culture and Inspiring Innovation

Content: Advancing social justice, eliminating systemic inequities, and fostering inclusive and culturally responsive school and district cultures that support the achievement and well-being of staff and students requires bold changes and collaboratively designed, system-wide solutions that ensure deep learning and equitable opportunities for all. Administrators are charged with building and sustaining coherent, innovative, forward-thinking, and courageous organizational cultures that are focused on transforming school systems to be equitable and democratic institutions. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to critically reflect on who they are as learners and leaders for equity and transformation.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 549 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: At least 9 credits of completed Professional Administrative License Coursework

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

EDAD 550 Superintendent Bridge Professional Mentorship

Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.

Prerequisites: None.

Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.

Credits: 1 semester hour.

EDAD 551 Legal and Procedural Aspects of Special Education

Content: Leaders are responsible for fostering an inclusive school and district culture where each and every child is a valued and fundamental member and participant in classrooms and the community. This course will address how disability is socially constructed, and how assumptions about disability and exclusion can be reinforced by school and district practices. This course will provide opportunities for administrators to use current, relevant research to increase their understanding of leadership practices that foster an inclusive school culture, as well as develop the knowledge and skills to enact high leverage practices in the areas of instruction, assessment and accountability, program/service support, and supervision and legal requirements for special education.

Prerequisites: None

Credits: 2 semester hours.

EDAD 552 Culturally Responsive Practices for School Leaders

Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 553 Priority Leadership: Leading Systemic Change

Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual priority leadership assessment and personal action plan that will improve the leadership performance of participants.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 555 Building Positive Climate: Policy and Practice

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. Additionally, these school wide initiatives must be supported by district-wide systems of multi-tiered interventions and equitable policies that focus on reducing exclusionary discipline, increasing attendance, and sustaining positive, inclusive, and hate-free school and district cultures. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 556 School Finance and District Budgeting

Content: 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.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 559 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and developing culturally responsive leadership mindsets and skill sets will be explored. Students will engage in critical reflection about their own positionality, and how this influences and constrains their ability to collaborate authentically. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 560 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 567 Leading Intelligently in Schools and Community

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 574 Equity in Education for English/Dual Language Learners

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 576 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.

EDAD 577 Advanced Colloquium for Administrators

Content: Practicing administrators will develop content knowledge about the issues and challenges to equitable practice that they encounter in their work in schools and at the district level. Students will learn to apply current research and leadership skills to successfully resolve equity-focused leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school and district settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality educational leadership.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 578 Leader as Ethnographer: Exploring and Engaging the School Community

Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 584 Critical Restorative Justice

Content: Leading a just community, in an unjust social and political context, is complicated. Educational leaders need an array of protocols for engaging their adult professional community in continuously renewing and restoring norms of peace and justice throughout the school community. This course is for educational leaders wanting practical skills to generate peace (dignity, connection, belonging, understanding and forgiveness and bridging across significant differences) and justice (forms of fairness) in the adult community of school during times of injustice, uncertainty, fear and expressions of hate in the broader community. The restorative justice practices taught in this course focus on the adult community of the school and are appropriate for staff meetings, community meetings, and can be translated into classroom practices. In this class, students will learn from experience to design and facilitate a variety of restorative processes that will strengthen and continuously restore a sense of justice in their professional community.

Prerequisites: None

Corequisites: None

Restrictions: None

Credits: 2 semester hours.

EDAD 585 Recentering Circles

Content: This course is designed for educators, counselors, and administrators interested in learning to facilitate restorative practice in professional settings where deficit model thinking, victim blaming and other forms of power and privilege derail equitable professional practice. These circles can be used in a variety of settings including human resource procedures, school staff meetings, parent meetings, community meetings. Students will be introduced to circle practices for a variety of purposes where unfair forms of interaction can alienate colleagues and subvert productive and creative work including program design, decision-making, problem-solving. These practices help establish trust in professional relationships and integrity in the use of restorative practices with students. Each class we will try out new circle practices and students will leave each class with new practices to try in their setting.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 589 Professional Studies: Special Topics in School Leadership

Content: In-depth examination of topics relevant to the practicing Principal and issues in schools. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 597 Capstone Project

Content: A capstone/culminating written and oral project will require students to synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will register for 2 semester hours of EDAD 597 Capstone Project, which must be completed within one semester.

Prerequisites: 27 semester hours of coursework from the Principal License Program and EDAD-533 or EDAD-633

Restrictions: Consent of instructor and submission of application for the Capstone Project to the Principal License Program Director.

Credits: 2 semester hours.

EDAD 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

EDAD 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

EDAD 601 Educational Leadership for Equity and Social Justice

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 602 Instructional Leadership

Content: Focus 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. Draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 603 Research as Practitioner Inquiry

Content: Overview of foundations and techniques for conducting improvement research and practitioner inquiry. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom, school, or alternative educational and community environments. Use of school-based research methods to analyze site-specific qualitative and quantitative data aimed at collaborative improvement project designs. Thorough coverage of these topics is designed to equip school leader-practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice. Students will develop an understanding of PDSA cycles of inquiry, designing research questions, conceptual frameworks, methodology, data collection and analysis, and the process of presenting work inside and outside schools.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 604 Ethics, Policy, and the Law

Content: 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 avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 608 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 609 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 610 Cultivating Human Resources for Equity

Content: This course will focus on the skills necessary for principals to develop and implement equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. We will examine concepts and approaches for planning and implementing activities that create leadership pathways for succession for teaching faculty and staff. Current theories and practices relating to the recruitment, development, and retention of BIPOC personnel will be covered. The course will examine specific research-anchored (a) equity-focused systems of supervision and evaluation; (b) mentorship and support of newly-assigned educators; (c) actionable feedback about instruction and culturally responsive and other professional practices; and (d) promoting collective accountability. Additional topics include transformative conflict, active communication skills, and creating sustainable positive school climate. Special attention will be given to evaluation strategies, measuring results, and designing professional development training for teaching faculty and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 611 Budgeting and Operations for Equity

Content: Reviews the basic concepts of school finance and operational management at the state and district levels, and explores how to apply them when leading a school. Students acquire skills to lead and collaborate with others in the efficient and equitable allocation of resources—human, fiscal, and technological—to achieve equity and social justice, as well as academic success for diverse learners.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 618 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Corequisites: None

Restrictions: Enrollment in another course in the Principal Licensure program.

Credits: 1 semester hour.

EDAD 619 Practicum for School Leadership

Content: Supervised, onsite, pre-designed 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-level/high school under the supervision of experienced site and campus supervisors.

Prerequisites: EDAD-618

Restrictions: Admission to the Principal License program and enrollment in another Principal License program course.

Credits: 1-2 semester hours.

EDAD 620 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 621 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 623 Communication Skills for Inclusion and Engagement

Content: Effective and inclusive communication with staff, families, and the community is a foundational skill required of all educational leaders. This course examines best practices in communication processes as they apply to personnel and group effectiveness in a variety of settings. Students will analyze how communication and engagement are impacted by power dynamics and systemic inequity, and will critically reflect on the skills and practices that will allow them to be effective and inclusive communicators within their context. Students will explore the dynamics of communication that occur at the individual and organizational level, understand best practices in establishing effective two-way communication between leaders and stakeholders, and examine the role of communication, dialogue, and listening as it relates to trust and credibility in different settings.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 625 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 627 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders in the district, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through developing, communicating, and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused systems, policies, and practices that support the achievement and well-being of students and staff. The work of district leaders must focus on understanding how their community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within their districts, as well as to provide representation and advocacy—both

Prerequisites: None.

Credits: 3 semester hours.

EDAD 631 Administrators' Colloquium for School Equity

Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 632 Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders

Content: Students will engage in critical reflection about how their own personal attitudes and beliefs about competence and success can influence supervision, with a particular focus on how personal assumptions and implicit bias can influence the evaluation process. The course is not a clinical supervision course. Course topics include effective hiring and retention practices, supervision and evaluation that promotes culturally responsive practice, objective documentation of employee performance, assessing for competence and the potential for growth, the legal basis for supervising and evaluating classified, certified, and administrative employees, review of and familiarization with district evaluation documents, and analysis of personal leadership approaches and behaviors, and developing and using culturally responsive supervision and evaluation systems.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 633 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 635 Equitable Management of Resources

Content: School leaders are charged with doing more than simply managing students and learning. The school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. This course focuses on the management and oversight of a school's physical plant and ancillary services that contribute to the maintenance and operation of such a facility. Areas of focus for the course include: facilities management, personnel management, student management, office management, auxiliary services, management of special services, fiscal management, time management, and resource management. Case studies and real examples from participating students will contribute to course topics.

Prerequisites: None.

Restrictions: Initial Administrator License.

Credits: 2 semester hours.

EDAD 636 Leading With Instructional Technology

Content: This course is designed to provide hands-on experience using educational and management technology strategies to support traditionally underrepresented and minoritized students using technology. We will investigate how building administrators can implement learning and development strategies utilizing technology to present PD content, engage learners, support families and create a culture of innovation.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 637 Educational Research and Assessment

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 640 Organizational Change for Action

Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 641 Courage to Lead--Sustaining a Vision

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 1-2 semester hours.

EDAD 642 Courage to Lead in a Democracy

Content: There has never been a more critical time for leaders to examine their capacity to build and support our democracy. This hybrid online course meets in one initial seminar/retreat followed by online content and discussions to explore the powerful practices of self-reflection and the personal and organizational change needed to create and sustain a healthy democracy. The course offers a context for participants to explore the difficult dilemmas related to effectively supporting diverse students, staff and community members within an inequitable education context. Leaders will explore ways of seeing, being and responding to life within their organizations in order to make these critical changes. Learning to deeply listen and to ask open, honest questions will assist in holding the tensions inherent in leadership today. Students are responsible for the investigation of a particular issue or dilemma in their administrative work life related to powerful habits that support a healthy democracy.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 642B Courage to Lead

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

Prerequisites: None.

Credits: 2 semester hours.

EDAD 643 Evaluating Teaching and Leading

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 644 Practicum

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

EDAD 646 Negotiation, Collective Bargaining, and Contract Management

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. Bargaining between different parties inherently involves mediating multiple perspectives, problem solving and decision-making skills, communication, and an understanding of how a leader's personal identity and assumptions influence contract management and negotiation. There are clear responsibilities for maintaining agreements reached through the collective bargaining process, and an obligation to ensure that contract management and negotiation remains equity-centered. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, and the role grievances play in bargaining proposals and contracts, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 647 Ethical Leadership and Decision-Making

Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders. Students will explore how ethical beliefs are influenced by cultural norms and assumptions, how values and ethics are established in individuals and across organizations, how ethical practices are supported or constrained by organizational norms, and the inevitable tensions that exist in the practice of an ethical leader and across educational systems. Students will apply different ethical frameworks and decision-making models in order to critically reflect upon their responsibilities as an ethical leader and develop their own ethical practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 648 Transforming Culture and Inspiring Innovation

Content: Advancing social justice, eliminating systemic inequities, and fostering inclusive and culturally responsive school and district cultures that support the achievement and well-being of staff and students requires bold changes and collaboratively designed, system-wide solutions that ensure deep learning and equitable opportunities for all. Administrators are charged with building and sustaining coherent, innovative, forward-thinking, and courageous organizational cultures that are focused on transforming school systems to be equitable and democratic institutions. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to critically reflect on who they are as learners and leaders for equity and transformation.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 649 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: At least 9 credits of completed Professional Administrator License Coursework

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

EDAD 650 Superintendent Bridge Professional Mentorship

Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.

Prerequisites: None.

Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.

Credits: 1 semester hour.

EDAD 651 Legal and Procedural Aspects of Special Education

Content: Leaders are responsible for fostering an inclusive school and district culture where each and every child is a valued and fundamental member and participant in classrooms and the community. This course will address how disability is socially constructed, and how assumptions about disability and exclusion can be reinforced by school and district practices. This course will provide opportunities for administrators to use current, relevant research to increase their understanding of leadership practices that foster an inclusive school culture, as well as develop the knowledge and skills to enact high leverage practices in the areas of instruction, assessment and accountability, program/service support, and supervision and legal requirements for special education.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 652 Culturally Responsive Practices for School Leaders

Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 653 Priority Leadership: Leading Systemic Change

Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual Priority Leadership Assessment and personal action plan that will improve the leadership performance of participants.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 655 Building Positive Climate: Policy and Practice

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. Additionally, these school wide initiatives must be supported by district-wide systems of multi-tiered interventions and equitable policies that focus on reducing exclusionary discipline, increasing attendance, and sustaining positive, inclusive, and hate-free school and district cultures. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 656 School Finance and District Budgeting

Content: 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.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 659 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and developing culturally responsive leadership mindsets and skill sets will be explored. Students will engage in critical reflection about their own positionality, and how this influences and constrains their ability to collaborate authentically. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 667 Leading Intelligently in Schools and Community

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 670 A Foundation for Racial Equity

Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 671 Understanding Cultural Frameworks and De-Centering Dominant Culture

Content: In this course, we explore the personal orientation necessary to work effectively in cross-cultural learning environments. We dissect dominant culture through unpacking the cultural values, beliefs, communication style, learning orientation, and cultural preferences that often remain unconsciously perpetuated or privileged in educational institutions. Then we will continue to explore the historical creation of a racial hierarchy via policies, systems, institutions, and laws and the legacy of discrimination, bias, and white privilege it creates today. Lastly, we explore nondominant cultural beliefs, communication styles, and learning styles as well as the basic tenets of culturally responsive teaching in order to begin de-centering dominant culture in schools and classrooms to truly create inclusive learning environments.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 672 Facilitating Learning in Diverse Communities

Content: This course will focus on the actual culturally inclusive facilitation skills needed to situate both students and adults as learners in diverse communities. In addition to concrete facilitation skill development, participants will explore the value and role of community in non-dominant learning as well as specific ways to enhance an authentic community orientation in schools today both for students and educators. Participants will also develop an approach to observing and offering feedback to one another as part of a learning community as well as create a facilitation plan for adult professional development. Participants will choose a focus area to target their community learning process on over the course of the school year.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 673 Engaging and Empowering Families

Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families' experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students' home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 674 Equity in Education for English/Dual Language Learners

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 675 Leading for Equity-Building Inclusive School Systems & Creating Syst Change

Content: During this course, teacher leaders, aspiring administrators, and current building and district administrators will explore themes and concepts of leadership and management essential to creating and sustaining equitable systemic change in today's diverse school buildings. This culminating course will build on a strong conceptual and experiential knowledge base of equity and explicitly develop the leadership lens and skills critical to inspiring and empowering others to join in creating equitable, lasting change that improves the academic achievement of all students, especially students of color who continue to be underserved by our educational system. This course honors that while this work is a moral imperative, leading for equity at the building and district level is deeply challenging and requires unrelenting passion as well as a deep leadership skill set and conceptual understandings.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 676 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.

EDAD 677 Advanced Colloquium for Administrators

Content: Practicing administrators will develop content knowledge about the issues and challenges to equitable practice that they encounter in their work in schools and at the district level. Students will learn to apply current research and leadership skills to successfully resolve equity-focused leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school and district settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality educational leadership.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 678 Leader as Ethnographer: Exploring and Engaging the School Community

Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 684 Critical Restorative Justice

Content: Leading a just community, in an unjust social and political context, is complicated. Educational leaders need an array of protocols for engaging their adult professional community in continuously renewing and restoring norms of peace and justice throughout the school community. This course is for educational leaders wanting practical skills to generate peace (dignity, connection, belonging, understanding and forgiveness and bridging across significant differences) and justice (forms of fairness) in the adult community of school during times of injustice, uncertainty, fear and expressions of hate in the broader community. The restorative justice practices taught in this course focus on the adult community of the school and are appropriate for staff meetings, community meetings, and can be translated into classroom practices. In this class, students will learn from experience to design and facilitate a variety of restorative processes that will strengthen and continuously restore a sense of justice in their professional community.

Prerequisites: None

Corequisites: None

Restrictions: None

Credits: 2 semester hours.

EDAD 685 Recentering Circles

Content: This course is designed for educators, counselors, and administrators interested in learning to facilitate restorative practice in professional settings where deficit model thinking, victim blaming and other forms of power and privilege derail equitable professional practice. These circles can be used in a variety of settings including human resource procedures, school staff meetings, parent meetings, community meetings. Students will be introduced to circle practices for a variety of purposes where unfair forms of interaction can alienate colleagues and subvert productive and creative work including program design, decision-making, problem-solving. These practices help establish trust in professional relationships and integrity in the use of restorative practices with students. Each class we will try out new circle practices and students will leave each class with new practices to try in their setting.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 689 Professional Studies: Special Topics in School Leadership

Content: In-depth examination of topics relevant to the practicing Principal and issues in schools. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

EDAD 699 Independent Study

Content: 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.

Prerequisites: None.

Credits: 1-5 semester hours.

EDAD 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Educational Leadership (EDLL) Doctoral Program Courses**EDLL 701 History of Leadership in Education**

Content: 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, and inquiring further to ask: Is postsecondary education also a public good? Who gets to access a college education? What dictates a quality higher education experience? Explore how leadership, organization, and ethical and political issues relate to these fundamental questions, which are the bedrock of America's systems of education.

Prerequisites: None.

Restrictions: Admission to EdD program or consent of program director.

Credits: 2 semester hours.

EDLL 702 Organizational Theory and Leadership

Content: This course introduces students to core concepts of organizational theory relevant to a large range of organizations e.g., PK-12 schools, colleges and universities, community groups, manufacturing businesses, hospitals) as well as organizational issues confronting leaders (e.g., design, improvement, accountability). Students will become adept at thinking critically and analytically about the organizational contexts in which they work. The course will also help students new to doctoral-level research learn how to interact with scholarly literature and apply it usefully to their work.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 704 Culturally Responsive Leadership

Content: Provides theoretical and practical guidance to support candidates in enacting culturally relevant approaches to leadership. Explores how policies and practices can enable effective interactions within culturally diverse environments. Participants will learn how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural awareness and critical consciousness.

Prerequisites: None.

Corequisites: None.

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

Credits: 2 semester hours.

EDLL 708 Ethics and Leadership for Social Justice

Content: Leaders face opportunities and challenges when implementing policies and practices regarding equity and social justice. Explore ethical issues dealing with leadership, governance, and policy development pertaining to P-20 institutions. Develop an understanding of social justice leadership theory and practice designed to disrupt structural inequities and produce fairness in organizational conditions and outcomes for minoritized communities.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 710 Introduction to Educational Research

Content: Introduction to epistemologies, paradigms, and methodologies in social science research. Students learn about different approaches used in education research and examine their underlying assumptions and values. The course addresses and critiques some of the long-standing traditions in education and social science research that have privileged certain values and viewpoints while marginalizing others.

Students will read and critique a variety of education research articles and consider how education leaders can use research for advocacy and transformative social action.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 715 Intercultural Community Collaboration

Content: Building collaborative relationships between schools and the diverse families and communities they serve is critical. By analyzing nontraditional forms of parent and guardian involvement and learning to work with existing cultural traditions, education leaders will gain skills to support diverse students and strengthen community connections. The goal is to build on the diverse assets of families and to connect with valuable local resources in order to strengthen collaborative learning for the entire school community.

Prerequisites: None.

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

Credits: 1 semester hour.

EDLL 716 Critical Theory and Pedagogy

Content: Education research sits at the intersection of debates about the philosophy of education (ontology), the role of education in (re)producing a pluralistic and free democracy (critical theories of education) what counts as a "just" society (critical social theory), what counts as knowledge production/construction (critical epistemology and critical research design), and ultimately what it means to educate a public (critical pedagogy). Therefore, education research focused on any one of these areas has implications in all of these areas. For education research focused on problems of (in)justice, with an interest in solving these problems, critical theory offers intellectual traditions and analytic tools. Using these intellectual tools, students will recognize, understand, discuss and apply the historical and current tenants of critical theory to form your own emerging conceptual framework for explaining and describing problems of practice in leadership and policy, organizing, pedagogy, and education research.

Prerequisites: None.

Restrictions: Admission to doctoral program or consent of program director.

Credits: 2 semester hours.

EDLL 721 Legal Issues in Higher Ed

Content: This course is designed to advance students' understanding and navigation of legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - and in various institutional settings will be discussed and considered in the context of leadership in the face of these challenges. Starting from a broader perspective, students will explore the current legal issues facing the higher education community nationally, and move to more local contexts for managing these circumstances as an institutional administrator at a college or university. From both the national and local viewpoints, the primary focus will be on the law and how it impacts relationships with students. The course will explore the increasingly complex regulatory environment facing colleges and universities.

Specific topics of discussion will include (among others): the rights and responsibilities of students in and outside the classroom; codes of conduct and due process; freedom of expression; freedom from discrimination; affirmative action; the roles of religion and politics in higher education; and the regulation of intercollegiate athletics.

Prerequisites: None

Restrictions: Admission to EdD program or instructor approval

Credits: 3 semester hours.

EDLL 725 Leadership in a Changing Global Society

Content: In this course we will explore education systems around the globe and the influences of globalization on education practices. Students will consider the interdependence of social, political, economic, and cultural phenomena within and across local and global social systems including education systems.

Prerequisites: None.

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

Credits: 1-2 semester hours.

EDLL 726 Seminar in Scholarship and Writing

Content: Introduction to scholarly writing and the development of self-as-scholar in education and the social sciences. Students gain an understanding of the elements and processes of scholarly writing. The course also provides training in APA style and library and reference resources.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 727 Focused Literature Research

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or 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.

Prerequisites: EDLL-726

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

Credits: 1-2 semester hours.

EDLL 728 Conceptual Framework

Content: Students will learn to generate clear, coherent, well-grounded conceptual frameworks and apply them to their work as emerging researcher-practitioners. Students will read and critique a variety of conceptual frameworks as well as collaboratively generate conceptual frameworks based on course readings. They will begin to develop a conceptual framework particular to their own practice and research interests.

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

Credits: 2 semester hours.

EDLL 729 Dissertation Design

Content: 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. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

Restrictions: Admission to the Ed.D program or consent of program director.

Credits: 3 semester hours.

EDLL 730 Advancement to Candidacy Seminar

Content: Extends time and support for doctoral students to complete advancement to candidacy and institutional review board (IRB) process. Provides individualized coaching and writing assistance and allows students to work toward finalization of their dissertation proposal under faculty supervision while maintaining access to college services through continuous enrollment in the doctoral program.

Prerequisites: Completion of all doctoral coursework, excluding EDLL 729 and EDLL 750.

Restrictions: Admission to doctoral program. Students may register for a maximum of 3 consecutive semesters of EDLL 730 beginning in the third summer of their program.

Credits: 1-3 semester hours.

EDLL 731 Equity-Focused Policy and Practice

Content: This course focuses on equity policy in education. Students will explore the sources of policy ideas, the processes of policy making, and the complex relationship between policy design and policy implementation. Students will read and critique equity-focused policies and learn to assess the strengths and constraints in policy designs using a variety of analysis approaches. Students will also read and critique policy implementation research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 732 Higher Education Policy

Content: The purpose of this course is to critically examine higher education policy and the impacts of policy application. Class discussions will explore challenges faced by institutions of higher education in implementing policy, with a particular focus on issues related to access, affordability and student outcomes.

Prerequisites: None

Corequisites: None

Restrictions: Admission to the EdD program or approval of instructor

Credits: 3 semester hours.

EDLL 733 Educational Leadership Field Experience

Content: Provides authentic, in-situ opportunities for candidates to synthesize and apply theory and research to their leadership development and growth as practitioner-scholars. In concert with their dissertation work and in collaboration with a university and field supervisor, candidates spend sustained time in the field gathering and analyzing data around a pressing problem of practice. Through their field experiences, candidates are expected to: (1) identify and engage with the key contact points and people within their schools, districts, organizations, and/or communities in ways that facilitate robust and ethical data gathering; (2) explore how dissertation data and findings illuminate critical questions and themes in leadership work, and (3) make recommendations for improving leadership practice and spurring organizational change.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 734 Educational Leadership Field Experience II

Content: Provides authentic, sustained, in-situ opportunities for candidates to synthesize and apply theory and research from program coursework to their development as practitioner-scholars. In concert with the doctoral program mission, candidates' field experiences center on the practice of transformative social change in educational settings, through research and inquiry. The experiences are designed to support candidates in two critical phases of their dissertation work, including formulating and articulating a problem (year 1) and applying methodologies to explore and understand a problem of practice (year 3). Field experiences are planned and guided collaboratively by the Lewis Clark supervisors and school, district, and agency personnel for graduate credit. They culminate in a presentation at the end of the program, where candidates share what they have learned about leadership and organizational change through the practicum process.

Prerequisites: EDLL 733.

Credits: 1 semester hour.

EDLL 735 Pasar La Batuta: Success Through Intention

Content: When participating in a track and field relay race, it is important that each of the sprinters speedily covers their portion of the race. Equally important is the fluidity of transferring responsibility from one runner to the next, the critical passing of the baton, or "pasar la batuta". It is in this moment when all of the effort given by one runner helps jump start their teammate in a seamless fashion, or when the work is abruptly halted because the hand off is faulty. This critical transfer can define the outcome of the race. The analogy of "pasar la batuta" well articulates the responsibility educational leaders in P-12 and higher education settings have for fashioning a seamless transition for students to navigate. As it stands, the movement between primary and secondary education into postsecondary education is disjointed. This course will explore why the transition across the educational pipeline is choppy, what factors need to be considered in order to facilitate a smoother move, and the opportunities for leaders to foster that change.

Prerequisites: None

Restrictions: Admission to doctoral program or approval of instructor

Credits: 2 semester hours.

EDLL 741A Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 741B Quantitative Research Methods

Content: Overview and application of quantitative research methods. Through course readings, discussion, and practical application, we examine basic designs and methods associated with quantitative research and become acquainted with descriptive and inferential statistical analyses and relevant analysis software, as well as learn how to interpret and present statistical findings. Candidates gain the skills necessary to review and critique quantitative research and to design and undertake their own quantitative research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 742 Quantitative Research Methods II

Content: Practice quantitative research skills. Through reading, discussion, and four practicum workshops students will practice: (1) designing researchable quantitative questions; (2) collecting quantitative data; (3) cleaning and structuring data for analysis; (4) conducting descriptive and inferential statistical analyses; and (5) writing up results in APA style.

Prerequisites: EDLL 741b

Credits: 1 semester hour.

EDLL 743 Qualitative Research Methods II

Content: Students practice foundational skills necessary for conducting qualitative research. Through reading, discussion, and four practicum workshops students will practice qualitative research skills: (1) collecting observation field notes; (2) developing and piloting interview and/or focus group questions; (3) collecting and managing audio and video recorded data; (4) transcribing audio and/or video data; (5) developing and using analytic coding. Students will also be introduced to the human subjects review process and complete the CITI responsible research module and the human subjects module.

Prerequisites: EDLL 741A

Credits: 1 semester hour.

EDLL 744 Research Development and Dissemination

Content: A core element of becoming a scholar-practitioner is learning to conduct, complete and disseminate one's research. In this course candidates gain skills and practice developing and delivering research presentations and writing conference proposals. Candidates attend research presentations, develop a conference proposal, and give and get critical feedback on presentations and proposals of their original research projects in professional and community-based settings.

Prerequisites: None

Corequisites: None

Restrictions: Admission to the EdD or consent of instructor

Credits: 2 semester hours.

EDLL 750 Doctoral Dissertation

Content: 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 of EDLL 750. Grades are deferred until the candidate has successfully defended and uploaded the final edited and approved dissertation.

Prerequisites: Advancement to candidacy, and successful defense of a dissertation proposal.

Restrictions: Admission to EdD program

Credits: 1-12 semester hours.

EDLL 780 Social Justice Leadership Retreat

Content: Leaders of school communities and agencies must be able to work effectively with individuals and groups representing diverse cultures and backgrounds; these skills are at the core of leading and serving all members of the community. This retreat will provide an opportunity to explore and learn about issues of diversity in a mutually supportive environment led by trained diversity facilitator(s). The retreat builds experientially on the academic emphasis on social justice and equity threaded through the doctoral program curriculum and leads to a practical application component during the ensuing academic year.

Prerequisites: None.

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

Credits: 1-2 semester hours.

EDLL 798 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

EDLL 799 Independent Study

Content: This course is an Independent Study course. 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-3 semester hours.

Student Affairs Administration (SAA) Courses

SAA 501 Foundations of Higher Education and Student Affairs

Content: This course introduces students to the history and foundational philosophies of higher education with a focus on Student Affairs as a profession. It begins with an overview of the historical development of higher education in the United States and quickly moves to examining the integration of student affairs in the governance and administrative structure of higher education and explores the diversity of roles student affairs professionals play within colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of this field and informs the class the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored as student affairs administrators serve as guest speakers introducing their functional areas and discussing the nature of the issues they face.

Prerequisites: None.

Restrictions: Admission to the M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

SAA 509 Equity and Social Justice in Higher Education

Content: This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations. In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purposes of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, sexual orientation, gender identity, age, religion or spirituality, and disability.

Prerequisites: None.

Credits: 3 semester hours.

SAA 523 Higher Education Governance and Administration

Content: This course introduces students to governance and administrative structures in American higher education. Students will explore how changes in the demographic, legal, financial, and social landscape have impacted the ways that colleges and universities operate. Students will also become familiarized with the use of data and research as it relates to governance and administration.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 525 Higher Education Finance

Content: This three-semester hour course introduces students to financial, economic, and budgetary issues within Higher Education with particular emphasis on student affairs. Students will review the primary political, economic, and social issues influencing higher education finance; examine revenue streams and expenditure patterns; survey tuition and financial aid policies; develop the ability to examine and analyze financial information; and assess the budget as an instrument of strategic planning, resource allocation, and control. This course is grounded in literature, theories, and examples specific to higher education. The goal for this class is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Through assigned readings, lectures, and webcast materials, and by active course participation, including completion of assigned activities, students will have the opportunity to demonstrate their familiarity with the following topics: financing higher education; political influences; higher education revenue sources and uses; and institutional budgeting and planning.

Prerequisites: None.

Credits: 3 semester hours.

SAA 530 Critical Pedagogies and Student Affairs

Content: This class explores the following propositions from the tradition of critical pedagogy: learning is a shared and collective process that is shaped by social structures and norms of social interaction; higher education institutions fundamentally shape the process of learning, as well as what counts as knowledge; higher education institutions can sustain and reproduce inequitable political and economic relationships; higher education institutions can also provide opportunities to resist oppression, build autonomy, and create a more just society. This class will explore the central concepts and arguments that underlay these claims, and consider their implications for student affairs practitioners who seek to create inclusive learning environments that lead to equitable educational outcomes.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 535 Legal Issues in Higher Education

Content: This course is designed to introduce students to legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - will be addressed. Students will also explore current legal issues facing the higher education community.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 540 Student Development Theory I

Content: Having a deep understanding of student development is necessary for anyone who wants to be successful as an administrator or instructor in higher education. You must be aware of factors that affect the development of adults and be able to work with individuals, groups, and organizations within a diverse campus community. This is essential to establishing environments conducive to the development of students from a variety of backgrounds. This course introduces students to practitioner-based student development theories within higher education. Ultimately, the understanding and application of these theoretical frameworks to your work will enable you to enhance student outcomes vis-a-vis programs, services, curricula, and pedagogical techniques.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 541 Student Development Theory II

Content: This course is designed to build upon Student Development Theory I and is considered to be second in a two-part series. Coursework will enhance students' understanding of processes of student learning, growth, and development during college. Special focus will focus on recent theories including diversity in development and the extent to which these theories are used to guide empirical research and institutional decision-making.

Prerequisites: SAA 540.

Credits: 3 semester hours.

SAA 542 Student Development Theory

Content: As student development theory continues to evolve and has entered the "third wave" of scholarship, having an understanding of the variations of the theory is critical to serving diverse students on college campuses. This course applies a critical lens to introduce practitioner-based student development theories within higher education. Topics discussed will be informed by current issues in higher education. The main objectives for this course are: to examine theories, to explore how theories inform your praxis, and to demonstrate your intellectual understanding of systems of equity and inclusion in higher education settings.

Prerequisites: Take SAA-501 and SAA-509

Credits: 3 semester hours.

SAA 544 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for independent practicum to department office.

Credits: 1-4 semester hours.

SAA 550 Practicum I

Content: Practicum I provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 551 Practicum II

Content: Practicum II provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs. Practicum II builds on Practicum I by focusing in more depth on a specific career role, objective, or competency.

Prerequisites: SAA 550.

Credits: 3 semester hours.

SAA 557 Student Affairs Program Planning, Assessment, and Evaluation

Content: This course is designed to introduce students to planning, assessment, and evaluation in higher education, with a particular emphasis in student affairs. The course will focus on methodologies used to assess student learning outcomes and program evaluation. Student will also become familiar with the fundamentals of strategic planning, as well as data collection, analysis, and reporting.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 580 Proseminar in Student Affairs Administration

Content: This course is designed to prepare students in their transition from student to practitioner. The course will provide a reflection, synthesis, integration, and application of prior and concurrent coursework. The focus of the course will be on examining the student's role as a practitioner-scholar and their application of theory to practice. The course will utilize a case-study approach to addressing current as well as future issues in higher education graduates will face once they complete the program.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 598 Special Studies: New Or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

SAA 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

SAA 698 Special Studies: New Or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

School Counseling**SCED 500 Introduction to School Counseling**

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 501 Academic Development and Consultation

Content: 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.

Prerequisites: None.

Corequisites: SCED 500, SCED 502.

Credits: 2 semester hours.

SCED 502 Internship: Academic Development and Consultation

Content: 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.

Prerequisites: None.

Corequisites: SCED 500, SCED 501.

Credits: 1.5 semester hours.

SCED 503 Career Development and Consultation

Content: 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.

Prerequisites: SCED 500.

Credits: 2 semester hours.

SCED 505 Personal/Social Development and Consultation

Content: 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.

Prerequisites: SCED 500, SCED 501, SCED 502.

Credits: 2 semester hours.

SCED 506 Internship: Personal/Social Development and Consultation

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

Prerequisites: SCED 500, SCED 501, SCED 502.

Corequisites: SCED 505.

Credits: 1.5 semester hours.

SCED 507 Development of the Learner: Children and Adolescents

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCED 508 Social Justice, Diversity, and Cultural Issues

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCED 509 Ethical and Legal Issues in Education and School Counseling

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 510 Family Dynamics, Community Resources, and Consultation

Content: 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 diversity 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.

Prerequisites: None.

Credits: 3 semester hours.

SCED 511 Group Counseling Skills for School Counselors

Content: This counseling skill development course will cover principles and practices of group counseling in the school context, theories of group counseling, addressing group dynamics, group counseling skills and group counseling processes. Candidates will learn to assess students' needs, plan, organize, facilitate and evaluate the success of small groups within the K-12 educational setting. Ethical considerations in group work with all children and adolescents will be addressed utilizing the ASCA and ACA Code of Ethics. In addition, the ASGW: Multicultural and social justice competence principles for group workers will be infused throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

SCED 512 Critical Disability Perspectives in Counseling

Content: This course provides burgeoning counselors an opportunity to develop awareness of social, cultural, and political histories of disability, and to develop a nuanced understanding of the meanings and consequences of how disability is defined, constructed, and represented in society. Emphasis will be placed on challenging and countering hegemonic narratives of disability, especially the view that disabled individuals are somehow defective or deficient in some way and need to be "fixed". Students will be encouraged to develop awareness of their own ableism, identify various models of disability, and learn skills and strategies for effective and affirmative counseling with youth and adults with disabilities.

Prerequisites: None.

Credits: 2 semester hours.

SCED 513 Educational Research, Assessment, and Technology

Content: 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.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

SCED 514 Fundamental Counseling Skills and Techniques

Content: This course provides foundational education in core counseling skills and techniques from therapeutic listening and empathy to invitational, reflecting, and challenging skills. The course is aimed at helping counselors develop a foundation as strong, effective, and multiculturally attuned therapeutic agents for their work with youth and adults. Students can expect to examine multidimensional aspects of their own racial, social, and cultural identities, intrapersonal issues, and their potential impact on helping relationships. This course is experiential, and learning experiences include observing, practicing, and applying various skills and techniques in the helping process, and giving peer and receiving peer and instructor feedback.

Prerequisites: None.

Restrictions: Admission to the school counseling program

Credits: 2 semester hours.

SCED 515 Theoretical Foundations of Counseling

Content: This course is designed to help students master the key components of the major dominant counseling theories and approaches. A thoughtful, consistent theoretical orientation is a fundamental component of effective counseling. This course allows students to explore a variety of established theoretical orientations and examine them for personal congruence and applicability for diverse populations. Students will become familiar with the central tenets of each theory and engage in practical application and skill development exercises. Moreover, theoretical exploration will facilitate students' evolving understanding of human behavior and psychological development. Emphasis will be placed on understanding and analyzing the applications of these theories in school counseling practice. This course is designed to stimulate critical thinking, discussion, and promote self-exploration. Students will be encouraged to view theories and the counseling process within a cultural context, not only from the counselor's perspective, but from the client point of view.

Prerequisites: SCED-514

Credits: 2 semester hours.

SCED 516 School Counseling Internship

Content: School counseling internship is designed as a supervisory experience integrating theory and research at the school placement site. Weekly supervision will provide: support, feedback, case review, continuation of skill development, and opportunities for reflective inquiry. The internship seeks to enhance the development of counseling and consulting skills that are grounded in theory and research and necessary to facilitate positive human development within a school setting.

Prerequisites: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

SCED 517 Practicum in Classroom Instruction

Content: 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. Students take three semester hours in fall and two in spring, for a total of five semester hours.

Prerequisites: None.

Credits: 2-3 semester hours.

SCED 520 Motivational Strategies for School Counselors

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

SCED 521 Family Dynamics, Community Resources, and Consultation

Content: The ASCA Ethical Standards and ACA Code of Ethics state that counselors should practice only within the boundaries of their competence, based on education, training, supervised experience, state and national credentials, and appropriate experience. Professional school counselors' relationships with families is vital to the consulting and collaborating duties expected of school counselors, therefore, it is necessary that school counseling students gain knowledge and understanding of family systems to utilize in their work as future school counselors.

Prerequisites: SCED-514

Restrictions: Admission to the SCED program

Credits: 2 semester hours.

SCED 544 Practicum

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office. .

Credits: 1-4 semester hours.

SCED 550 Clinical Issues in School Counseling

Content: This course will address various clinical issues frequently encountered by school counselors in a K-12 setting. Conducted as a seminar, the course is an overview primer of mental health issues affecting children and adolescents (for example, depression, anxiety, self mutilating behavior, behavioral disorders, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-5 diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

SCED 565 College Planning to Promote Equity and Access for All Students

Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 1 semester hour.

SCED 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SCED 649 Independent Study

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SCED 699 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SCED 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Educational Administration (EDAD)**EDAD 501 Educational Leadership for Equity and Social Justice**

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 502 Instructional Leadership

Content: Focus 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. Draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 503 Research As Practitioner Inquiry

Content: Overview of foundations and techniques for conducting improvement research and practitioner inquiry. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom, school, or alternative educational and community environments. Use of school-based research methods to analyze site-specific qualitative and quantitative data aimed at collaborative improvement project designs. Thorough coverage of these topics is designed to equip school leader-practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice. Students will develop an understanding of PDSA cycles of inquiry, designing research questions, conceptual frameworks, methodology, data collection and analysis, and the process of presenting work inside and outside schools.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 504 Ethics, Policy, and the Law

Content: 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 avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 508 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 509 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 510 Cultivating Human Resources for Equity

Content: This course will focus on the skills necessary for principals to develop and implement equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. We will examine concepts and approaches for planning and implementing activities that create leadership pathways for succession for teaching faculty and staff. Current theories and practices relating to the recruitment, development, and retention of BIPOC personnel will be covered. The course will examine specific research-anchored (a) equity-focused systems of supervision and evaluation; (b) mentorship and support of newly-assigned educators; (c) actionable feedback about instruction and culturally responsive and other professional practices; and (d) promoting collective accountability. Additional topics include transformative conflict, active communication skills, and creating sustainable positive school climate. Special attention will be given to evaluation strategies, measuring results, and designing professional development training for teaching faculty and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 511 Budgeting and Operations for Equity

Content: Reviews the basic concepts of school finance and operational management at the state and district levels, and explores how to apply them when leading a school. Students acquire skills to lead and collaborate with others in the efficient and equitable allocation of resources—human, fiscal, and technological—to achieve equity and social justice, as well as academic success for diverse learners.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 518 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Restrictions: Enrollment in another course in the Principal License Program

Credits: 1 semester hour.

EDAD 519 Practicum for School Leadership

Content: Supervised, onsite, pre-designed 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-level/high school under the supervision of experienced site and campus supervisors. Total of 3 semester hours required for the program.

Prerequisites: EDAD-518

Restrictions: Admission to the Principal License Program and enrollment in another Principal License Program course.

Credits: 1-2 semester hours.

EDAD 520 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 521 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 523 Communication Skills for Inclusion and Engagement

Content: Effective and inclusive communication with staff, families, and the community is a foundational skill required of all educational leaders. This course examines best practices in communication processes as they apply to personnel and group effectiveness in a variety of settings. Students will analyze how communication and engagement are impacted by power dynamics and systemic inequity, and will critically reflect on the skills and practices that will allow them to be effective and inclusive communicators within their context. Students will explore the dynamics of communication that occur at the individual and organizational level, understand best practices in establishing effective two-way communication between leaders and stakeholders, and examine the role of communication, dialogue, and listening as it relates to trust and credibility in different settings.

Prerequisites: None

Credits: 2 semester hours.

EDAD 525 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 527 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through communicating and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused work that supports the achievement and well-being of students and staff. District leaders must focus on understanding how community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within districts, as well as provide representation and advocacy, within and outside of the district, for their district's current and future needs.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 531 Administrators' Colloquium for School Equity

Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 532 Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders

Content: Students will engage in critical reflection about how their own personal attitudes and beliefs about competence and success can influence supervision, with a particular focus on how personal assumptions and implicit bias can influence the evaluation process. The course is not a clinical supervision course. Course topics include effective hiring and retention practices, supervision and evaluation that promotes culturally responsive practice, objective documentation of employee performance, assessing for competence and the potential for growth, the legal basis for supervising and evaluating classified, certified, and administrative employees, review of and familiarization with district evaluation documents, and analysis of personal leadership approaches and behaviors, and developing and using culturally responsive supervision and evaluation systems.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 533 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 535 Equitable Management of Resources

Content: School and district leaders are charged with doing more than simply managing students and learning. The management of school boards, personnel, the school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. The distribution of limited resources requires leaders to wear a lens of equity. This course focuses on the management and oversight of the critical resources that contribute to the success of schools. Areas of focus for the course include the equitable decisions required for management and operations of: school boards, personnel, offices, auxiliary services, special services, finances, student behavior, time and other resources. Case studies and real examples from participating students will contribute to course topics.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 536 Leading With Instructional Technology

Content: This course is designed to provide hands-on experience using educational and management technology strategies to support traditionally underrepresented and minoritized students using technology. We will investigate how building administrators can implement learning and development strategies utilizing technology to present PD content, engage learners, support families and create a culture of innovation.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 537 Educational Research and Assessment

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 540 Organizational Change for Action

Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 541 Courage to Lead--Sustaining a Vision

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 542 Courage to Lead for Democracy

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 543 Evaluating Teaching and Leading

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 544 Practicum

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

EDAD 546 Negotiation, Collective Bargaining, and Contract Management

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. Bargaining between different parties inherently involves mediating multiple perspectives, problem solving and decision-making skills, communication, and an understanding of how a leader's personal identity and assumptions influence contract management and negotiation. There are clear responsibilities for maintaining agreements reached through the collective bargaining process, and an obligation to ensure that contract management and negotiation remains equity-centered. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, and the role grievances play in bargaining proposals and contracts, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 547 Ethical Leadership and Decision-Making

Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders. Students will explore how ethical beliefs are influenced by cultural norms and assumptions, how values and ethics are established in individuals and across organizations, how ethical practices are supported or constrained by organizational norms, and the inevitable tensions that exist in the practice of an ethical leader and across educational systems. Students will apply different ethical frameworks and decision-making models in order to critically reflect upon their responsibilities as an ethical leader and develop their own ethical practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 548 Transforming Culture and Inspiring Innovation

Content: Advancing social justice, eliminating systemic inequities, and fostering inclusive and culturally responsive school and district cultures that support the achievement and well-being of staff and students requires bold changes and collaboratively designed, system-wide solutions that ensure deep learning and equitable opportunities for all. Administrators are charged with building and sustaining coherent, innovative, forward-thinking, and courageous organizational cultures that are focused on transforming school systems to be equitable and democratic institutions. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to critically reflect on who they are as learners and leaders for equity and transformation.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 549 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: At least 9 credits of completed Professional Administrative License Coursework

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

EDAD 550 Superintendent Bridge Professional Mentorship

Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.

Prerequisites: None.

Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.

Credits: 1 semester hour.

EDAD 551 Legal and Procedural Aspects of Special Education

Content: Leaders are responsible for fostering an inclusive school and district culture where each and every child is a valued and fundamental member and participant in classrooms and the community. This course will address how disability is socially constructed, and how assumptions about disability and exclusion can be reinforced by school and district practices. This course will provide opportunities for administrators to use current, relevant research to increase their understanding of leadership practices that foster an inclusive school culture, as well as develop the knowledge and skills to enact high leverage practices in the areas of instruction, assessment and accountability, program/service support, and supervision and legal requirements for special education.

Prerequisites: None

Credits: 2 semester hours.

EDAD 552 Culturally Responsive Practices for School Leaders

Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 553 Priority Leadership: Leading Systemic Change

Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual priority leadership assessment and personal action plan that will improve the leadership performance of participants.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 555 Building Positive Climate: Policy and Practice

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. Additionally, these school wide initiatives must be supported by district-wide systems of multi-tiered interventions and equitable policies that focus on reducing exclusionary discipline, increasing attendance, and sustaining positive, inclusive, and hate-free school and district cultures. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 556 School Finance and District Budgeting

Content: 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.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 559 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and developing culturally responsive leadership mindsets and skill sets will be explored. Students will engage in critical reflection about their own positionality, and how this influences and constrains their ability to collaborate authentically. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 560 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 567 Leading Intelligently in Schools and Community

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 574 Equity in Education for English/Dual Language Learners

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 576 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.

EDAD 577 Advanced Colloquium for Administrators

Content: Practicing administrators will develop content knowledge about the issues and challenges to equitable practice that they encounter in their work in schools and at the district level. Students will learn to apply current research and leadership skills to successfully resolve equity-focused leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school and district settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality educational leadership.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 578 Leader as Ethnographer: Exploring and Engaging the School Community

Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 584 Critical Restorative Justice

Content: Leading a just community, in an unjust social and political context, is complicated. Educational leaders need an array of protocols for engaging their adult professional community in continuously renewing and restoring norms of peace and justice throughout the school community. This course is for educational leaders wanting practical skills to generate peace (dignity, connection, belonging, understanding and forgiveness and bridging across significant differences) and justice (forms of fairness) in the adult community of school during times of injustice, uncertainty, fear and expressions of hate in the broader community. The restorative justice practices taught in this course focus on the adult community of the school and are appropriate for staff meetings, community meetings, and can be translated into classroom practices. In this class, students will learn from experience to design and facilitate a variety of restorative processes that will strengthen and continuously restore a sense of justice in their professional community.

Prerequisites: None

Corequisites: None

Restrictions: None

Credits: 2 semester hours.

EDAD 585 Recentering Circles

Content: This course is designed for educators, counselors, and administrators interested in learning to facilitate restorative practice in professional settings where deficit model thinking, victim blaming and other forms of power and privilege derail equitable professional practice. These circles can be used in a variety of settings including human resource procedures, school staff meetings, parent meetings, community meetings. Students will be introduced to circle practices for a variety of purposes where unfair forms of interaction can alienate colleagues and subvert productive and creative work including program design, decision-making, problem-solving. These practices help establish trust in professional relationships and integrity in the use of restorative practices with students. Each class we will try out new circle practices and students will leave each class with new practices to try in their setting.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 589 Professional Studies: Special Topics in School Leadership

Content: In-depth examination of topics relevant to the practicing Principal and issues in schools. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 597 Capstone Project

Content: A capstone/culminating written and oral project will require students to synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will register for 2 semester hours of EDAD 597 Capstone Project, which must be completed within one semester.

Prerequisites: 27 semester hours of coursework from the Principal License Program and EDAD-533 or EDAD-633

Restrictions: Consent of instructor and submission of application for the Capstone Project to the Principal License Program Director.

Credits: 2 semester hours.

EDAD 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

EDAD 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

EDAD 601 Educational Leadership for Equity and Social Justice

Content: This foundational course is designed to introduce the theories, practices, core responsibilities, and issues associated with leadership and social justice in educational organizations. Aspiring principals and other educational practitioners move toward acquiring and affirming requisites and capacities to engage in social justice praxis (critical reflection and action) towards improving conditions and culture in schools in authentic and collaborative ways. Candidates learn about instructional, organizational, community, ethical, and sociopolitical functions of leadership. Using research and reflection, candidates analyze and clarify internal and external conceptions of and attitudes toward leadership at the intersection of social injustice including but not limited to: systemic racism, whiteness as privilege and power, gender and class biases, ableism, and deficit minded decision-making to guide them in leadership work.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 602 Instructional Leadership

Content: Focus 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. Draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 603 Research as Practitioner Inquiry

Content: Overview of foundations and techniques for conducting improvement research and practitioner inquiry. The course is designed to prepare the Principal practitioner to conduct high quality improvement cycles aimed at classroom, school, or alternative educational and community environments. Use of school-based research methods to analyze site-specific qualitative and quantitative data aimed at collaborative improvement project designs. Thorough coverage of these topics is designed to equip school leader-practitioners with the knowledge and skills necessary to select, evaluate, and apply findings from extant research related to personnel, classroom, school, or district levels problems of practice. Students will develop an understanding of PDSA cycles of inquiry, designing research questions, conceptual frameworks, methodology, data collection and analysis, and the process of presenting work inside and outside schools.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 604 Ethics, Policy, and the Law

Content: 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 avocation through access and equity issues that promote equitable learning for students. Discussions of the roles and responsibilities of policy makers and stakeholders.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 608 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 609 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 610 Cultivating Human Resources for Equity

Content: This course will focus on the skills necessary for principals to develop and implement equitable processes to recruit, hire and retain culturally responsive, caring, and diverse school building personnel. We will examine concepts and approaches for planning and implementing activities that create leadership pathways for succession for teaching faculty and staff. Current theories and practices relating to the recruitment, development, and retention of BIPOC personnel will be covered. The course will examine specific research-anchored (a) equity-focused systems of supervision and evaluation; (b) mentorship and support of newly-assigned educators; (c) actionable feedback about instruction and culturally responsive and other professional practices; and (d) promoting collective accountability. Additional topics include transformative conflict, active communication skills, and creating sustainable positive school climate. Special attention will be given to evaluation strategies, measuring results, and designing professional development training for teaching faculty and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 611 Budgeting and Operations for Equity

Content: Reviews the basic concepts of school finance and operational management at the state and district levels, and explores how to apply them when leading a school. Students acquire skills to lead and collaborate with others in the efficient and equitable allocation of resources—human, fiscal, and technological—to achieve equity and social justice, as well as academic success for diverse learners.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 618 Pre-Practicum for School Leadership

Content: Preparation for a supervised, onsite, pre-designed administrative experience, along with campus seminars involving activities, discussions, and presentations. Students explore the content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle-level/high school settings under the direction of experienced site and campus supervisors.

Prerequisites: None.

Corequisites: None

Restrictions: Enrollment in another course in the Principal Licensure program.

Credits: 1 semester hour.

EDAD 619 Practicum for School Leadership

Content: Supervised, onsite, pre-designed 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-level/high school under the supervision of experienced site and campus supervisors.

Prerequisites: EDAD-618

Restrictions: Admission to the Principal License program and enrollment in another Principal License program course.

Credits: 1-2 semester hours.

EDAD 620 Organizational Leadership for Equity, Inclusion, and Justice

Content: Organizational leadership for equity requires leaders to understand how institutional systems, structures, practices and policies serve to counter or reinforce educational inequities. Transformative leaders must use this understanding to build collective organizational capacity to disrupt and change these structures and practices. In this course, students will engage in critical self-reflection about their own identity, analyze how historical roots of inequity and bias exist within institutional systems and their own personal leadership; explore how to collaboratively develop, promote, and advocate for a district vision that is rooted in social justice; and understand the theories, skills, and commitments that are needed to cultivate and model district values, norms, and practices that promote and sustain achievement, inclusion, and well-being for every district stakeholder regardless of race, ability, gender, economic status, or personal identity.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 621 Instructional Leadership for Inclusion and Improvement

Content: Disrupting instructional systems and practices that reproduce inequitable learning opportunities requires educational leaders to develop systems and processes to recognize, confront, and change institutional biases. As part of this work, district level leaders must work to build and maintain a district culture that sustains the collective and individual development of culturally responsive instructional and institutional practices that allow all students the opportunity to learn, thrive, and belong. This includes guiding the supervision, evaluation, and improvement of teachers and school leaders, developing coherent systems of academic and social supports, supporting personal and organizational critical reflection, and effectively using assessments, data, and research-based analysis that allows for continuous, equity-focused improvement. In this course, students will understand and apply research around developing coherent systems of support for new and veteran educators, including effective supervision and evaluation, coaching, professional learning, and data-informed continuous improvement processes that develop and support culturally responsive teachers and principals.

Prerequisites: None.

Credits: 3 semester hours.

EDAD 623 Communication Skills for Inclusion and Engagement

Content: Effective and inclusive communication with staff, families, and the community is a foundational skill required of all educational leaders. This course examines best practices in communication processes as they apply to personnel and group effectiveness in a variety of settings. Students will analyze how communication and engagement are impacted by power dynamics and systemic inequity, and will critically reflect on the skills and practices that will allow them to be effective and inclusive communicators within their context. Students will explore the dynamics of communication that occur at the individual and organizational level, understand best practices in establishing effective two-way communication between leaders and stakeholders, and examine the role of communication, dialogue, and listening as it relates to trust and credibility in different settings.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 625 Equitable Management of Systems and Resources

Content: District level leaders are charged with managing the systems and processes that ensure a healthy and effective district. Leaders need to be prepared to cultivate the equitable use of educational resources through establishing collaborative and inclusive procedures, guidelines, norms, and policies. Part of this work involves the ability to assess district needs and priorities and then equitably allocate opportunities and resources across the district according to these needs. Leaders need to understand that equitable resource allocation of materials, fiscal resources, personnel, technology, interventions, time, and high-quality teachers, leaders, and supporting staff all contribute to a healthy and effective district culture. Leaders must be equipped with the skills to use data to evaluate systems for inequities and then work collaboratively to align and improve these systems so that they are coherent, cohesive, and focused on supporting the learning, improvement, and well-being of students and staff.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 627 Advocacy, Communication, and Inclusive Leadership for Engaging Community

Content: Equity-oriented district leaders must work collaboratively and inclusively with stakeholders in the district, with a particular focus on partnering effectively and authentically with historically marginalized communities whose voices and perspectives are a vital part of enacting systemic change. District leaders must develop and sustain these partnerships through developing, communicating, and enacting an inclusive and equity-focused district mission that values and prioritizes the diverse interests, needs, and resources of the community. District leaders must sustain relationships with district stakeholders through effective, two-way communication that fosters family engagement and allows all community members to learn about and participate in the development of equity-focused systems, policies, and practices that support the achievement and well-being of students and staff. The work of district leaders must focus on understanding how their community stakeholders are impacted by the social, cultural, economic, legal, and political contexts within their districts, as well as to provide representation and advocacy—both

Prerequisites: None.

Credits: 3 semester hours.

EDAD 631 Administrators' Colloquium for School Equity

Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators examine their own cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership. The course is designed for administrators in their beginning years of administrative experience.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 632 Using Supervision and Evaluation to Develop Culturally Responsive Teachers and Leaders

Content: Students will engage in critical reflection about how their own personal attitudes and beliefs about competence and success can influence supervision, with a particular focus on how personal assumptions and implicit bias can influence the evaluation process. The course is not a clinical supervision course. Course topics include effective hiring and retention practices, supervision and evaluation that promotes culturally responsive practice, objective documentation of employee performance, assessing for competence and the potential for growth, the legal basis for supervising and evaluating classified, certified, and administrative employees, review of and familiarization with district evaluation documents, and analysis of personal leadership approaches and behaviors, and developing and using culturally responsive supervision and evaluation systems.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 633 Leadership for Learning

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, relational trust, collective efficacy and responsibility, and developing a professional learning environment that supports and sustains culturally responsive practices. This research provides a basis for developing systematic, culturally responsive professional development programs that are sensitive to changing school cultures, that cultivate continuous learning, and promote the well-being of staff and students.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 635 Equitable Management of Resources

Content: School leaders are charged with doing more than simply managing students and learning. The school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. This course focuses on the management and oversight of a school's physical plant and ancillary services that contribute to the maintenance and operation of such a facility. Areas of focus for the course include: facilities management, personnel management, student management, office management, auxiliary services, management of special services, fiscal management, time management, and resource management. Case studies and real examples from participating students will contribute to course topics.

Prerequisites: None.

Restrictions: Initial Administrator License.

Credits: 2 semester hours.

EDAD 636 Leading With Instructional Technology

Content: This course is designed to provide hands-on experience using educational and management technology strategies to support traditionally underrepresented and minoritized students using technology. We will investigate how building administrators can implement learning and development strategies utilizing technology to present PD content, engage learners, support families and create a culture of innovation.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 637 Educational Research and Assessment

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 640 Organizational Change for Action

Content: Examine the factors and influences that move organizations to change. Students will explore creating conditions for change, planning for change, implementing change, and sustaining change. Successfully engaging others in change initiatives will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 641 Courage to Lead--Sustaining a Vision

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 1-2 semester hours.

EDAD 642 Courage to Lead in a Democracy

Content: There has never been a more critical time for leaders to examine their capacity to build and support our democracy. This hybrid online course meets in one initial seminar/retreat followed by online content and discussions to explore the powerful practices of self-reflection and the personal and organizational change needed to create and sustain a healthy democracy. The course offers a context for participants to explore the difficult dilemmas related to effectively supporting diverse students, staff and community members within an inequitable education context. Leaders will explore ways of seeing, being and responding to life within their organizations in order to make these critical changes. Learning to deeply listen and to ask open, honest questions will assist in holding the tensions inherent in leadership today. Students are responsible for the investigation of a particular issue or dilemma in their administrative work life related to powerful habits that support a healthy democracy.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

EDAD 642B Courage to Lead

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

Prerequisites: None.

Credits: 2 semester hours.

EDAD 643 Evaluating Teaching and Leading

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 644 Practicum

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

EDAD 646 Negotiation, Collective Bargaining, and Contract Management

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. Bargaining between different parties inherently involves mediating multiple perspectives, problem solving and decision-making skills, communication, and an understanding of how a leader's personal identity and assumptions influence contract management and negotiation. There are clear responsibilities for maintaining agreements reached through the collective bargaining process, and an obligation to ensure that contract management and negotiation remains equity-centered. When the provisions of the collective bargaining agreement (also known as the employment contract) are violated or are alleged to have been violated, a grievance procedure is initiated. Administrators must be familiar with the grievance procedure for resolving the dispute, and the role grievances play in bargaining proposals and contracts, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 647 Ethical Leadership and Decision-Making

Content: During this course, we will explore a variety of questions that relate to ethical dilemmas we face as education leaders. Students will explore how ethical beliefs are influenced by cultural norms and assumptions, how values and ethics are established in individuals and across organizations, how ethical practices are supported or constrained by organizational norms, and the inevitable tensions that exist in the practice of an ethical leader and across educational systems. Students will apply different ethical frameworks and decision-making models in order to critically reflect upon their responsibilities as an ethical leader and develop their own ethical practice.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 648 Transforming Culture and Inspiring Innovation

Content: Advancing social justice, eliminating systemic inequities, and fostering inclusive and culturally responsive school and district cultures that support the achievement and well-being of staff and students requires bold changes and collaboratively designed, system-wide solutions that ensure deep learning and equitable opportunities for all. Administrators are charged with building and sustaining coherent, innovative, forward-thinking, and courageous organizational cultures that are focused on transforming school systems to be equitable and democratic institutions. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to critically reflect on who they are as learners and leaders for equity and transformation.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 649 Professional Mentorship and Seminar

Content: The Professional Mentorship and Seminar course is one academic year in length (two consecutive terms). Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Students will apply the essential content knowledge, leadership, collaboration, and research skills necessary for district level leadership. As part of this experience, students will complete a capstone project in which they apply concepts and skills learned in previous coursework. This capstone will involve action research, an equity audit, or in-depth research and the creation of an action plan regarding a professional problem of practice. Upon successful completion of the capstone project, the 220 hour practicum, and the compilation of a portfolio demonstrating competency in each of the administrative standards a credit/no credit grade will be submitted to the campus advisor who will audit the student's transcript and determine their eligibility for Professional Administrator License program completion.

Prerequisites: At least 9 credits of completed Professional Administrator License Coursework

Restrictions: Principal Administrator License; minimum of three years as a practicing administrator. Course to be taken near the end of the Professional Administrator License coursework sequence.

Credits: 1-3 semester hours.

EDAD 650 Superintendent Bridge Professional Mentorship

Content: This one-year supervised mentor seminar at the school district level provides the culminating experience in the Superintendent Bridge Program, which allows candidates with a Standard Administrator license to earn an Oregon Continuing Administrator License as designated by the Oregon Teacher Standards and Practices Commission (TSPC). This course is designed to establish a formal mentor relationship within a school district or other educational system. The mentorship will encourage collaboration and joint problem-solving on issues faced by current practicing administrators. The requirements and objectives created by TSPC and implemented by Lewis Clark are intended to give candidates practical, useful, and timely experiences in school and district leadership.

Prerequisites: None.

Restrictions: Students must hold a Standard Administrator License and have a minimum of 3 years as a practicing administrator to enroll in the class.

Credits: 1 semester hour.

EDAD 651 Legal and Procedural Aspects of Special Education

Content: Leaders are responsible for fostering an inclusive school and district culture where each and every child is a valued and fundamental member and participant in classrooms and the community. This course will address how disability is socially constructed, and how assumptions about disability and exclusion can be reinforced by school and district practices. This course will provide opportunities for administrators to use current, relevant research to increase their understanding of leadership practices that foster an inclusive school culture, as well as develop the knowledge and skills to enact high leverage practices in the areas of instruction, assessment and accountability, program/service support, and supervision and legal requirements for special education.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 652 Culturally Responsive Practices for School Leaders

Content: This course will provide administrators with opportunities to investigate assumptions that guide behavior and to gain firsthand knowledge of the family life and culture of students from various ethnic and socioeconomic groups. Through planned readings, learning activities, and self assessments, participants examine their own attitudes about individuals from other cultures and groups. Topics include ways to improve school programs that provide services to students from diverse populations. Participants will also have the opportunity to reflect on their own culture, assumptions, and beliefs.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 653 Priority Leadership: Leading Systemic Change

Content: Priority leadership is a leadership framework of 10 continua based on research and evidence-based systems that produce results: planning to vision; goals to priorities; policy to targets to opportunity; problem-solving to capacity-building; fear of separation to relationship and teamwork; controlled management to shared leadership; hidden agendas to authentic listening; conformance to performance; tradition to data to reflection; arrival to growth. Lessons from each continuum are illustrated and used as examples to demonstrate the critical role leadership plays in showing improvement and obtaining results. In addition to covering the continua, the course includes an individual Priority Leadership Assessment and personal action plan that will improve the leadership performance of participants.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 655 Building Positive Climate: Policy and Practice

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. Additionally, these school wide initiatives must be supported by district-wide systems of multi-tiered interventions and equitable policies that focus on reducing exclusionary discipline, increasing attendance, and sustaining positive, inclusive, and hate-free school and district cultures. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 656 School Finance and District Budgeting

Content: 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.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 659 Collaborative Leadership and Team-Building

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and developing culturally responsive leadership mindsets and skill sets will be explored. Students will engage in critical reflection about their own positionality, and how this influences and constrains their ability to collaborate authentically. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 667 Leading Intelligently in Schools and Community

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 670 A Foundation for Racial Equity

Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 671 Understanding Cultural Frameworks and De-Centering Dominant Culture

Content: In this course, we explore the personal orientation necessary to work effectively in cross-cultural learning environments. We dissect dominant culture through unpacking the cultural values, beliefs, communication style, learning orientation, and cultural preferences that often remain unconsciously perpetuated or privileged in educational institutions. Then we will continue to explore the historical creation of a racial hierarchy via policies, systems, institutions, and laws and the legacy of discrimination, bias, and white privilege it creates today. Lastly, we explore nondominant cultural beliefs, communication styles, and learning styles as well as the basic tenets of culturally responsive teaching in order to begin de-centering dominant culture in schools and classrooms to truly create inclusive learning environments.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 672 Facilitating Learning in Diverse Communities

Content: This course will focus on the actual culturally inclusive facilitation skills needed to situate both students and adults as learners in diverse communities. In addition to concrete facilitation skill development, participants will explore the value and role of community in non-dominant learning as well as specific ways to enhance an authentic community orientation in schools today both for students and educators. Participants will also develop an approach to observing and offering feedback to one another as part of a learning community as well as create a facilitation plan for adult professional development. Participants will choose a focus area to target their community learning process on over the course of the school year.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 673 Engaging and Empowering Families

Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families' experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students' home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 674 Equity in Education for English/Dual Language Learners

Content: The ever-increasing number of students who are English/dual language learners requires schools and districts to become skilled at designing and implementing inclusive, asset-oriented systems and practices that support English language development, equitable access, and equal opportunity for all students. This course is designed to prepare administrators with the skills and mindsets required to support the cultural, linguistic, and academic needs of English/dual language learners. The course will include an overview of an administrator's legal obligations for English/dual language students, an explanation of cultural competency through the lens of race, culture, and language, and review of best practices and policies for providing culturally responsive instruction and support to students and families who are dual language learners. An overview of language acquisition theory with a focus on program components will be provided. Program design, models, and approaches will also be explored.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 675 Leading for Equity-Building Inclusive School Systems & Creating Syst Change

Content: During this course, teacher leaders, aspiring administrators, and current building and district administrators will explore themes and concepts of leadership and management essential to creating and sustaining equitable systemic change in today's diverse school buildings. This culminating course will build on a strong conceptual and experiential knowledge base of equity and explicitly develop the leadership lens and skills critical to inspiring and empowering others to join in creating equitable, lasting change that improves the academic achievement of all students, especially students of color who continue to be underserved by our educational system. This course honors that while this work is a moral imperative, leading for equity at the building and district level is deeply challenging and requires unrelenting passion as well as a deep leadership skill set and conceptual understandings.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 676 Integrated Administrative Seminar

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess their growth as a leader for equity across the Principal and Professional Administrative Licensure standards; demonstrate their ability to enact equity-centered practices that align with the Oregon School Administrator Standards at both the building and district levels; tie their growth to the professional literature, coursework, and their experiences; report their findings, including recognized areas of strength and challenge; and craft a long-range practitioner plan for continued improvement. Students will present their work to a faculty panel in written and oral formats.

Prerequisites: None.

Restrictions: Admission to EdS program, completion of the Principal License courses, and completion of the three core required Professional Administrator Licensure courses

Credits: 1-4 semester hours.

EDAD 677 Advanced Colloquium for Administrators

Content: Practicing administrators will develop content knowledge about the issues and challenges to equitable practice that they encounter in their work in schools and at the district level. Students will learn to apply current research and leadership skills to successfully resolve equity-focused leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school and district settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality educational leadership.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 678 Leader as Ethnographer: Exploring and Engaging the School Community

Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 684 Critical Restorative Justice

Content: Leading a just community, in an unjust social and political context, is complicated. Educational leaders need an array of protocols for engaging their adult professional community in continuously renewing and restoring norms of peace and justice throughout the school community. This course is for educational leaders wanting practical skills to generate peace (dignity, connection, belonging, understanding and forgiveness and bridging across significant differences) and justice (forms of fairness) in the adult community of school during times of injustice, uncertainty, fear and expressions of hate in the broader community. The restorative justice practices taught in this course focus on the adult community of the school and are appropriate for staff meetings, community meetings, and can be translated into classroom practices. In this class, students will learn from experience to design and facilitate a variety of restorative processes that will strengthen and continuously restore a sense of justice in their professional community.

Prerequisites: None

Corequisites: None

Restrictions: None

Credits: 2 semester hours.

EDAD 685 Recentering Circles

Content: This course is designed for educators, counselors, and administrators interested in learning to facilitate restorative practice in professional settings where deficit model thinking, victim blaming and other forms of power and privilege derail equitable professional practice. These circles can be used in a variety of settings including human resource procedures, school staff meetings, parent meetings, community meetings. Students will be introduced to circle practices for a variety of purposes where unfair forms of interaction can alienate colleagues and subvert productive and creative work including program design, decision-making, problem-solving. These practices help establish trust in professional relationships and integrity in the use of restorative practices with students. Each class we will try out new circle practices and students will leave each class with new practices to try in their setting.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 689 Professional Studies: Special Topics in School Leadership

Content: In-depth examination of topics relevant to the practicing Principal and issues in schools. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-2 semester hours.

EDAD 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

EDAD 699 Independent Study

Content: 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.

Prerequisites: None.

Credits: 1-5 semester hours.

EDAD 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Educational Leadership (EDLL) Doctoral Program Courses**EDLL 701 History of Leadership in Education**

Content: 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, and inquiring further to ask: Is postsecondary education also a public good? Who gets to access a college education? What dictates a quality higher education experience? Explore how leadership, organization, and ethical and political issues relate to these fundamental questions, which are the bedrock of America's systems of education.

Prerequisites: None.

Restrictions: Admission to EdD program or consent of program director.

Credits: 2 semester hours.

EDLL 702 Organizational Theory and Leadership

Content: This course introduces students to core concepts of organizational theory relevant to a large range of organizations e.g., PK-12 schools, colleges and universities, community groups, manufacturing businesses, hospitals) as well as organizational issues confronting leaders (e.g., design, improvement, accountability). Students will become adept at thinking critically and analytically about the organizational contexts in which they work. The course will also help students new to doctoral-level research learn how to interact with scholarly literature and apply it usefully to their work.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 704 Culturally Responsive Leadership

Content: Provides theoretical and practical guidance to support candidates in enacting culturally relevant approaches to leadership. Explores how policies and practices can enable effective interactions within culturally diverse environments. Participants will learn how to analyze their values, beliefs, and behavior in this context and will reflect on their own cultural awareness and critical consciousness.

Prerequisites: None.

Corequisites: None.

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

Credits: 2 semester hours.

EDLL 708 Ethics and Leadership for Social Justice

Content: Leaders face opportunities and challenges when implementing policies and practices regarding equity and social justice. Explore ethical issues dealing with leadership, governance, and policy development pertaining to P-20 institutions. Develop an understanding of social justice leadership theory and practice designed to disrupt structural inequities and produce fairness in organizational conditions and outcomes for minoritized communities.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 710 Introduction to Educational Research

Content: Introduction to epistemologies, paradigms, and methodologies in social science research. Students learn about different approaches used in education research and examine their underlying assumptions and values. The course addresses and critiques some of the long-standing traditions in education and social science research that have privileged certain values and viewpoints while marginalizing others.

Students will read and critique a variety of education research articles and consider how education leaders can use research for advocacy and transformative social action.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 715 Intercultural Community Collaboration

Content: Building collaborative relationships between schools and the diverse families and communities they serve is critical. By analyzing nontraditional forms of parent and guardian involvement and learning to work with existing cultural traditions, education leaders will gain skills to support diverse students and strengthen community connections. The goal is to build on the diverse assets of families and to connect with valuable local resources in order to strengthen collaborative learning for the entire school community.

Prerequisites: None.

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

Credits: 1 semester hour.

EDLL 716 Critical Theory and Pedagogy

Content: Education research sits at the intersection of debates about the philosophy of education (ontology), the role of education in (re)producing a pluralistic and free democracy (critical theories of education) what counts as a "just" society (critical social theory), what counts as knowledge production/construction (critical epistemology and critical research design), and ultimately what it means to educate a public (critical pedagogy). Therefore, education research focused on any one of these areas has implications in all of these areas. For education research focused on problems of (in)justice, with an interest in solving these problems, critical theory offers intellectual traditions and analytic tools. Using these intellectual tools, students will recognize, understand, discuss and apply the historical and current tenants of critical theory to form your own emerging conceptual framework for explaining and describing problems of practice in leadership and policy, organizing, pedagogy, and education research.

Prerequisites: None.

Restrictions: Admission to doctoral program or consent of program director.

Credits: 2 semester hours.

EDLL 721 Legal Issues in Higher Ed

Content: This course is designed to advance students' understanding and navigation of legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - and in various institutional settings will be discussed and considered in the context of leadership in the face of these challenges. Starting from a broader perspective, students will explore the current legal issues facing the higher education community nationally, and move to more local contexts for managing these circumstances as an institutional administrator at a college or university. From both the national and local viewpoints, the primary focus will be on the law and how it impacts relationships with students. The course will explore the increasingly complex regulatory environment facing colleges and universities.

Specific topics of discussion will include (among others): the rights and responsibilities of students in and outside the classroom; codes of conduct and due process; freedom of expression; freedom from discrimination; affirmative action; the roles of religion and politics in higher education; and the regulation of intercollegiate athletics.

Prerequisites: None

Restrictions: Admission to EdD program or instructor approval

Credits: 3 semester hours.

EDLL 725 Leadership in a Changing Global Society

Content: In this course we will explore education systems around the globe and the influences of globalization on education practices. Students will consider the interdependence of social, political, economic, and cultural phenomena within and across local and global social systems including education systems.

Prerequisites: None.

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

Credits: 1-2 semester hours.

EDLL 726 Seminar in Scholarship and Writing

Content: Introduction to scholarly writing and the development of self-as-scholar in education and the social sciences. Students gain an understanding of the elements and processes of scholarly writing. The course also provides training in APA style and library and reference resources.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 727 Focused Literature Research

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or 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.

Prerequisites: EDLL-726

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

Credits: 1-2 semester hours.

EDLL 728 Conceptual Framework

Content: Students will learn to generate clear, coherent, well-grounded conceptual frameworks and apply them to their work as emerging researcher-practitioners. Students will read and critique a variety of conceptual frameworks as well as collaboratively generate conceptual frameworks based on course readings. They will begin to develop a conceptual framework particular to their own practice and research interests.

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

Credits: 2 semester hours.

EDLL 729 Dissertation Design

Content: 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. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

Restrictions: Admission to the Ed.D program or consent of program director.

Credits: 3 semester hours.

EDLL 730 Advancement to Candidacy Seminar

Content: Extends time and support for doctoral students to complete advancement to candidacy and institutional review board (IRB) process. Provides individualized coaching and writing assistance and allows students to work toward finalization of their dissertation proposal under faculty supervision while maintaining access to college services through continuous enrollment in the doctoral program.

Prerequisites: Completion of all doctoral coursework, excluding EDLL 729 and EDLL 750.

Restrictions: Admission to doctoral program. Students may register for a maximum of 3 consecutive semesters of EDLL 730 beginning in the third summer of their program.

Credits: 1-3 semester hours.

EDLL 731 Equity-Focused Policy and Practice

Content: This course focuses on equity policy in education. Students will explore the sources of policy ideas, the processes of policy making, and the complex relationship between policy design and policy implementation. Students will read and critique equity-focused policies and learn to assess the strengths and constraints in policy designs using a variety of analysis approaches. Students will also read and critique policy implementation research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 732 Higher Education Policy

Content: The purpose of this course is to critically examine higher education policy and the impacts of policy application. Class discussions will explore challenges faced by institutions of higher education in implementing policy, with a particular focus on issues related to access, affordability and student outcomes.

Prerequisites: None

Corequisites: None

Restrictions: Admission to the EdD program or approval of instructor

Credits: 3 semester hours.

EDLL 733 Educational Leadership Field Experience

Content: Provides authentic, in-situ opportunities for candidates to synthesize and apply theory and research to their leadership development and growth as practitioner-scholars. In concert with their dissertation work and in collaboration with a university and field supervisor, candidates spend sustained time in the field gathering and analyzing data around a pressing problem of practice. Through their field experiences, candidates are expected to: (1) identify and engage with the key contact points and people within their schools, districts, organizations, and/or communities in ways that facilitate robust and ethical data gathering; (2) explore how dissertation data and findings illuminate critical questions and themes in leadership work, and (3) make recommendations for improving leadership practice and spurring organizational change.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 734 Educational Leadership Field Experience II

Content: Provides authentic, sustained, in-situ opportunities for candidates to synthesize and apply theory and research from program coursework to their development as practitioner-scholars. In concert with the doctoral program mission, candidates' field experiences center on the practice of transformative social change in educational settings, through research and inquiry. The experiences are designed to support candidates in two critical phases of their dissertation work, including formulating and articulating a problem (year 1) and applying methodologies to explore and understand a problem of practice (year 3). Field experiences are planned and guided collaboratively by the Lewis Clark supervisors and school, district, and agency personnel for graduate credit. They culminate in a presentation at the end of the program, where candidates share what they have learned about leadership and organizational change through the practicum process.

Prerequisites: EDLL 733.

Credits: 1 semester hour.

EDLL 735 Pasar La Batuta: Success Through Intention

Content: When participating in a track and field relay race, it is important that each of the sprinters speedily covers their portion of the race. Equally important is the fluidity of transferring responsibility from one runner to the next, the critical passing of the baton, or "pasar la batuta". It is in this moment when all of the effort given by one runner helps jump start their teammate in a seamless fashion, or when the work is abruptly halted because the hand off is faulty. This critical transfer can define the outcome of the race. The analogy of "pasar la batuta" well articulates the responsibility educational leaders in P-12 and higher education settings have for fashioning a seamless transition for students to navigate. As it stands, the movement between primary and secondary education into postsecondary education is disjointed. This course will explore why the transition across the educational pipeline is choppy, what factors need to be considered in order to facilitate a smoother move, and the opportunities for leaders to foster that change.

Prerequisites: None

Restrictions: Admission to doctoral program or approval of instructor

Credits: 2 semester hours.

EDLL 741A Qualitative Research Methods

Content: Overview and application of qualitative research methods. Through course readings, discussion, and practical application, candidates explore: (1) different approaches in qualitative research and epistemologies and common theoretical perspectives that undergird qualitative inquiry, and (2) various methods and techniques for gathering, interpreting, and making meaning of in-depth and rich information about things as they occur in their natural settings. Candidates gain the skills necessary to review and critique qualitative research and to design and undertake their own qualitative research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 741B Quantitative Research Methods

Content: Overview and application of quantitative research methods. Through course readings, discussion, and practical application, we examine basic designs and methods associated with quantitative research and become acquainted with descriptive and inferential statistical analyses and relevant analysis software, as well as learn how to interpret and present statistical findings. Candidates gain the skills necessary to review and critique quantitative research and to design and undertake their own quantitative research.

Prerequisites: None.

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

Credits: 2 semester hours.

EDLL 742 Quantitative Research Methods II

Content: Practice quantitative research skills. Through reading, discussion, and four practicum workshops students will practice: (1) designing researchable quantitative questions; (2) collecting quantitative data; (3) cleaning and structuring data for analysis; (4) conducting descriptive and inferential statistical analyses; and (5) writing up results in APA style.

Prerequisites: EDLL 741b

Credits: 1 semester hour.

EDLL 743 Qualitative Research Methods II

Content: Students practice foundational skills necessary for conducting qualitative research. Through reading, discussion, and four practicum workshops students will practice qualitative research skills: (1) collecting observation field notes; (2) developing and piloting interview and/or focus group questions; (3) collecting and managing audio and video recorded data; (4) transcribing audio and/or video data; (5) developing and using analytic coding. Students will also be introduced to the human subjects review process and complete the CITI responsible research module and the human subjects module.

Prerequisites: EDLL 741A

Credits: 1 semester hour.

EDLL 744 Research Development and Dissemination

Content: A core element of becoming a scholar-practitioner is learning to conduct, complete and disseminate one's research. In this course candidates gain skills and practice developing and delivering research presentations and writing conference proposals. Candidates attend research presentations, develop a conference proposal, and give and get critical feedback on presentations and proposals of their original research projects in professional and community-based settings.

Prerequisites: None

Corequisites: None

Restrictions: Admission to the EdD or consent of instructor

Credits: 2 semester hours.

EDLL 750 Doctoral Dissertation

Content: 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 of EDLL 750. Grades are deferred until the candidate has successfully defended and uploaded the final edited and approved dissertation.

Prerequisites: Advancement to candidacy, and successful defense of a dissertation proposal.

Restrictions: Admission to EdD program

Credits: 1-12 semester hours.

EDLL 780 Social Justice Leadership Retreat

Content: Leaders of school communities and agencies must be able to work effectively with individuals and groups representing diverse cultures and backgrounds; these skills are at the core of leading and serving all members of the community. This retreat will provide an opportunity to explore and learn about issues of diversity in a mutually supportive environment led by trained diversity facilitator(s). The retreat builds experientially on the academic emphasis on social justice and equity threaded through the doctoral program curriculum and leads to a practical application component during the ensuing academic year.

Prerequisites: None.

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

Credits: 1-2 semester hours.

EDLL 798 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

EDLL 799 Independent Study

Content: This course is an Independent Study course. 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-3 semester hours.

Student Affairs Administration (SAA)

SAA 501 Foundations of Higher Education and Student Affairs

Content: This course introduces students to the history and foundational philosophies of higher education with a focus on Student Affairs as a profession. It begins with an overview of the historical development of higher education in the United States and quickly moves to examining the integration of student affairs in the governance and administrative structure of higher education and explores the diversity of roles student affairs professionals play within colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of this field and informs the class the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored as student affairs administrators serve as guest speakers introducing their functional areas and discussing the nature of the issues they face.

Prerequisites: None.

Restrictions: Admission to the M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

SAA 509 Equity and Social Justice in Higher Education

Content: This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations. In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purposes of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, sexual orientation, gender identity, age, religion or spirituality, and disability.

Prerequisites: None.

Credits: 3 semester hours.

SAA 523 Higher Education Governance and Administration

Content: This course introduces students to governance and administrative structures in American higher education. Students will explore how changes in the demographic, legal, financial, and social landscape have impacted the ways that colleges and universities operate. Students will also become familiarized with the use of data and research as it relates to governance and administration.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 525 Higher Education Finance

Content: This three-semester hour course introduces students to financial, economic, and budgetary issues within Higher Education with particular emphasis on student affairs. Students will review the primary political, economic, and social issues influencing higher education finance; examine revenue streams and expenditure patterns; survey tuition and financial aid policies; develop the ability to examine and analyze financial information; and assess the budget as an instrument of strategic planning, resource allocation, and control. This course is grounded in literature, theories, and examples specific to higher education. The goal for this class is to provide students with the knowledge and abilities that empower them to make appropriate decisions as higher education leaders. Through assigned readings, lectures, and webcast materials, and by active course participation, including completion of assigned activities, students will have the opportunity to demonstrate their familiarity with the following topics: financing higher education; political influences; higher education revenue sources and uses; and institutional budgeting and planning.

Prerequisites: None.

Credits: 3 semester hours.

SAA 530 Critical Pedagogies and Student Affairs

Content: This class explores the following propositions from the tradition of critical pedagogy: learning is a shared and collective process that is shaped by social structures and norms of social interaction; higher education institutions fundamentally shape the process of learning, as well as what counts as knowledge; higher education institutions can sustain and reproduce inequitable political and economic relationships; higher education institutions can also provide opportunities to resist oppression, build autonomy, and create a more just society. This class will explore the central concepts and arguments that underlay these claims, and consider their implications for student affairs practitioners who seek to create inclusive learning environments that lead to equitable educational outcomes.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 535 Legal Issues in Higher Education

Content: This course is designed to introduce students to legal issues in higher education. Issues related to the various constituents - faculty, staff, students, and administration - will be addressed. Students will also explore current legal issues facing the higher education community.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 540 Student Development Theory I

Content: Having a deep understanding of student development is necessary for anyone who wants to be successful as an administrator or instructor in higher education. You must be aware of factors that affect the development of adults and be able to work with individuals, groups, and organizations within a diverse campus community. This is essential to establishing environments conducive to the development of students from a variety of backgrounds. This course introduces students to practitioner-based student development theories within higher education. Ultimately, the understanding and application of these theoretical frameworks to your work will enable you to enhance student outcomes vis-a-vis programs, services, curricula, and pedagogical techniques.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 541 Student Development Theory II

Content: This course is designed to build upon Student Development Theory I and is considered to be second in a two-part series. Coursework will enhance students' understanding of processes of student learning, growth, and development during college. Special focus will focus on recent theories including diversity in development and the extent to which these theories are used to guide empirical research and institutional decision-making.

Prerequisites: SAA 540.

Credits: 3 semester hours.

SAA 542 Student Development Theory

Content: As student development theory continues to evolve and has entered the "third wave" of scholarship, having an understanding of the variations of the theory is critical to serving diverse students on college campuses. This course applies a critical lens to introduce practitioner-based student development theories within higher education. Topics discussed will be informed by current issues in higher education. The main objectives for this course are: to examine theories, to explore how theories inform your praxis, and to demonstrate your intellectual understanding of systems of equity and inclusion in higher education settings.

Prerequisites: Take SAA-501 and SAA-509

Credits: 3 semester hours.

SAA 544 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for independent practicum to department office.

Credits: 1-4 semester hours.

SAA 550 Practicum I

Content: Practicum I provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 551 Practicum II

Content: Practicum II provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs. Practicum II builds on Practicum I by focusing in more depth on a specific career role, objective, or competency.

Prerequisites: SAA 550.

Credits: 3 semester hours.

SAA 557 Student Affairs Program Planning, Assessment, and Evaluation

Content: This course is designed to introduce students to planning, assessment, and evaluation in higher education, with a particular emphasis in student affairs. The course will focus on methodologies used to assess student learning outcomes and program evaluation. Student will also become familiar with the fundamentals of strategic planning, as well as data collection, analysis, and reporting.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 580 Proseminar in Student Affairs Administration

Content: This course is designed to prepare students in their transition from student to practitioner. The course will provide a reflection, synthesis, integration, and application of prior and concurrent coursework. The focus of the course will be on examining the student's role as a practitioner-scholar and their application of theory to practice. The course will utilize a case-study approach to addressing current as well as future issues in higher education graduates will face once they complete the program.

Prerequisites: SAA 501, SAA 509.

Credits: 3 semester hours.

SAA 598 Special Studies: New Or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

SAA 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

SAA 698 Special Studies: New Or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

Teacher Education

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

Lewis & Clark offers highly distinctive programs of study for future (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. Our teacher education programs are accredited by the Council for the Accreditation

of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

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 experience with children and youth; written essays. Specific admission requirements and procedures for applicants are described in the Admissions section.

Programs

Preservice Programs for New Teachers

- Elementary—Multiple Subjects: MAT and MAT with ESOL Endorsement
- Secondary: MAT and MAT with ESOL Endorsement
- Educational Studies: MED

Inservice Programs for Experienced Teachers

- Curriculum and Instruction: MED
- Special Education: Generalist Endorsement
- ESOL Endorsement
- Reading Intervention Endorsement
- Oregon Writing Project Certificate in the Teaching of Writing
- Teacher Leadership for Equity and Social Justice Certificate

Department Courses

- A full list of courses in the Teacher Education department is available in this catalog.

Elementary—Multiple Subjects

Lewis & Clark offers an outstanding 13-month program that leads to recommendation for an Oregon Preliminary Teaching License and a master's degree and a 15-month program that leads to the license, the degree, and an ESOL endorsement. A two-year, part-time, district-affiliated cohort in which school district employees can complete their MAT and licensure requirements while retaining district employment is also available in select locations.

Our preservice programs for new teachers emphasize 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 eliminate the impact of societal and institutional barriers to academic success and personal growth for all students.

Scholarships and Grants

Various scholarships are available to preservice teacher education students. Information about the application and selection process for these funds is available online (http://www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships/).

About the Oregon Preliminary Teaching License

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

Applying for Licensure

Candidates must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, performance assessment, and transcripts. Applicants must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

Master of Arts in Teaching With Preliminary Teaching License, Elementary—Multiple Subjects

Lewis & Clark offers a full-time, 13-month program, as well as a part-time, two-year, district-affiliated cohort, for beginning educators in elementary education. The program is organized around 100 hours of supervised teaching in a Portland-area school, combined with coursework and additional practicum experiences. The Elementary—Multiple Subjects program prepares students for an Oregon Preliminary Teaching License to teach multiple subjects to children in pre-kindergarten through grade 8.

MAT Degree Requirements

A minimum of 40 semester hours, distributed as follows, and all required tests:

Course Requirements

ED 511	Field Observation and the Cycle of Effective Teaching	1
ED 514	Elementary - Multiple Subjects Field Experience I (Students enrolled in the part-time district-affiliated cohort will take ED-514A and ED-514B.)	2
ED 515	Elementary - Multiple Subjects Field Experience II	2
ED 516	Elementary - Multiple Subjects Field Experience III (Students enrolled in the part-time district-affiliated cohort will take ED-516A and ED-516B.)	3
ED 517	Elementary - Multiple Subjects Field Experience Seminar I	1
ED 518	Field Experience Seminar II (Elementary - Multiple Subjects)	2
ED 523	Planning, Differentiation, and Assessment	1
ED 550	Social, Historical, and Ethical Perspectives on Education	2
ED 561	Child Development and Learning	2

ED 563	Classroom Management 1: Elementary - Multiple Subjects	1	practicum is embedded in the full-year placement (pending availability of suitable placement); or (2) the ESOL practicum is completed in a summer school setting following completion of the Elementary—Multiple Subjects licensure program. Most students will be eligible to apply to the Oregon Teacher Standards and Practices Commission for a Preliminary Teaching License with an Elementary—Multiple Subjects endorsement in 13-months. They can then apply for an ESOL Endorsement at the end of the 15-month program, once all ESOL course work, field experiences, and testing has been successfully completed.		
ED 564	Classroom Management 2: Elementary - Multiple Subjects	1			
ED 568	The Arts, Culture, and Creativity	1			
ED 569	Health and Physical Education	1			
ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I	1			
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II	1	Degree Requirements A minimum of 50 semester hours, distributed as follows:		
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms	2	Required Courses The 40 semester hours required for the MAT Elementary—Multiple Subjects and the following the courses. NOTE: Students enrolled in the MESOL track will take ESOL 501A and ESOL 501B instead of ESOL 535A and ESOL 535B.		
LA 566	Literacy I: Introduction to Pre-K-8 Language Arts	1	ESOL 507	Language Acquisition and Development (taken during first summer)	3
LA 567	Literacy II: Planning in the Language Arts Pre-K-8	2	ESOL 505	ESOL Practicum (Elementary - Multiple Subjects) (2 semester hours in spring or 2 hours in second summer)	2
LA 568	Literacy III: Language Arts Development Pre-K-8	2	ESOL 501C	Strategies for Teaching Content & Language to ESOL Students III	1
MATH 566	Math for Early Childhood	2			
MATH 567	Elementary School Mathematics	2			
MATH 568	Mathematics Assessment for Learning	1			
SCI 511	Science in Elementary Classrooms	1			
SCI 512	Planning for Elementary Science Instruction	1			
SPED 509	Special Education for the Elementary Classroom Teacher	2			
SS 578	Social Studies for Elementary Teachers	2			

Candidates continue to co-teach with cooperating teachers through the end of the pre-K-12 school year. It is expected that student teachers close out the year with their cooperating teachers. Candidates are eligible to be recommended for a teaching license upon completion of these courses and of all other licensure program requirements, including tests and a performance assessment.

In order for a student to be recommended for the Oregon Preliminary Teaching License, all required degree courses must be complete as well as all required tests and performance assessments.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Master of Arts in Teaching with Preliminary Teaching License, Elementary—Multiple Subjects, and ESOL

Public schools are experiencing significant demographic shifts with dramatic increases in the number of students who are speakers of languages other than English. Some aspiring educators may wish to have more extensive preparation for working with culturally and linguistically diverse students. Students preparing to become teachers in the Elementary—Multiple Subjects program can pursue a 50-semester-hour program of study that will allow them to earn an ESOL (English for Speakers of Other Languages) endorsement alongside their MAT degree. Possessing an ESOL endorsement early in your teaching career can provide a significant benefit to you as you seek jobs and prepare to work with diverse students and families in schools.

The MAT with Preliminary Teaching License, Elementary—Multiple Subjects, and ESOL Endorsement Program requires 10 additional semester hours of coursework in ESOL topics. In addition to the full-year student teaching placement for the MAT degree and Preliminary Teaching License, students also complete an ESOL practicum. The ESOL practicum can be completed in one of two ways: (1) the ESOL

ED 514A Elementary - Multiple Subjects Field Experience I-A

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None

Corequisites: ED-517

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 514B Elementary - Multiple Subjects Field Experience I-B

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: ED-514A

Corequisites: None

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 515 Elementary - Multiple Subjects Field Experience II

Content: Intensive student teaching experience. Each student teacher assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor. This experience builds on the student teaching begun during the previous semester. Student teachers also complete observations at their second level according to the guidelines in the program handbook.

Prerequisites: ED-514

Corequisites: ED-518

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 516 Elementary - Multiple Subjects Field Experience III

Content: Conclusion of intensive student teaching experience, building on and concluding the teaching begun during previous semesters. Each student teacher (teacher candidate) completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor.

Prerequisites: ED-514, ED-515

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 3 semester hours.

ED 516A Elementary - Multiple Subjects Field Experience III-A

Content: Continuation of student teaching experience, extending the teaching begun during previous semesters. Each student teacher (teacher candidate) completes required teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor.

Prerequisites: ED-514A

Corequisites: None

Restrictions: Admission to Elementary - Multiple Subjects Program-District Affiliated

Credits: 1 semester hour.

ED 516B Elementary - Multiple Subjects Field Experience III-B

Content: Full-time student teaching experience in an elementary classroom. Continuation of student teaching experience including completion of a solo teaching experience as described in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: ED-514A, ED-514B, ED-515 and ED-516A

Corequisites: None

Restrictions: Admission to Elementary - Multiple Subjects Program-District Affiliated

Credits: 2 semester hours.

ED 517 Elementary - Multiple Subjects Field Experience Seminar I

Content: Reflective discussions of equity, teaching, learning, and assessment practices in diverse contexts. Examination of school law topics.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

ED 518 Field Experience Seminar II (Elementary - Multiple Subjects)

Content: Reflective discussion of equity, teaching, learning, and assessment practices in diverse contexts. Other topics include development of a professional identity, professionalism expectations, and job search strategies and support.

Prerequisites: None.

Corequisites: ED 515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 523 Planning, Differentiation, and Assessment

Content: In-depth examination of the relationships between planning, differentiation, and assessment. Focus on individually and culturally responsive approaches to teaching and learning. Topics include implementing backward design, utilizing a variety of instructional strategies, and using differentiated kinds of formative/summative assessment.

Prerequisites: None.

Restrictions: Admission to Elementary--Multiple Subjects Program.

Credits: 1 semester hour.

ED 550 Social, Historical, and Ethical Perspectives on Education

Content: 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.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

ED 561 Child Development and Learning

Content: Discussion, critique, and application of theories of child development and learning. 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, and motivation, as well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program or consent of instructor.

Credits: 2 semester hours.

ED 563 Classroom Management 1: Elementary - Multiple Subjects

Content: Creating a community of support in the classroom. Emphasizes understanding students' personal needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures within a democratic learning community, and responding to minor behavior problems.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice Program.

Credits: 1 semester hour.

ED 564 Classroom Management 2: Elementary - Multiple Subjects

Content: Major emphasis on resolving behavior problems that occur in the classroom, working with students' families, and developing individual behavior plans for students who demonstrate serious and ongoing behavior problems. Includes a focus on culturally sensitive classroom management.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice program.

Credits: 1 semester hour.

ED 568 The Arts, Culture, and Creativity

Content: Participants explore how students and educators think about and engage in the Arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants integrate the fields of music, visual, and performing arts into all academic content areas while celebrating different cultural perspectives. Knowledge of and experience in the creative process to understand and instill the value of the Arts in human lives and education will be emphasized.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

ED 569 Health and Physical Education

Content: 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.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

ESOL 535A Strategies and Materials for Teaching English Language Learners Part I

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

ESOL 535B Strategies and Materials for Teaching English Language Learners Part II

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms

Content: This course focuses on culturally responsive teaching practices that engage culturally and linguistically diverse students. Candidates consider how culture, race, identity, language and immigration factors impact schooling. Through the lens of classroom practice, school engagement, and community resources, candidates develop tools for being a culturally responsive practitioner.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

LA 566 Literacy I: Introduction to Pre-K-8 Language Arts

Content: Literacy processes and children's language and literacy development from Pre-K through middle grades. Focus is on theoretical foundations of literacy and meaning-centered instructional practices. Introduces students to a range of culturally responsive instruction, assessment approaches, and lesson structures.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 1 semester hour.

LA 567 Literacy II: Planning in the Language Arts Pre-K-8

Content: Planning for instruction that supports children's language and literacy development from Pre-K 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 knowledge and instructional practices relating to word recognition skills and comprehension processes. Includes a wide range of culturally responsive practices, 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.

Prerequisites: LA 566.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 2 semester hours.

LA 568 Literacy III: Language Arts Development Pre-K-8

Content: Conclusion of literacy course sequence. Focus is on culturally responsive practices, assessment approaches and instructional practices for literacy development in grades Pre-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.

Prerequisites: LA 566 and LA 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

MATH 567 Elementary School Mathematics

Content: Introduction to mathematical concepts for grades three through six including rational numbers, proportional reasoning, geometry, and measurement in a problem-solving context. Students will examine and demonstrate individually and culturally responsive mathematics instructional strategies and assessments for elementary grades. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards.

Prerequisites: MATH 566.

Restrictions: Admission to the Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

MATH 566 Math for Early Childhood

Content: Introduction to mathematical concepts for grades pre-K through three including number and operations, geometry, and measurement in a problem-solving context. Individually and culturally responsive mathematics instructional strategies and assessments for early childhood are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

MATH 568 Mathematics Assessment for Learning

Content: Intensive application of assessment for improving instruction in the mathematics classroom. Students will demonstrate proficiency creating and using a variety of culturally and linguistically responsive assessment strategies including assessment interviews, formative, and summative lesson and unit assessments. Students will use their assessment data to plan and teach re-engagement lessons and reflect on the outcomes of these lessons.

Prerequisites: MATH 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

SCI 511 Science in Elementary Classrooms

Content: Foundations for teaching science in the elementary school classroom. This course provides content and experiences that address participants' and elementary students' natural intuitive curiosity for science and scientific study.

Prerequisites: None.

Restrictions: Admission to the Elementary--Multiple Subjects Program

Credits: 1 semester hour.

SCI 512 Planning for Elementary Science Instruction

Content: In this course students will learn how to structure learning experiences in the four main areas of elementary science instruction: Engineering, Physical Science, Earth Space Science and Life Science. Emphasis will be placed on learning how to design inclusive, experiences using state standards for science and the Common Core State Standards. Topics include backward design, assessment, and the integration of science content into language arts and mathematics curriculum.

Prerequisites: Take SCI-511

Restrictions: Admission to Elementary--Multiple Subjects Program

Credits: 1 semester hour.

SPED 509 Special Education for the Elementary Classroom Teacher

Content: This course prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and differentiating curricula for all learners, including the use of Universal Design for Learning. Students learn special education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None

Restrictions: Admission to the ELEM preservice teacher education program

Credits: 2 semester hours.

SS 578 Social Studies for Elementary Teachers

Content: 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.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 2 semester hours.

CORE 500 Convocation

Content: Convocation is the opportunity for the Graduate School community to come together across disciplines to honor the collective work we do. Convocation integrates students into the larger Lewis Clark community, and makes cross-disciplinary connections. In service of these goals, students and faculty will share reflections about the role of creativity, compassion, and commitment in their respective professions and engage in small group discussions using a collection of common readings as catalysts.

Prerequisites: None.

Credits: 0 semester hours.

Additional Courses for MAT with ESOL Endorsement

ESOL 500 Historical and Legal Foundations of Educating ESOL Students

Content: 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 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. Prerequisites: None. Credits: 3 semester hours.

ESOL 501A Strategies for Teaching Content & Language to ESOL Students I

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. Prerequisites: None. Restrictions: For MESOL candidates. Credits: 1 semester hour.

ESOL 501B Strategies for Teaching Content & Language to ESOL Students II

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. It builds on content from ESOL 501A. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. Prerequisites: None. Restrictions: For MESOL candidates. Credits: 1 semester hour.

ESOL 501C Strategies for Teaching Content & Language to ESOL Students III

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. This course builds on content from ESOL 501A B. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. Prerequisites: None. Credits: 1 semester hour.

ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons. Prerequisites: ESOL-501A. Credits: 0.5-2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

ESOL 541 The Role of Community in Support of ESOL Students

Content: This course builds on the initial work the candidate did in ESOL 540. The focus is on understanding the student within the context of his/her environment. Candidates develop strategies for working with significant persons in a child's environment to encourage success. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Candidates explore topics related to language, culture, and immigration. Candidates reflect on their own culturally responsive teaching practices. Prerequisites: ESOL-540. Credits: 1 semester hour.

Assessment edTPA

In order to be recommended by Lewis & Clark for a teaching license in any state, candidates must complete an assessment portfolio called the edTPA. It is an assessment process that requires teacher candidates to

demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries.

Preservice candidates will be required to pass the edTPA in order to be recommended for licensure.

Testing Requirements

Students must pass the following tests to be eligible for a recommendation by Lewis & Clark for teacher licensure in any state. Detailed information regarding the point in the program by which each test must be passed is available in the program handbook. The required tests are:

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2}
2. NES: Elementary Test, Subtests 1 and 2 (<http://www.orela.nesinc.com/>)³
3. NES: (<http://www.orela.nesinc.com/>)English to Speakers of Other Languages (ESOL) Test (required only for those pursuing the ESOL endorsement)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

- ¹ As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.
- ² As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.
- ³ Check with the Elementary--Multiple Subjects faculty program director on the availability of additional multiple measures options.

Secondary

Lewis & Clark offers an outstanding 13- to 14-month program leading to completion of a Master of Arts in Teaching (MAT) degree and recommendation for an Oregon Preliminary Teaching License in one content-area endorsement. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, community, equity, and inclusion, and that promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, rigorous learning, intellectual growth, and dedication to social justice.
- School and classroom contexts designed to foster connections and to eliminate the impact of barriers to academic success as well as personal growth for all students.

Scholarships and Grants

Various scholarships are available to preservice teacher education students. Information about the selection process for these funds is available online: www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships (http://www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships/)

About the Oregon Preliminary Teaching License

Candidates seeking a license to teach in Oregon who successfully complete, in good standing, any of the licensure options offered by Lewis & Clark and all state-required tests and performance assessments receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC) for a Preliminary Teaching License.

Applying for Licensure

Candidates must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and performance assessment, and transcripts. Applicants must apply for licensure within three years of completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Oregon Teacher Standards and Practices Commission (TSPC).

Master of Arts in Teaching with Preliminary Teaching License

Lewis & Clark offers a full-time, "summer to summer" program for beginning educators in middle and high school in subject areas including mathematics (choose foundational or advanced), science (choose biology, chemistry, physics, or integrated science), social studies, art, and English language arts. The secondary program prepares candidates for an Oregon Preliminary Teaching License to teach one of these specific subjects.

The MAT degree in secondary education includes coursework in educational foundations, adolescent development and learning, culturally responsive teaching, content-specific methods, as well as practicum and supervised teaching experiences. The supervised field experience focuses on developing disciplinary knowledge for the purposes of teaching, with an emphasis on research in theory and best practices, including but not limited to creating democratic learning communities, designing educational opportunities that cultivate connections between learners and their communities, and incorporating a range of teaching and technological resources.

MAT candidates begin coursework in mid-June of each year and continue through the following summer. The program includes a full school year of field experience at the candidate's selected grade level with a veteran cooperating teacher in a local school, plus field experience across all grade levels throughout the fall.

The program begins with an orientation in mid-June. Candidates then complete a three-day intensive professional writing course, followed by courses in education and one or two content area electives. After a short break, candidates are expected to begin work with their cooperating teachers the week before the opening of school in the fall (typically the week before Labor Day). During the fall semester, candidates continue to examine subject matter specific to their content area coupled with educational theory and research. In addition, they reflect on their developing professional identity, spending time in a high school or middle school classroom observing and tutoring students, assisting the cooperating teacher, and planning and teaching some lessons. Candidates take on the teaching of one class period in December. In the

spring semester, candidates continue to teach the one class they took on in December and begin new coursework on campus, with an emphasis on curriculum, inquiry, and classroom management as well as a seminar to support their teaching and job search. After spring break, candidates take on "full-time" teaching, which continues until the end of the public school year. The second summer includes additional coursework in education and disciplinary knowledge. Candidates may be eligible for licensure at the end of 13 months, leaving the second summer session for completion of master's degree requirements.

MAT Degree Requirements

A minimum of 40 semester hours, distributed as follows:

Course Requirements

First Summer

LA 531	Writing and the Writing Process	1
ED 550	Social, Historical, and Ethical Perspectives on Education*	2
ED 552	Adolescent Development: Understanding Your Learners*	2
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms*	2

Fall Semester

ED 540	Secondary Field Experience I*	2
ED 553	Teaching for Social Justice: Secondary Field Experience Seminar I*	1.5
ED 551	Literacy and Teacher Research*	2
ED 533	Legal Issues in Education*	1
ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I*	1
ART 579	Teaching Art to Adolescents*	4
or LA 579	Teaching Language Arts to Adolescents	
or MATH 579	Teaching Mathematics to Adolescents	
or SCI 579	Teaching Science to Adolescents	
or SS 579	Teaching Social Studies to Adolescents	
SPED 505A	Teaching Students With Exceptionalities in Inclusive School Settings I	0.5

Spring Semester

ED 541	Secondary Field Experience II*	3
ED 554	Teaching for Social Justice: Secondary Field Experience Seminar II*	1.5
ED 560	Classroom Climate: Co-Building a Learning Community*	2
ART 564	Curriculum and Inquiry: Art*	3
or LA 564	Curriculum and Inquiry: Language Arts	
or MATH 564	Curriculum and Inquiry: Mathematics	
or SCI 564	Curriculum and Inquiry: Science	
or SS 564	Curriculum and Inquiry: Social Studies	
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II*	1
SPED 505B	Teaching Students With Exceptionalities in Inclusive School Settings II	0.5

Second Summer

ED 543	Secondary Field Experience III*	3
ED 573	Teaching for Social Justice: Building Classroom Community Now and in the Future*	1

* In order for a student to be recommended for the Oregon Preliminary Teaching License, all courses with an asterisk must be complete, along with one subject-area elective, the edTPA, and all required tests.

Content-Area Courses

A minimum of 6 semester hours and three courses in the student's designated content area.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Master of Arts in Teaching with Secondary Preliminary Teaching License and ESOL Endorsement

Public schools are experiencing significant demographic shifts with sometimes dramatic increases in speakers of languages other than English. Some aspiring educators may wish to have more extensive preparation for working with culturally and linguistically diverse students. Students preparing to become teachers in the secondary program can pursue a 50-semester-hour program of study that will allow them to earn an English for Speakers of Other Languages (ESOL) endorsement alongside their MAT degree and Oregon Preliminary Teaching License in a general education subject area (admissions preference is given to native bilingual speakers). Possessing an ESOL endorsement early in your teaching career can provide a significant benefit to you as you seek jobs and prepare to work with diverse students and families in schools.

The secondary MAT with ESOL Endorsement Program requires 10 additional semester hours of coursework in ESOL topics. In addition to the full-year student teaching placement for the MAT degree, students also complete an ESOL practicum during the fall and spring semesters (which may or may not occur in the same school site as MAT student teaching). Preparation for the endorsement will be focused at the secondary level. Most students will be able to apply to the Oregon Teacher Standards and Practices Commission for a Oregon Preliminary Teaching License in their content area at the end of 13-months and again, at the end of their 15-month program, for an ESOL endorsement.

Degree Requirements

A minimum of 50 semester hours, distributed as follows:

Required Courses

The 40 semester hours required for the secondary MAT degree and the following courses. NOTE: Students enrolled in the MESOL track will take ESOL 501A and ESOL 501B instead of ESOL 535A and ESOL 535B.

ESOL 507	Language Acquisition and Development (taken in the first summer)	3
ESOL 506	ESOL Practicum (Secondary) (taken in the spring semester)	2
ESOL 501C	Strategies for Teaching Content & Language to ESOL Students III	1
ESOL 500	Historical and Legal Foundations of Educating ESOL Students (taken during second summer)	3

ESOL 541 The Role of Community in Support of ESOL Students

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

MAT Courses

First Summer

LA 531 Writing and the Writing Process

Content: 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 Secondary Program.

Prerequisites: None.

Restrictions: Admission to the Secondary Program.

Credits: 1-2 semester hours.

ED 550 Social, Historical, and Ethical Perspectives on Education

Content: 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.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

ED 552 Adolescent Development: Understanding Your Learners

Content: Discussion, critique, and application of current research on adolescent development, understood from psychosocial, culturally responsive, and justice-oriented perspectives. Explores theories of cognitive, relational, sexual, moral, and spiritual development with an emphasis on the middle- and high-school student's construction of identity as it is shaped by culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status. Examines strategies for promoting resilience and engaging students in learning experiences that are responsive to development levels and cultural contexts. Also investigates insights from neuropsychology and the impact on adolescent well-being as a result of risk-taking behaviors, societal (mis)interpretations of youth, and the ubiquity of digital media.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms

Content: This course focuses on culturally responsive teaching practices that engage culturally and linguistically diverse students. Candidates consider how culture, race, identity, language and immigration factors impact schooling. Through the lens of classroom practice, school engagement, and community resources, candidates develop tools for being a culturally responsive practitioner.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

Fall Semester

ED 551 Literacy and Teacher Research

Content: Understanding the central importance of language and the social construction of knowledge guides the work of this course. Teacher candidates examine issues of diverse perspectives as well as an integrated, process-oriented approach to reading and writing in the subject field. The teacher research component stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their field experience sites, preservice teachers conduct interviews and apply ethnographic methods as well as observation systems to diagnose the meaning-making strategies of a selected middle or high school student. They use this experience to identify resources and practices for supporting all students in improved literacy learning.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 540 Secondary Field Experience I

Content: Part-time student teaching experience in a middle-school or high-school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Candidates teach their first work sample in this classroom. In addition, they spend a series of full-time days in the classroom of a teacher in another building at their second level of authorization.

Prerequisites: None.

Corequisites: ED 553.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 553 Teaching for Social Justice: Secondary Field Experience Seminar I

Content: Teacher candidates take part in a professional seminar that supports their fall student teaching as well as the observation experience and portfolio at their "other level" placement site. Topics include teacher identity, professionalism, reflective practice, renewal of and support for teachers, observation protocols, and the creation of democratic learning communities. Teacher candidates gain practice in teaching through a concurrent internship placement in a middle school or high school and a practicum at the "other level."

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1.5 semester hours.

ED 533 Legal Issues in Education

Content: Students examine legal issues related to the teaching profession so that secondary teachers are literate about how the law affects them and their students, including students with exceptionalities. Utilizing a case-study approach, participants explore topics including responsibilities and liabilities; teachers' and students' rights; the scope and limits of personal freedom of expression, religion, and association as well as personal appearance and privacy; due process rights; discrimination and equal protection; teacher contracts, evaluation, and collective bargaining; and the general education teacher's roles and responsibilities in special education processes, with the goal of providing all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as required by law.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1 semester hour.

ESOL 535A Strategies and Materials for Teaching English Language Learners Part I

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

SPED 505A Teaching Students With Exceptionalities in Inclusive School Settings I

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed on Special Education law and providing relevant information for the development of individualized education plans (IEPs).

Prerequisites: None

Restrictions: Admission to a preservice teacher education program.

Credits: 0.5 semester hours.

Subject-Area "Teaching to Adolescents" Courses**ART 579 Teaching Art to Adolescents**

Content: Teaching and learning art in middle-level and high school classrooms. Emphasizes the wide range of instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to state standards on creating, presenting, responding and connecting to the production of a variety of media. Includes planning, organization, and assessment practices using the tenets of backward design, aimed at supporting the successful learning of all students.

Emphasizes differentiated instruction to enhance meaningful experience of students with varied interests, developmental levels, and cultural backgrounds. Materials draw upon research from the history and philosophy of the visual arts, with attention to "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: Admission to Secondary Preservice Program or consent of instructor.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

LA 579 Teaching Language Arts to Adolescents

Content: Teaching and learning English language arts in middle-level and high school classrooms. Develops candidates' pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Candidates 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, candidates learn how they can encourage students to respond to texts and lead them from those first responses into analysis of both the text itself and their reading of it. Based on the tenets of backward design, the course looks at planning, organization, and assessment—articulating objectives and linking them to standards, teaching, and assessment. Introduces differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 4 semester hours.

MATH 579 Teaching Mathematics to Adolescents

Content: Teaching and learning mathematics in middle-level and high school classrooms. Emphasizes meaningful development of mathematical concepts, from pre-algebra through calculus, for the purposes of teaching. Focuses on the importance of cultivating student voice and building from students' prior knowledge through open-ended problem solving and inquiry-based experiences. Supports a view of mathematics as the science of patterns, a way of thinking that all students must embrace in order to fully access democracy in the 21st century. Candidates learn about national standards for school mathematics in grades 6-12 as well as the range of research informing best practices in math education. Particular attention is given to issues of equity, differentiation, culturally relevant pedagogy, assessment, and backward design. Incorporates the use of technology (especially TI-graphing calculators and dynamic geometry software) as tools for deepening mathematical understanding. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

SCI 579 Teaching Science to Adolescents

Content: Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of using a wide variety of science activities in science teaching. Includes planning, organization, and assessment of science teaching and learning, using the tenets of backward design. Pays attention to differentiation of instruction for student needs, articulation of objectives, and their link to teaching, standards, and assessment. Introduces participants to the importance of science as the work of a particular cultural community with shared values and linguistic norms, while examining literature about the challenge students may face in making a "cultural border crossing" into science. Special attention is given to diversity and social justice issues. 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 and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: None

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

SS 579 Teaching Social Studies to Adolescents

Content: Developing a conceptual framework for teaching social studies in a democratic society through a social justice framework. Focuses on different ways of organizing instruction and assessing learning in middle- and high-school content areas. Candidates examine historical and contemporary issues in teaching social studies, including philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to national and state standards and differentiation of instruction, linking them to teaching and assessment. Engages teaching candidates in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 4 semester hours.

Spring Semester**ED 560 Classroom Climate: Co-Building a Learning Community**

Content: Places classroom climate in a socio-political and justice-oriented context by focusing on understanding students' personal, social, and academic needs, creating optimal teacher-student and peer relationships, and co-creating norms and procedures that support democratic learning communities. Critiques coercive methods aimed at achieving obedience and explores schoolwide and classroom-specific practices that draw on student diversity as a resource rather than impediment. Examines culturally responsive and inclusive teaching methods that prevent discipline problems, promote flow, sustain collaborations with parents and other educators, and enhance agency and transparency while maintaining accountability.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 541 Secondary Field Experience II

Content: Intensive student teaching experience in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Teacher candidates teach one class on a daily basis, with the support of their mentor and will teach a second work sample in this class. Candidates will also serve as the daily teacher for this single course until the end of the school year. In addition, teacher candidates will spend an increasing amount of time in the classes they will take on after spring break (these might be courses that their mentor teaches or they could be classes taught by another teacher in the same department). The goal is to have all teacher candidates at their site full-time with a 3/4 teaching load during the month of April and beyond.

Prerequisites: ED 540.

Corequisites: ED 554.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

ED 554 Teaching for Social Justice: Secondary Field Experience Seminar II

Content: Students take part in a professional seminar supporting their spring student teaching internship. Topics include renewal of and support for teachers, teacher identity, supervision, and reflection on and self-evaluation of teaching practice. Examination of a professional identity continues, including job search strategies and support. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.

Prerequisites: None.

Restrictions: Current enrollment in Secondary Preservice Program internship.

Credits: 1.5 semester hours.

ESOL 535B Strategies and Materials for Teaching English Language Learners Part II

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

SPED 505B Teaching Students With Exceptionalities in Inclusive School Settings II

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed planning instruction that is guided by students' IEPs, and adapting curriculum for all learners, including the use of Universal Design for Learning.

Prerequisites: None

Credits: 0.5 semester hours.

Subject-Area "Curriculum and Inquiry" Courses**ART 564 Curriculum and Inquiry: Art**

Content: Further organizing and applying of appropriate curriculum and teaching approaches to engage mid-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in art curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in art. Continued analysis of best practice methodology.

Prerequisites: ART 579.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

LA 564 Curriculum and Inquiry: Language Arts

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

MATH 564 Curriculum and Inquiry: Mathematics

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in mathematics curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum materials and resources; social and political contexts that impact curriculum; the role of inquiry in science, technology, engineering, and math (STEM) education; the value of math-science integration; and mathematical literacy for the 21st century.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 3 semester hours.

SCI 564 Curriculum and Inquiry: Science

Content: Organizing and applying appropriate curricular and teaching approaches to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in science curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum approaches, materials, and resources; social and political contexts that impact curriculum; exploration of the role of inquiry in science; the importance of scientific literacy; and the value of math-science integration.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

SS 564 Curriculum and Inquiry: Social Studies

Content: Organizing and applying appropriate curriculum to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts. Attention to research and theory on social studies curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. A continued emphasis on backward design in support of planning and assessment. A variety of social studies lessons are modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

Second Summer**ED 573 Teaching for Social Justice: Building Classroom Community Now and in the Future**

Content: Provides ongoing support for teacher candidates during their spring student teaching practica. Workshop format encourages the collaborative analyses of challenges that are typically encountered during this phase of the teacher development process. Specific research-based classroom strategies are modeled, critiqued, and applied while modes of critical inquiry introduced in earlier courses are reinforced. Approximately one-third of each session will be dedicated to soliciting, discussing, and troubleshooting self-identified "issues from the field."

Prerequisites: ED 560.

Corequisites: ED 543.

Restrictions: Students must have successfully transitioned into their full "takeover" student teaching in the spring and admission to the Secondary Preservice Program.

Credits: 1 semester hour.

ED 543 Secondary Field Experience III

Content: Teacher candidates continue their intensive student teaching internship in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Interns are at their placement sites full-time contract hours, responsible for a 3/4 teaching load through the end of the K-12 academic year, completing and/or assisting their mentor will all "end-of-school" tasks and activities.

Prerequisites: ED 541.

Corequisites: ED 573.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

Additional Courses for MAT with ESOL Endorsement

ESOL 500 Historical and Legal Foundations of Educating ESOL Students

Content: 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 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. Prerequisites: None. Credits: 3 semester hours.

ESOL 501A Strategies for Teaching Content & Language to ESOL Students I

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. Prerequisites: None. Restrictions: For MESOL candidates. Credits: 1 semester hour.

ESOL 501B Strategies for Teaching Content & Language to ESOL Students II

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. It builds on content from ESOL 501A. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. Prerequisites: None. Restrictions: For MESOL candidates. Credits: 1 semester hour.

ESOL 501C Strategies for Teaching Content & Language to ESOL Students III

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. This course builds on content from ESOL 501A B. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience. Prerequisites: None. Credits: 1 semester hour.

ESOL 506 ESOL Practicum (Secondary)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons. Prerequisites: ESOL-501A. Credits: 0.5-2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

ESOL 541 The Role of Community in Support of ESOL Students

Content: This course builds on the initial work the candidate did in ESOL 540. The focus is on understanding the student within the context of his/her environment. Candidates develop strategies for working with significant persons in a child's environment to encourage success. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Candidates explore topics related to language, culture, and immigration. Candidates reflect on their own culturally responsive teaching practices. Prerequisites: ESOL-540. Credits: 1 semester hour.

Assessment edTPA

In order to be recommended by Lewis & Clark for a teaching license in any state, candidates must complete an assessment portfolio called the edTPA. It is an assessment process that requires teacher candidates to

demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries.

Preservice candidates will be required to pass the edTPA in order to be recommended for licensure.

Testing Requirements

Teacher candidates must earn passing scores on the following tests in order to receive a recommendation from Lewis & Clark for teacher licensure in any state. Detailed information regarding the point in the program by which candidates must pass each test is available in the Secondary Program Handbook. The required tests are:

- 1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2}
- 2. NES: Subject Area Test (<http://www.orela.nesinc.com/>)³
 - a. Art
 - b. Biology
 - c. Chemistry
 - d. English Language Arts
 - e. General Science (for the Integrated Science endorsement)
 - f. Mathematics (for the Advanced Mathematics endorsement)
 - g. Middle Grades Math (for the Foundational Mathematics endorsement)
 - h. Social Science (for the Social Studies endorsement)
 - i. Physics
- 3. NES: English to Speakers of Other Languages (ESOL) (<http://www.orela.nesinc.com/>) Test (required only for those pursuing the ESOL endorsement)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

¹ As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.

² As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

³ Check with the Secondary faculty program director on the availability of additional multiple measures options.

Educational Studies

This program of study is available only to candidates admitted to the preservice MAT in Elementary–Multiple Subjects or Secondary programs who, in consultation with their cohort coordinator or content area coordinator and the director of the program, determine the candidate will not complete the portion of their program leading to a teaching license but will complete a master's degree. A request to transfer into this degree program must be approved by the appropriate program director and by the teacher education department chair.

Master of Education in Educational Studies

The Master of Education in Educational Studies program is individualized based upon the progress the candidate has made in the Master of Arts in Teaching program. The MEd in Educational Studies does not lead to Lewis & Clark's recommendation for an Oregon Preliminary Teaching License or to a recommendation for an out-of-state teaching license. Candidates who enroll in the MEd program will not earn an MAT.

Degree Requirements

A minimum of 36 semester hours, distributed as follows:

Required Courses for Track I: Elementary–Multiple Subjects

All courses in the MAT Elementary–Multiple Subjects program, with the exception of courses determined by the advisor and program director to not be required.

Required Courses for Track II: Secondary

All courses in the MAT Secondary program, with the exception of courses determined by the advisor and program director to not be required.

Additional Courses

Any remaining semester hours of coursework will be determined jointly by the advisor and student. These courses may include independent study coursework.

Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

Curriculum and Instruction

Lewis & Clark offers an individually designed program for teachers wishing to engage in advanced study and improve their professional practice. The Curriculum and Instruction program provides maximum flexibility and allows degree candidates to identify their individual learning needs and select appropriate courses in education and academic content. The course of study is planned in consultation with a faculty advisor. As part of the MEd program, students complete one or more endorsements or certificates in the areas of ESOL, Reading Intervention, Special Education: Generalist, the Teacher Leadership for Equity and Social Justice Certificate, and/or the Oregon Writing Project Certificate in the Teaching of Writing.

Master of Education in Curriculum and Instruction

Degree Requirements

A minimum of 36 semester hours, distributed as follows:

Required Degree Courses

ED 500	Educational Research	3
ED 508	Curriculum & Instruction Master's Project Seminar	3

Students must choose at least one of the following five options and may work with an advisor to explore additional combinations.

- 1. All courses required for Track I of the ESOL endorsement (minimum of 14 semester hours).
- 2. All courses required for the Reading Intervention endorsement (minimum of 15 semester hours).
- 3. All courses required for the Special Education: Generalist endorsement (minimum of 18 semester hours)
- 4. All courses required for the Teacher Leadership for Equity and Social Justice Certificate (minimum of 10 semester hours)

5. All courses required for the Oregon Writing Project Certificate in the Teaching of Writing (minimum 14 semester hours)

Elective Courses

All remaining semester hours will be earned as electives chosen jointly by the advisor and student. A full list of education courses is available in this catalog.

Required Courses

MEd Courses

ED 500 Educational Research

Content: This course examines 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.

Prerequisites: None.

Credits: 2-3 semester hours.

ED 508 Curriculum & Instruction Master's Project Seminar

Content: Students integrate and apply what they have learned throughout the inservice MEd program. In consultation with the instructor and other class members, students design projects that define and answer a question related to their intellectual and professional development. The project is aimed at an audience beyond the classroom, with the goal of eventually sharing it in the wider world. In order to support the cultivation of candidates' professional voices, the course will also explore examples of other teachers using their voice for change, being a leader within the classroom and profession, and teacher resilience.

Prerequisites: none

Corequisites: none

Restrictions: none

Credits: 3 semester hours.

Endorsement and Certificate Courses

- ESOL endorsement courses
- Reading Intervention endorsement required courses and elective courses
- Special Education: Generalist endorsement courses
- Teacher Leadership for Equity and Social Justice Certificate courses
- Oregon Writing Project Certificate in the Teaching of Writing courses

Elective Courses

A full list of education courses is available in this catalog.

ESOL Endorsement

Designed for educators holding an Oregon teaching license, Lewis & Clark's ESOL Endorsement Program explores the principles, theories, research, and practices relevant to the needs of PK-12 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, on-line and, in some cases, at school sites. Candidates join colleagues and Lewis & Clark faculty to engage in classes for dialogue, study, and field experiences that address the full complexity of cultural and linguistic diversity and of academic and social inclusion of immigrant students.

Graduates of Lewis & Clark's ESOL 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 the needs of English learners in the mainstream classroom and beyond.
- Utilize assessment principles that measure language and content.
- Partner with families to build strong ties between the school and the diverse racial, cultural, and linguistic communities they serve.
- Lead their school community in the establishment of collaborative learning environments that support high levels of success for English learners and ensure justice for students and for their families.

The program may be completed in conjunction with either the MEd in Curriculum and Instruction or the Teacher Leadership for Equity and Social Justice Certificate.

Applying for the Endorsement

Candidates must apply for an endorsement directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for the endorsement within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Adding the Optional Bilingual Specialization

Please contact the Oregon Teacher Standards and Practices Commission (contact.tspc@oregon.gov) for the requirements and process to add an optional Bilingual Specialization to your existing teaching license. (contact.tspc@oregon.gov)

Accreditation

Lewis & Clark's graduate programs leading to licensure and endorsements are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

ESOL Endorsement

There are two pathways for students interested in completing the requirements for an Oregon TSPC-approved ESOL endorsement.

Track I

Track I is for those who hold regular, non-restricted Oregon teaching licenses and who are currently working in schools as licensed teachers. The Track I ESOL endorsement may be completed in conjunction with either the MEd in Curriculum and Instruction or the Teacher Leadership for Equity and Social Justice Certificate.

Track I Endorsement Requirements

14 semester hours, distributed as follows, and all required tests:

Track I Required Courses

ESOL 500/	Historical and Legal Foundations of Educating	3
ESOL 600	ESOL Students	

ESOL 501/ ESOL 601	Strategies and Materials for Teaching Content and English Language Development to ESOL Students	3
ESOL 502/ ESOL 602	Focus on Culture and Community in Teaching ESOL Students	3
ESOL 505/ ESOL 605	ESOL Practicum (Elementary - Multiple Subjects) (or ESOL 506/ESOL 606)	2
ESOL 507/ ESOL 607	Language Acquisition and Development	3

Track II

Track II is open only to Lewis & Clark teacher education preservice MAT students who are currently enrolled in or who have completed the MAT program.

Track II Endorsement Requirements

A minimum of 14 semester hours, distributed as follows, and all required tests:

Track II Required Courses

ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms	2
ESOL 501A	Strategies for Teaching Content & Language to ESOL Students I	1
ESOL 501B	Strategies for Teaching Content & Language to ESOL Students II	1
ESOL 501C	Strategies for Teaching Content & Language to ESOL Students III	1
ESOL 507/ ESOL 607	Language Acquisition and Development	3
ESOL 500/ ESOL 600	Historical and Legal Foundations of Educating ESOL Students	3
ESOL 505/ ESOL 605	ESOL Practicum (Elementary - Multiple Subjects) (or ESOL 506/ESOL 606)	2
ESOL 541	The Role of Community in Support of ESOL Students	1

Track I Courses

Note: The following courses are offered on campus, off campus, and online. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses on the Department of Education courses page in this catalog.

ESOL 500 Historical and Legal Foundations of Educating ESOL Students

Content: 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 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 501 Strategies and Materials for Teaching Content and English Language Development to ESOL Students

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 502 Focus on Culture and Community in Teaching ESOL Students

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-501A

Credits: 0.5-2 semester hours.

ESOL 506 ESOL Practicum (Secondary)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-501A

Credits: 0.5-2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

Track II Courses

Note: ESOL 540 is embedded in the MAT program and is offered on campus only. The rest of the courses are offered on-campus, off-campus, and online. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on campus and off) on the Department of Education courses page in this catalog.

ESOL 500 Historical and Legal Foundations of Educating ESOL Students

Content: 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 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 501A Strategies for Teaching Content & Language to ESOL Students I

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None

Restrictions: For MESOL candidates.

Credits: 1 semester hour.

ESOL 501B Strategies for Teaching Content & Language to ESOL Students II

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. It builds on content from ESOL 501A. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None

Restrictions: For MESOL candidates

Credits: 1 semester hour.

ESOL 501C Strategies for Teaching Content & Language to ESOL Students III

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. This course builds on content from ESOL 501A B. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None

Credits: 1 semester hour.

ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-501A

Credits: 0.5-2 semester hours.

ESOL 506 ESOL Practicum (Secondary)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-501A

Credits: 0.5-2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms

Content: This course focuses on culturally responsive teaching practices that engage culturally and linguistically diverse students. Candidates consider how culture, race, identity, language and immigration factors impact schooling. Through the lens of classroom practice, school engagement, and community resources, candidates develop tools for being a culturally responsive practitioner.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

ESOL 541 The Role of Community in Support of ESOL Students

Content: This course builds on the initial work the candidate did in ESOL 540. The focus is on understanding the student within the context of his/her environment. Candidates develop strategies for working with significant persons in a child's environment to encourage success. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Candidates explore topics related to language, culture, and immigration. Candidates reflect on their own culturally responsive teaching practices.

Prerequisites: ESOL-540

Credits: 1 semester hour.

Testing Requirements

The following test must be passed prior to the first field placement in the Lewis & Clark ESOL endorsement program:

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2,3}

The following test must be passed in order to be eligible for a recommendation by Lewis & Clark for the ESOL endorsement in any state. Information regarding the point in the program by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- NES: English to Speakers of Other Languages (ESOL) Test (<http://www.orela.nesinc.com/>)

(Test scores from the ORELA: ESOL test will be accepted if taken and passed from September 1, 2009 – September 1, 2012 or from the PRAXIS II: Teaching ESL test (#20360) if taken and passed prior to September 1, 2009.)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

- ¹ Students who hold a current Oregon Basic, Standard, Initial, Continuing, Preliminary, Professional, or Teacher Leader teacher or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.
- ² As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.
- ³ As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

Reading Intervention Endorsement

The Reading Intervention Endorsement Program applies a dynamic view of literacy to reading and writing instruction in schools. The program's theoretical base owes much to the work of Donald Murray, 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 reading intervention endorsement program builds on the knowledge that language, in all its richness of form and function, is the foundation from which effective literacy evolves. The program takes an integrated and holistic approach to the teaching of reading, writing, listening, and speaking. Students and teachers develop flexible strategies to support the reader's construction of meaning from text. Adopting the stance of teacher-researchers, students and faculty explore issues in the teaching of reading and writing. What is literacy? How does our own literacy affect our instruction of language arts? What are the politics of literacy? What can we learn from current research in thought, language, reading, and writing?

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

Students who are admitted to and complete the courses in the reading intervention endorsement program and pass the required test are eligible to be recommended to the Oregon Teacher Standards and Practices Commission for a Reading Intervention endorsement. The program can be completed in 2 to 2-1/2 years of part-time coursework or may be completed in conjunction with either the MEd in Curriculum and Instruction or the Teacher Leadership for Equity and Social Justice Certificate.

Applying for the Endorsement

Candidates must apply for an endorsement directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for the endorsement within three years following completion of their respective programs. If more than three years elapse before

application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Accreditation

Lewis & Clark's graduate programs leading to licensure and endorsements are approved by the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

Reading Intervention Endorsement

Endorsement Requirements

A minimum of 14 semester hours, distributed as follows, and all required tests.

Required Courses

READ 500/ READ 634	Language Acquisition and Development (or ESOL 507 / ESOL 607)	3
READ 534/ READ 614	Reading Comprehension: Theory and Practical Application	3
READ 502/ READ 620	Innovations in Reading	3
READ 532/ READ 625	Assessing Reading Strategies	3
READ 522/ READ 622	Reading Intervention Practicum	2

(Although courses are not arranged in a fixed sequence, READ 500/READ 634 and ESOL 507/ESOL 607 are considered the foundational courses and READ 502/READ 620 and READ 522/622 are typically the culmination of the program.

Endorsement Required Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all education courses elsewhere in this catalog.

READ 500 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

READ 534 Reading Comprehension: Theory and Practical Application

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

READ 502 Innovations in Reading

Content: 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 Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

READ 532 Assessing Reading Strategies

Content: Exploration of reading assessment strategies. 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 levels.

Prerequisites: None.

Credits: 3 semester hours.

READ 522 Reading Intervention Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct four observations. Two observations are focused on reading instruction. Two observations focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). The mentor conducts at least two formal observations and one formal evaluation of the candidate. In the concluding triad meeting, the candidate, supervisor, and mentor work together to fill out a summative evaluation identifying strengths in the practicum experience and goals for continued improvement.

Prerequisites: READ-534, READ-532

Credits: 2 semester hours.

Testing Requirements

The following test must be passed prior to the first field placement in the Lewis & Clark reading intervention endorsement program:

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2,3}

Students must pass the following test to be eligible for a recommendation by Lewis & Clark for the reading intervention endorsement in any state. Information regarding the point in the program by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- Praxis: Reading Specialist Test (<http://www.ets.org/praxis/or/requirements/>) (under "Instructional Support Personnel")

(Passing scores from the Praxis: Reading Specialist Test (#5302) are required after September 1, 2021. Passing scores from the PRAXIS II: Reading Specialist Computer Test (#5301) may be accepted if taken between September 1, 2012 and August 31, 2021. Passing scores from the PRAXIS II: Reading Specialist Test (#10300) will be accepted if taken prior to September 1, 2012. Check with your faculty program director for updates on the status of this test requirement.)

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

¹ Students who hold a current Oregon Basic, Standard, Initial, Continuing, Preliminary, Professional, or Teacher Leader teacher or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.

² As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.

³ As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

Special Education

Special educators require skills in adapting general education curricula and making these curricula accessible to students with exceptionalities 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 and gain the self-advocacy skills necessary for independence.

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. Lewis & Clark special education programs emphasize the application of theoretically sound and experimentally validated instructional practices for working with pre-K-12 students who present one or multiple learning challenges in the domains of cognition, language, and motor and emotional development. Participants in this program work with their colleagues and school based leaders in the field of special education to examine current research and promising practices for supporting students eligible to receive special-education services to improve their academic achievement, social acceptance, and sense of self-worth.

Through courses and field experiences focused on the needs of students with exceptionalities, licensed pre-K through 12th grade teachers gain the knowledge and skills to become exceptional special educators.

Accreditation

Lewis & Clark's graduate programs leading to PK-12 degrees, licensure, and endorsements are approved by the Council for the Accreditation of Educator Preparation (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC).

Special Education: Generalist Endorsement

The Special Education: Generalist Endorsement Program is designed to provide a highly practical, skill-based curriculum based on current research for educators interested in serving students with exceptionalities. The program is designed for educators who hold a current, regular Oregon teaching license.

The program may be completed in conjunction with the MEd in Curriculum and Instruction or the Teacher Leadership for Equity and Social Justice Certificate.

Applying for the Endorsement

Candidates must apply for an endorsement directly to the Oregon Teacher Standards and Practices Commission (TSPC) by submitting the appropriate forms, fees, test scores, and transcripts. Applicants must apply for the endorsement within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services Office (http://www.lclark.edu/graduate/career_and_licensing/k-12/).

Endorsement Requirements

A minimum of 18 semester hours, distributed as follows, and all required tests

Required Endorsement Courses**Summer I**

SPED 510	Educating Students with Exceptionalities: Learning and Legal Issues	2
SPED 511	Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities	2
SPED 516	Interventions for Students with Low -Incidence Disabilities	2

Fall

SPED 513	Assessment in Literacy and Math for Students with Exceptionalities	3
SPED 545	Practicum I	2
SPED 540	Professional Practices in Special Education I	1

Spring

SPED 514	Curriculum and Instruction in Literacy and Math for Students with Exceptionalities	3
SPED 546	Practicum II	2
SPED 541	Professional Practices in Special Education II	1

Master of Education with Special Education: Generalist Endorsement

No applications for the MEd: Special Education program will be accepted during the 2021-22 academic year. Please see the MEd: Curriculum and Instruction: Special Education program.

Students seeking the Master of Education degree with a Special Education: Generalist Endorsement will complete a 37 semester hour program, the first 18 hours of which include the Special Education: Generalist Endorsement program of study.

Degree Requirements

A minimum of 37 semester hours, distributed as follows, and all required tests:

Required Courses

The 18 semester hours required for the Special Education: Generalist Endorsement plus the following advanced courses:

ED 500	Educational Research	3
SPED 520	Advanced Instructional Decision Making	3
SPED 521	Effective Program Development for Students with Serious Emotional and Behavioral Disorders	3
SPED 522	Program Development for Students with Severe Needs	2
SPED 523	Special Topics Seminar	2
READ 500/ ESOL 507	Language Acquisition and Development	3

Additional elective courses are based on candidate need and advisor recommendation and may include courses in the ESOL or Reading Interventionist endorsement programs. Courses in other areas of education and counseling may be considered.

Endorsement Courses (On Campus)**SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

SPED 511 Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities

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

Prerequisites: SPED 510/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

SPED 516 Interventions for Students with Low -Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: SPED 510/626 and SPED 511/629

Credits: 2 semester hours.

SPED 513 Assessment in Literacy and Math for Students with Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED-510/SPED-626 and SPED-511/SPED-629

Corequisites: SPED-545 or SPED-645

Credits: 3 semester hours.

SPED 545 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/626, SPED 511/629 and SPED 516/628

Corequisites: SPED 513/SPED 632.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 514 Curriculum and Instruction in Literacy and Math for Students with Exceptionalities

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: SPED-513 or SPED-632

Corequisites: SPED-546 or SPED-646

Credits: 3 semester hours.

SPED 546 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: SPED 545/645

Corequisites: SPED 514/SPED 633.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

Endorsement Courses (Off Campus)**SPED 626 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

SPED 629 Behavioral Assessment and Positive Behavior Supports for Students With Exceptionalities

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

Prerequisites: SPED 510/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

SPED 628 Interventions for Students With Low-Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: SPED 510/SPED 626 and SPED 511/629

Credits: 2 semester hours.

SPED 632 Assessment in Literacy and Math for Students With Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction.

Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED 510/SPED 626 and SPED-511/SPED-629

Corequisites: SPED 545/SPED 645.

Credits: 3 semester hours.

SPED 645 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/626, SPED 511/629 and SPED 516/628

Corequisites: SPED 513/SPED 632.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 633 Curriculum and Instruction in Literacy

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632

Corequisites: SPED 546/SPED 646

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

SPED 646 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: SPED 545/SPED 645

Corequisites: SPED 514/SPED 633.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

Master of Education Degree Courses (On Campus)**SPED 520 Advanced Instructional Decision Making**

Content: 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 special needs. Focus is on the integration of district-mandated general education curricula, Common Core State Standards and assessments, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities.

Prerequisites: SPED 514/633 or consent of advisor.

Credits: 3 semester hours.

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

Content: Examination of key components of effective programs. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis on creating democratic communities that respond sensitively to students' social, emotional, and developmental needs and are culturally sensitive. The course 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.

Prerequisites: SPED 511/SPED 629 or consent of advisor.

Credits: 3 semester hours.

SPED 522 Program Development for Students with Severe Needs

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. 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 students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition.

Prerequisites: SPED 516/SPED 628.

Credits: 2 semester hours.

SPED 523 Special Topics Seminar

Content: 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.

Prerequisites: None.

Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.

Credits: 2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

READ 500 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

Master of Education Degree Courses (Off Campus)

READ 634 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 607 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

Testing Requirements

The following test must be passed prior to the first field placement in the Lewis & Clark Special Education: Generalist Endorsement Program:

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com/>)^{1,2,3}

Students must pass the following test to be eligible for a recommendation by Lewis & Clark for the special education: generalist endorsement in any state. Information regarding the point in the program by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- NES: Special Education Test (<http://www.orela.nesinc.com/>)

Please note that NES: Special Education is required after 09/01/10. Passing scores on the PRAXIS II: Special Education: Knowledge-Based Core Principles (#20351) or the PRAXIS II: Education of Exceptional Students: Core Content Knowledge (#20353) test will be accepted if taken prior to 09/01/10.

Students may view completed tests, including scores, by logging into their WebAdvisor (<https://webadvisor.lclark.edu/>) account.

¹ Students who hold a current Oregon Basic, Standard, Initial, Continuing, Preliminary, Professional, or Teacher Leader teacher or personnel services license may waive the ORELA: Protecting Student and Civil Rights in the Educational Environment test.

² As of the publication date of this catalogue, by order of Oregon Governor Kate Brown, this requirement is currently suspended. Check with your faculty program director for updates on the status of this requirement.

³ As of January 2022, successful completion of program curriculum content complying with the Oregon Teacher Standards and Practices Commission's *Program Review and Standards Handbook* regarding "Civil Rights and Professional Ethics Responsibilities" may meet the civil rights test requirement. Check with your faculty program director for updates on the status of this requirement.

Teacher Leadership for Equity and Social Justice Certificate

The Teacher Leadership for Equity and Social Justice Certificate is designed to prepare teachers to be agents of change for equity and social justice, effective mentors for early career colleagues, and advocates for the educational success of all students. Students choose among five possible strands:

- Writing
- Reading
- English for Speakers of Other Languages
- Special Needs Populations
- Instructional Leadership

The certificate aims to prepare teachers to engage effectively with others to improve instruction, promote equity, and engage as a change agent related to the social justice responsibilities of public schools. It may also be used by teachers interested in becoming mentors in their fields for early career colleagues and in other professional development contexts. In addition, it will help prepare teachers to help their schools provide equitable opportunities and outcomes for students who may have experienced barriers based on their race, ethnicity, gender, social class, sexual orientation, gender identity, first language, or another element of their social identity.

The program may be taken by students enrolled in degree or endorsement programs, or it may be taken as a stand-alone program by those looking to ascertain whether school leadership is a suitable career path for them.

The program is approved by the Oregon Teacher Standards and Practices Commission (TSPC).

Certificate Requirements

10-11 semester hours in one of the five following strands, distributed as follows:

Writing (11 semester hours)

ED 592	Oregon Writing Project: Workshop in Teaching Writing	7
ED 594	Oregon Writing Project: Practicum in Teaching Writing	2
ED 596	Oregon Writing Project: Advanced Institute	2

Reading (10 semester hours)

READ 500	Language Acquisition and Development	3
READ 534	Reading Comprehension: Theory and Practical Application	3

EDLL 709	Adult Development and Learning
ED 542	Coaching for Equity

English for Speakers of Other Languages (10 semester hours)

ESOL 507	Language Acquisition and Development
ESOL 502	Focus on Culture and Community in Teaching ESOL Students
EDLL 709	Adult Development and Learning
ED 542	Coaching for Equity

Special Needs Populations (11 semester hours)

SPED 510	Educating Students with Exceptionalities: Learning and Legal Issues
SPED 511	Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities
SPED 514	Curriculum and Instruction in Literacy and Math for Students with Exceptionalities
EDLL 709	Adult Development and Learning
ED 542	Coaching for Equity

Instructional Leadership (11 semester hours)

EDAD 502	Instructional Leadership
EDAD 509	Using Data for School Improvement
EDAD 508	Engaging Families & Community for Inclusive Schools
EDLL 709	Adult Development and Learning
ED 542	Coaching for Equity

Courses may also be used in support of an endorsement and/or professional licensure.

Writing Strand Courses

ED 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Corequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

- 2 **ED 594 Oregon Writing Project: Practicum in Teaching Writing**
 2 Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

ED 596 Oregon Writing Project: Advanced Institute

- 3 Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

Reading Strand Courses

READ 500 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

READ 534 Reading Comprehension: Theory and Practical Application

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

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

Credits: 2 semester hours.

ED 542 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

English for Speakers of Other Languages Strand Courses**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 502 Focus on Culture and Community in Teaching ESOL Students

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

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

Credits: 2 semester hours.

ED 542 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

Special Needs Populations Strand Courses**SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

SPED 511 Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities

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

Prerequisites: SPED 510/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

SPED 514 Curriculum and Instruction in Literacy and Math for Students with Exceptionalities

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: SPED-513 or SPED-632

Corequisites: SPED-546 or SPED-646

Credits: 3 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

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

Credits: 2 semester hours.

ED 542 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

Instructional Leadership Strand Courses**EDAD 502 Instructional Leadership**

Content: Focus 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. Draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.

Prerequisites: None.

Credits: 1-3 semester hours.

EDAD 509 Using Data for School Improvement

Content: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 508 Engaging Families & Community for Inclusive Schools

Content: Research shows students perform better when school leaders have strong family and community relationships. This course defines family and community engagement for inclusive schools, identifies the critical stakeholders, and develops inclusive engagement and collaborative strategies. District demographic data and needs assessments are used for developing family and community engagement plans while taking into account categories of diversity (cultural, ethnic, racial, economic, ability). The course includes discussions of successful family and community engagement models.

Prerequisites: None.

Credits: 2 semester hours.

EDLL 709 Adult Development and Learning

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work.

Prerequisites: None.

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

Credits: 2 semester hours.

ED 542 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

Oregon Writing Project

The Oregon Writing Project (OWP), a collaboration between Lewis & Clark, area schools, and the National Writing Project, offers programs designed to improve the writing of Oregon's K-12 students and teachers. For 30 years, OWP has been a vital resource for teachers across content areas who recognize the value of using writing as a means of thinking, exploring, and increasing academic achievement with students.

Oregon Writing Project Certificate in the Teaching of Writing

The Certificate in the Teaching of Writing is co-sponsored by the Oregon Writing Project in cooperation with the Lewis & Clark Graduate School of Education and Counseling Center for Community Engagement. This

program is aimed specifically at developing teacher expertise in coaching writing for students and faculty.

K-12 educators enrolled in the Teaching of Writing graduate program take 14 required semester hours of coursework. During this program, participants gain an understanding of how to teach and coach writing. Teachers research their own writing curriculum, reflect on their teaching practices, read current research in writing pedagogy, and examine models of successful professional development.

Following the National Writing Project model of "teachers teaching teachers," participants share successful writing activities and develop and implement curricula. They formulate research questions about their teaching practices and document the effects of their instruction by collecting and analyzing student work. While the bulk of the program focuses on developing and strengthening student writing, we also research and develop coaching and presentation skills. In the final course, participants write articles for professional journals about their research and practice in the teaching of writing.

Certificate Requirements

A minimum of 14 semester hours, distributed as follows:

Required Courses

ED 592/ED 692	Oregon Writing Project: Workshop in Teaching Writing (Invitational Summer Institute)	7
ED 594/ED 694	Oregon Writing Project: Practicum in Teaching Writing	2
ED 596/ED 696	Oregon Writing Project: Advanced Institute	2
ED 597/ED 697	Oregon Writing Project: Writing for Publication	3

Elective Courses

Electives are available but are not required. Elective classes might focus on writing for specific age groups (Example: ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer), or on genres. A full list of all Oregon Writing Project courses is available in this catalog.

Certificate in the Teaching of Writing Courses

Note: The course numbers given below are for on-campus courses. All courses have off-campus equivalents with a 600-level version of the course number. A full list of all Oregon Writing Project courses is available in this catalog.

ED 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Corequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

ED 594 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

ED 596 Oregon Writing Project: Advanced Institute

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners. Prerequisites: ED 592/ED 692, ED 594/ED 694. Restrictions: Consent of instructor. Credits: 2 semester hours.

ED 597 Oregon Writing Project: Writing for Publication

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

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 WebAdvisor course schedule, available online (http://graduate.lclark.edu/academics/courses/course_schedule/).

ED 500 Educational Research

Content: This course examines 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.

Prerequisites: None.

Credits: 2-3 semester hours.

ED 508 Curriculum & Instruction Master's Project Seminar

Content: Students integrate and apply what they have learned throughout the inservice MEd program. In consultation with the instructor and other class members, students design projects that define and answer a question related to their intellectual and professional development. The project is aimed at an audience beyond the classroom, with the goal of eventually sharing it in the wider world. In order to support the cultivation of candidates' professional voices, the course will also explore examples of other teachers using their voice for change, being a leader within the classroom and profession, and teacher resilience.

Prerequisites: none

Corequisites: none

Restrictions: none

Credits: 3 semester hours.

ED 509 Master's Project Seminar

Content: Culmination of the master's 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.

Prerequisites: None.

Restrictions: To be taken at end of master's program.

Credits: 2 semester hours.

ED 511 Field Observation and the Cycle of Effective Teaching

Content: This course provides candidates in the Elementary-Multiple Subjects Preservice Program opportunities to observe teaching and learning in a variety of school contexts and closely examine the planning, instruction, and assessment cycle. Students will attend guided visits to schools and examine video recordings representing instruction in diverse demographic contexts and using varied instructional models and engage in the planning, instruction, assessment cycle.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary-Multiple Subjects Program.

Credits: 1 semester hour.

ED 514 Elementary - Multiple Subjects Field Experience I

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teachers also observe and work with small groups at their second level according to the guidelines in the program handbook.

Prerequisites: None.

Corequisites: ED-517

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 514A Elementary - Multiple Subjects Field Experience I-A

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: None

Corequisites: ED-517

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 514B Elementary - Multiple Subjects Field Experience I-B

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teachers also observe and work with small groups at their second level according to the guidelines in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: ED-514A

Corequisites: None

Restrictions: Admission to Elementary - Multiple Subjects District-Affiliated Program

Credits: 1 semester hour.

ED 515 Elementary - Multiple Subjects Field Experience II

Content: Intensive student teaching experience. Each student teacher assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor. This experience builds on the student teaching begun during the previous semester. Student teachers also complete observations at their second level according to the guidelines in the program handbook.

Prerequisites: ED-514

Corequisites: ED-518

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 516 Elementary - Multiple Subjects Field Experience III

Content: Conclusion of intensive student teaching experience, building on and concluding the teaching begun during previous semesters. Each student teacher (teacher candidate) completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor.

Prerequisites: ED-514, ED-515

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 3 semester hours.

ED 516A Elementary - Multiple Subjects Field Experience III-A

Content: Continuation of student teaching experience, extending the teaching begun during previous semesters. Each student teacher (teacher candidate) completes required teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor.

Prerequisites: ED-514A

Corequisites: None

Restrictions: Admission to Elementary - Multiple Subjects Program-District Affiliated

Credits: 1 semester hour.

ED 516B Elementary - Multiple Subjects Field Experience III-B

Content: Full-time student teaching experience in an elementary classroom. Continuation of student teaching experience including completion of a solo teaching experience as described in the program handbook. This section is restricted to students admitted to the ELEM District-Affiliated program.

Prerequisites: ED-514A, ED-514B, ED-515 and ED-516A

Corequisites: None

Restrictions: Admission to Elementary - Multiple Subjects Program-District Affiliated

Credits: 2 semester hours.

ED 517 Elementary - Multiple Subjects Field Experience Seminar I

Content: Reflective discussions of equity, teaching, learning, and assessment practices in diverse contexts. Examination of school law topics.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

ED 518 Field Experience Seminar II (Elementary - Multiple Subjects)

Content: Reflective discussion of equity, teaching, learning, and assessment practices in diverse contexts. Other topics include development of a professional identity, professionalism expectations, and job search strategies and support.

Prerequisites: None.

Corequisites: ED 515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

ED 523 Planning, Differentiation, and Assessment

Content: In-depth examination of the relationships between planning, differentiation, and assessment. Focus on individually and culturally responsive approaches to teaching and learning. Topics include implementing backward design, utilizing a variety of instructional strategies, and using differentiated kinds of formative/summative assessment.

Prerequisites: None.

Restrictions: Admission to Elementary-Multiple Subjects Program.

Credits: 1 semester hour.

ED 533 Legal Issues in Education

Content: Students examine legal issues related to the teaching profession so that secondary teachers are literate about how the law affects them and their students, including students with exceptionalities. Utilizing a case-study approach, participants explore topics including responsibilities and liabilities; teachers' and students' rights; the scope and limits of personal freedom of expression, religion, and association as well as personal appearance and privacy; due process rights; discrimination and equal protection; teacher contracts, evaluation, and collective bargaining; and the general education teacher's roles and responsibilities in special education processes, with the goal of providing all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as required by law.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1 semester hour.

ED 539 Oregon Writing Project: Special Studies

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

ED 540 Secondary Field Experience I

Content: Part-time student teaching experience in a middle-school or high-school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Candidates teach their first work sample in this classroom. In addition, they spend a series of full-time days in the classroom of a teacher in another building at their second level of authorization.

Prerequisites: None.

Corequisites: ED 553.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 541 Secondary Field Experience II

Content: Intensive student teaching experience in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Teacher candidates teach one class on a daily basis, with the support of their mentor and will teach a second work sample in this class. Candidates will also serve as the daily teacher for this single course until the end of the school year. In addition, teacher candidates will spend an increasing amount of time in the classes they will take on after spring break (these might be courses that their mentor teaches or they could be classes taught by another teacher in the same department). The goal is to have all teacher candidates at their site full-time with a 3/4 teaching load during the month of April and beyond.

Prerequisites: ED 540.

Corequisites: ED 554.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

ED 542 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

ED 543 Secondary Field Experience III

Content: Teacher candidates continue their intensive student teaching internship in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Interns are at their placement sites full-time contract hours, responsible for a 3/4 teaching load through the end of the K-12 academic year, completing and/or assisting their mentor will all "end-of-school" tasks and activities.

Prerequisites: ED 541.

Corequisites: ED 573.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

ED 544 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

ED 550 Social, Historical, and Ethical Perspectives on Education

Content: 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.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

ED 551 Literacy and Teacher Research

Content: Understanding the central importance of language and the social construction of knowledge guides the work of this course. Teacher candidates examine issues of diverse perspectives as well as an integrated, process-oriented approach to reading and writing in the subject field. The teacher research component stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their field experience sites, preservice teachers conduct interviews and apply ethnographic methods as well as observation systems to diagnose the meaning-making strategies of a selected middle or high school student. They use this experience to identify resources and practices for supporting all students in improved literacy learning.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 552 Adolescent Development: Understanding Your Learners

Content: Discussion, critique, and application of current research on adolescent development, understood from psychosocial, culturally responsive, and justice-oriented perspectives. Explores theories of cognitive, relational, sexual, moral, and spiritual development with an emphasis on the middle- and high-school student's construction of identity as it is shaped by culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status. Examines strategies for promoting resilience and engaging students in learning experiences that are responsive to development levels and cultural contexts. Also investigates insights from neuropsychology and the impact on adolescent well-being as a result of risk-taking behaviors, societal (mis)interpretations of youth, and the ubiquity of digital media.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 553 Teaching for Social Justice: Secondary Field Experience Seminar I

Content: Teacher candidates take part in a professional seminar that supports their fall student teaching as well as the observation experience and portfolio at their "other level" placement site. Topics include teacher identity, professionalism, reflective practice, renewal of and support for teachers, observation protocols, and the creation of democratic learning communities. Teacher candidates gain practice in teaching through a concurrent internship placement in a middle school or high school and a practicum at the "other level."

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1.5 semester hours.

ED 554 Teaching for Social Justice: Secondary Field Experience Seminar II

Content: Students take part in a professional seminar supporting their spring student teaching internship. Topics include renewal of and support for teachers, teacher identity, supervision, and reflection on and self-evaluation of teaching practice. Examination of a professional identity continues, including job search strategies and support. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.

Prerequisites: None.

Restrictions: Current enrollment in Secondary Preservice Program internship.

Credits: 1.5 semester hours.

ED 560 Classroom Climate: Co-Building a Learning Community

Content: Places classroom climate in a socio-political and justice-oriented context by focusing on understanding students' personal, social, and academic needs, creating optimal teacher-student and peer relationships, and co-creating norms and procedures that support democratic learning communities. Critiques coercive methods aimed at achieving obedience and explores schoolwide and classroom-specific practices that draw on student diversity as a resource rather than impediment. Examines culturally responsive and inclusive teaching methods that prevent discipline problems, promote flow, sustain collaborations with parents and other educators, and enhance agency and transparency while maintaining accountability.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

ED 561 Child Development and Learning

Content: Discussion, critique, and application of theories of child development and learning. 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, and motivation, as well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning.

Prerequisites: None.

Restrictions: Admission to Elementary–Multiple Subjects Program or consent of instructor.

Credits: 2 semester hours.

ED 563 Classroom Management 1: Elementary - Multiple Subjects

Content: Creating a community of support in the classroom. Emphasizes understanding students' personal needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures within a democratic learning community, and responding to minor behavior problems.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice Program.

Credits: 1 semester hour.

ED 564 Classroom Management 2: Elementary - Multiple Subjects

Content: Major emphasis on resolving behavior problems that occur in the classroom, working with students' families, and developing individual behavior plans for students who demonstrate serious and ongoing behavior problems. Includes a focus on culturally sensitive classroom management.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice program.

Credits: 1 semester hour.

ED 568 The Arts, Culture, and Creativity

Content: Participants explore how students and educators think about and engage in the Arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants integrate the fields of music, visual, and performing arts into all academic content areas while celebrating different cultural perspectives. Knowledge of and experience in the creative process to understand and instill the value of the Arts in human lives and education will be emphasized.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

ED 569 Health and Physical Education

Content: 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.

Prerequisites: None.

Restrictions: Admission to Elementary–Multiple Subjects Program.

Credits: 1 semester hour.

ED 573 Teaching for Social Justice: Building Classroom Community Now and in the Future

Content: Provides ongoing support for teacher candidates during their spring student teaching practica. Workshop format encourages the collaborative analyses of challenges that are typically encountered during this phase of the teacher development process. Specific research-based classroom strategies are modeled, critiqued, and applied while modes of critical inquiry introduced in earlier courses are reinforced. Approximately one-third of each session will be dedicated to soliciting, discussing, and troubleshooting self-identified "issues from the field."

Prerequisites: ED 560.

Corequisites: ED 543.

Restrictions: Students must have successfully transitioned into their full "takeover" student teaching in the spring and admission to the Secondary Preservice Program.

Credits: 1 semester hour.

ED 574 Personal Voice in Professional Writing

Content: 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.

Prerequisites: None.

Credits: 1 semester hour.

ED 576 Special Studies: Northwest Writing Institute

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

ED 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Current employment, or on temporary leave, as a public or private school K-2 teacher.

Credits: 2 semester hours.

ED 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Corequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

ED 594 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

ED 596 Oregon Writing Project: Advanced Institute

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

ED 597 Oregon Writing Project: Writing for Publication

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

ED 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

ED 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

ED 624 Master's Project Seminar

Content: Culmination of the master's 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.

Prerequisites: None.

Restrictions: To be taken at end of master's program.

Credits: 2 semester hours.

ED 637 New Teacher Seminar

Content: The New Teacher Seminar provides an opportunity for new teachers to join together in conversations around issues relevant to new teachers' experiences and needs. The group, led by a mentor teacher, meets during the school year to offer support and resources to one another.

Prerequisites: None.

Credits: 1-2 semester hours.

ED 639 Oregon Writing Project: Special Studies

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

ED 642 Coaching for Equity

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

ED 644 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

ED 645 Interview/Life Stories

Content: Writers, oral historians, ethnographers, teachers, counselors, families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

ED 676 Special Studies: Northwest Writing Institute

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure—to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

ED 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

ED 690 Oregon Writing Project: Teaching the Emergent K-2 Writer

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Consent of Oregon Writing Project program coordinator.

Credits: 2 semester hours.

ED 692 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Corequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

ED 694 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

ED 695 Oregon Writing Project: Writing in Schools: (Topic)

Content: Inquiry course designed to improve the teaching of writing. Participants examine and evaluate current research on writing instruction; they investigate writings from generation to revision and editing by participating in writing workshops themselves. Teachers also design a writing curriculum to take back to their classrooms. They keep reflective journals analyzing their students' writing processes and products. Teachers deepen their understanding of the complexities of teaching, learning, and writing.

Prerequisites: None.

Credits: 1-2 semester hours.

ED 696 Oregon Writing Project: Advanced Institute

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

ED 697 Oregon Writing Project: Writing for Publication

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

ED 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 0.5-4 semester hours.

ED 699 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

ED 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Subject-Area Courses

Art

ART 510 Teaching Life Through Art: The Creative Process

Content: Exploration of the creative process incorporating studio work, readings, and discussions. 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—drawing, painting, sculpture, and 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 and lectures.

Prerequisites: None.

Restrictions: Visual art background required.

Credits: 2 semester hours.

ART 516 Ceramics/Sculpture in Visual Art

Content: Overview of sculpture and ceramics techniques for teachers of art. Covers an introduction to basic two-dimensional forming methods 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 an emphasis on diversity in today's secondary art classroom.

Prerequisites: None.

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

Credits: 2 semester hours.

ART 534 Printmaking: Silk Screen

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

Prerequisites: None.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

ART 564 Curriculum and Inquiry: Art

Content: Further organizing and applying of appropriate curriculum and teaching approaches to engage mid-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in art curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in art. Continued analysis of best practice methodology.

Prerequisites: ART 579.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

ART 579 Teaching Art to Adolescents

Content: Teaching and learning art in middle-level and high school classrooms. Emphasizes the wide range of instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to state standards on creating, presenting, responding and connecting to the production of a variety of media. Includes planning, organization, and assessment practices using the tenets of backward design, aimed at supporting the successful learning of all students. Emphasizes differentiated instruction to enhance meaningful experience of students with varied interests, developmental levels, and cultural backgrounds. Materials draw upon research from the history and philosophy of the visual arts, with attention to "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: Admission to Secondary Preservice Program or consent of instructor.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

ART 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

ART 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

ART 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

ART 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

ART 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

ART 699 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

ART 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

ESOL**ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: 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 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 501 Strategies and Materials for Teaching Content and English Language Development to ESOL Students

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 501A Strategies for Teaching Content & Language to ESOL Students I

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None

Restrictions: For MESOL candidates.

Credits: 1 semester hour.

ESOL 501B Strategies for Teaching Content & Language to ESOL Students II

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. It builds on content from ESOL 501A. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None

Restrictions: For MESOL candidates

Credits: 1 semester hour.

ESOL 501C Strategies for Teaching Content & Language to ESOL Students III

Content: This course is designed to prepare future ESOL endorsed teachers for meeting the linguistic and academic needs of English Language Learners. This course builds on content from ESOL 501A B. The course will provide a review of language acquisition theory and an overview of approaches to Sheltered Instruction and English Language Development. Candidates will learn how to identify and use appropriate second language assessment tools, create language objectives and content objective, scaffold content for ELLs, integrate technology, and design lessons that target various levels of language proficiency. There is emphasis on the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Participants critically examine curriculum models in relation to student experience.

Prerequisites: None

Credits: 1 semester hour.

ESOL 502 Focus on Culture and Community in Teaching ESOL Students

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-501A

Credits: 0.5-2 semester hours.

ESOL 506 ESOL Practicum (Secondary)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-501A

Credits: 0.5-2 semester hours.

ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 535A Strategies and Materials for Teaching English Language Learners Part I

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

ESOL 535B Strategies and Materials for Teaching English Language Learners Part II

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms

Content: This course focuses on culturally responsive teaching practices that engage culturally and linguistically diverse students. Candidates consider how culture, race, identity, language and immigration factors impact schooling. Through the lens of classroom practice, school engagement, and community resources, candidates develop tools for being a culturally responsive practitioner.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

ESOL 541 The Role of Community in Support of ESOL Students

Content: This course builds on the initial work the candidate did in ESOL 540. The focus is on understanding the student within the context of his/her environment. Candidates develop strategies for working with significant persons in a child's environment to encourage success. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Candidates explore topics related to language, culture, and immigration. Candidates reflect on their own culturally responsive teaching practices.

Prerequisites: ESOL-540

Credits: 1 semester hour.

ESOL 544 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

ESOL 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

ESOL 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

ESOL 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-4 semester hours.

ESOL 600 Historical and Legal Foundations of Educating ESOL Students

Content: 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 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 601 Strategies and Materials for Teaching Content and English Language Development to ESOL Students

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 602 Focus on Culture and Community in Teaching ESOL Students

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 605 ESOL Practicum (Elementary - Multiple Subjects)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-601

Credits: 0.5-2 semester hours.

ESOL 606 ESOL Practicum (Secondary)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL-601

Credits: 0.5-2 semester hours.

ESOL 607 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

ESOL 644 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

ESOL 689 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

ESOL 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

ESOL 699 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

ESOL 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

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

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

LA 504 Bearing Witness: Writing, Documentary Studies, Social Justice

Content: What is the writer's, teacher's, citizen's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form. Also listed as WCM-504/604 and CORE-514. listed as WCM 504/604 and CORE 514

Prerequisites: None.

Credits: 1 semester hour.

LA 510 Memoir

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 511 Audio Postcards

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

LA 512 The Gift

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

LA 516 Telling Lives

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

LA 518 Healing Power of Story

Content: The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to tell someone 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.

Prerequisites: None.

Credits: 1 semester hour.

LA 521 Telling Your Story in Documentary Film

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

LA 522 Imaginative Writing Seminar: Works in Progress

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community on the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 524 Writing in Response to Literature

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

LA 526 Reading Other Voices

Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan's *Esperanza Rising*, Sandra Cisneros's *Woman Hollering Creek*, Khaled Hosseini's *The Kite Runner*, Sherman Alexie's *Ten Little Indians*. We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.

Prerequisites: None.

Credits: 1 semester hour.

LA 527 Fiction

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 531 Writing and the Writing Process

Content: 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 Secondary Program.

Prerequisites: None.

Restrictions: Admission to the Secondary Program.

Credits: 1-2 semester hours.

LA 533 Field Notes: Observation and Reflection in the Natural World

Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth. Also listed as WCM 513/613 and ED 536.

Prerequisites: None.

Credits: 1 semester hour.

LA 536 Digital Storytelling

Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 538 Daily Writing in the Spirit of William Stafford

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 545 Exploring Life Stories: The Art of the Interview

Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 551 Approaches to Teaching Shakespeare

Content: Four plays by Shakespeare, starting with Othello. 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.

Prerequisites: None.

Credits: 2 semester hours.

LA 564 Curriculum and Inquiry: Language Arts

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

LA 565 Literature for Children and Adolescents

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

LA 566 Literacy I: Introduction to Pre-K-8 Language Arts

Content: Literacy processes and children's language and literacy development from Pre-K through middle grades. Focus is on theoretical foundations of literacy and meaning-centered instructional practices. Introduces students to a range of culturally responsive instruction, assessment approaches, and lesson structures.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 1 semester hour.

LA 567 Literacy II: Planning in the Language Arts Pre-K-8

Content: Planning for instruction that supports children's language and literacy development from Pre-K 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 knowledge and instructional practices relating to word recognition skills and comprehension processes. Includes a wide range of culturally responsive practices, 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.

Prerequisites: LA 566.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 2 semester hours.

LA 568 Literacy III: Language Arts Development Pre-K-8

Content: Conclusion of literacy course sequence. Focus is on culturally responsive practices, assessment approaches and instructional practices for literacy development in grades Pre-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.

Prerequisites: LA 566 and LA 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

LA 574 Personal Voice in Professional Writing

Content: 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.

Prerequisites: None.

Credits: 1 semester hour.

LA 576 Special Studies: Northwest Writing Institute

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 579 Teaching Language Arts to Adolescents

Content: Teaching and learning English language arts in middle-level and high school classrooms. Develops candidates' pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Candidates 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, candidates learn how they can encourage students to respond to texts and lead them from those first responses into analysis of both the text itself and their reading of it. Based on the tenets of backward design, the course looks at planning, organization, and assessment-articulating objectives and linking them to standards, teaching, and assessment. Introduces differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 4 semester hours.

LA 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

LA 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

LA 594 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students' love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, co-directors and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/692.

Credits: 1-2 semester hours.

LA 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

LA 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

LA 604 Bearing Witness: Writing, Documentary Studies, Social Justice

Content: What is the writer's, teacher's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form.

Prerequisites: None

Credits: 1 semester hour.

LA 611 Audio Postcards

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

LA 612 The Gift

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

LA 616 Telling Lives

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

LA 621 Telling Your Story in Documentary Film

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

LA 627 Fiction

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 630 Memoir

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 638 Daily Writing in the Spirit of William Stafford

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 639 Special Studies: Oregon Writing Project

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.

Prerequisites: None.

Credits: 1-4 semester hours.

LA 646 Exploring Life Stories: The Art of the Interview

Content: Writers, oral historians, ethnographers, teachers, counselors, families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None

Credits: 1-2 semester hours.

LA 676 Special Studies: Northwest Writing Institute

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats—meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

LA 690 Imaginative Writing Seminar: Works in Progress

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media. Also listed as WCM 522/622.

Prerequisites: None.

Credits: 1-2 semester hours.

LA 692 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

LA 694 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students' love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, OWP co-directors, and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/692.

Credits: 1-2 semester hours.

LA 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

LA 699 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

LA 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Reading**READ 500 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

READ 502 Innovations in Reading

Content: 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 Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

READ 521 READ Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct two observations. One observation is focused on reading instruction. One observation is focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). Candidates are also required to successfully complete a work sample assignment as part of the Reading Intervention endorsement.

Prerequisites: READ 502/620 and READ 532/625

Credits: 1 semester hour.

READ 522 Reading Intervention Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct four observations. Two observations are focused on reading instruction. Two observations focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). The mentor conducts at least two formal observations and one formal evaluation of the candidate. In the concluding triad meeting, the candidate, supervisor, and mentor work together to fill out a summative evaluation identifying strengths in the practicum experience and goals for continued improvement.

Prerequisites: READ-534, READ-532

Credits: 2 semester hours.

READ 532 Assessing Reading Strategies

Content: Exploration of reading assessment strategies. 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 levels.

Prerequisites: None.

Credits: 3 semester hours.

READ 534 Reading Comprehension: Theory and Practical Application

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

READ 544 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None

Credits: 1-5 semester hours.

READ 565 Literature for Children and Adolescents

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

READ 599 Independent Study

Prerequisites: None.

Credits: 0.5-3 semester hours.

READ 613 Literature for Children and Adolescents

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

READ 614 Reading Comprehension: Theory and Practical Application

Content: 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.

Prerequisites: None.

Credits: 3 semester hours.

READ 620 Innovations in Reading

Content: 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 Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

READ 621 READ Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct two observations. One observation is focused on reading instruction. One observation is focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). Candidates are also required to successfully complete a work sample assignment as part of the Reading Intervention endorsement.

Prerequisites: READ 502/620 and READ 532/625

Credits: 1 semester hour.

READ 622 Reading Intervention Practicum

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct four observations. Two observations are focused on reading instruction. Two observations focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). The mentor conducts at least two formal observations and one formal evaluation of the candidate. In the concluding triad meeting, the candidate, supervisor, and mentor work together to fill out a summative evaluation identifying strengths in the practicum experience and goals for continued improvement.

Prerequisites: READ-614, READ-625

Restrictions: For candidates who are members of a district cohort.

Credits: 2 semester hours.

READ 625 Assessing Reading Strategies

Content: Exploration of reading assessment strategies. 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 levels.

Prerequisites: None.

Credits: 3 semester hours.

READ 634 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

READ 644 Practicum

Content: Supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful educators under the supervision of experienced field and campus supervisors.

Prerequisites: None

Credits: 1-5 semester hours.

READ 699 Independent Study

Prerequisites: None.

Credits: 0.5-4 semester hours.

Mathematics**MATH 502 Probability and Statistics for the Common Core**

Content: 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; distributions; sampling; prediction; estimation; correlation; linear regression. Special attention will be given to the Common Core State Standards for mathematics and the role of probability and statistics for all grade levels. Participants will have an opportunity to analyze data sets from a variety of sources using Texas Instruments graphing calculators and Fathom statistical software as tools throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

MATH 522 Experiencing Geometry

Content: Providing a broad content knowledge perspective on classical and modern as well as euclidean and noneuclidean geometries, this course takes an inquiry-based approach to learning mathematics through open-ended problems. Participants learn to create experiential learning environments that build on their students' ideas, to encourage diverse opinion, to use hands-on explorations, to develop non-test assessments, and to incorporate a range of technological resources toward the end of experiencing geometry.

Prerequisites: None.

Credits: 2 semester hours.

MATH 525 Pedagogy of Inquiry: Mathematics as Problem Solving

Content: Prepares K-12 mathematics educators to incorporate inquiry and problem solving throughout their pedagogy and practice. Content from geometry, measurement, number, algebra as well as probability and statistics provide context for this perspective on teaching mathematics as a way of thinking. The Common Core State Standards for Mathematics serve as the framework for curriculum planning and assessment. Emphasizes instructional methods that engage students in meaningful learning, respond to individual differences, and leverage social justice.

Prerequisites: None.

Credits: 2 semester hours.

MATH 527 Algebra for All

Content: Increasingly in our democracy, informed citizens must demonstrate not only fluency with the fundamentals of algebra, but also the capacity to think algebraically. This course explores strategies that support all K-12 students in mastering such skills prior to high school graduation. Participants will review relevant research, explore the history of algebra in the American curriculum, generate multiple-solution pathways for every algebra problem, and examine instructional practices that foster the teaching and learning of algebra throughout a student's mathematical career, all leading to the development of their own robust toolkit for the teaching and learning of algebra.

Prerequisites: None.

Credits: 2 semester hours.

MATH 549 Algebra and Geometry for Elementary - Multiple Subjects Teachers

Content: Explores older children's development of mathematical concepts. Promotes a problem solving stance, through which students explore a wide range of topics—including proportional reasoning, data analysis, algebraic thinking, and geometry. Priority is placed on ideas that serve as capstones of elementary mathematics as well as cornerstones of secondary mathematics, with an emphasis on developing strategies for equitable teaching of algebra to all students.

Prerequisites: None.

Restrictions: Admission to the Elementary–Multiple Subjects Program or consent of instructor required.

Credits: 1 semester hour.

MATH 564 Curriculum and Inquiry: Mathematics

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in mathematics curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum materials and resources; social and political contexts that impact curriculum; the role of inquiry in science, technology, engineering, and math (STEM) education; the value of math-science integration; and mathematical literacy for the 21st century.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 3 semester hours.

MATH 566 Math for Early Childhood

Content: Introduction to mathematical concepts for grades pre-K through three including number and operations, geometry, and measurement in a problem-solving context. Individually and culturally responsive mathematics instructional strategies and assessments for early childhood are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

MATH 567 Elementary School Mathematics

Content: Introduction to mathematical concepts for grades three through six including rational numbers, proportional reasoning, geometry, and measurement in a problem-solving context. Students will examine and demonstrate individually and culturally responsive mathematics instructional strategies and assessments for elementary grades. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards.

Prerequisites: MATH 566.

Restrictions: Admission to the Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

MATH 568 Mathematics Assessment for Learning

Content: Intensive application of assessment for improving instruction in the mathematics classroom. Students will demonstrate proficiency creating and using a variety of culturally and linguistically responsive assessment strategies including assessment interviews, formative, and summative lesson and unit assessments. Students will use their assessment data to plan and teach re-engagement lessons and reflect on the outcomes of these lessons.

Prerequisites: MATH 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

MATH 579 Teaching Mathematics to Adolescents

Content: Teaching and learning mathematics in middle-level and high school classrooms. Emphasizes meaningful development of mathematical concepts, from pre-algebra through calculus, for the purposes of teaching. Focuses on the importance of cultivating student voice and building from students' prior knowledge through open-ended problem solving and inquiry-based experiences. Supports a view of mathematics as the science of patterns, a way of thinking that all students must embrace in order to fully access democracy in the 21st century. Candidates learn about national standards for school mathematics in grades 6-12 as well as the range of research informing best practices in math education. Particular attention is given to issues of equity, differentiation, culturally relevant pedagogy, assessment, and backward design. Incorporates the use of technology (especially TI-graphing calculators and dynamic geometry software) as tools for deepening mathematical understanding. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

MATH 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

MATH 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

MATH 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

MATH 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

MATH 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

MATH 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Science

SCI 511 Science in Elementary Classrooms

Content: Foundations for teaching science in the elementary school classroom. This course provides content and experiences that address participants' and elementary students' natural intuitive curiosity for science and scientific study.

Prerequisites: None.

Restrictions: Admission to the Elementary--Multiple Subjects Program

Credits: 1 semester hour.

SCI 512 Planning for Elementary Science Instruction

Content: In this course students will learn how to structure learning experiences in the four main areas of elementary science instruction: Engineering, Physical Science, Earth Space Science and Life Science. Emphasis will be placed on learning how to design inclusive, experiences using state standards for science and the Common Core State Standards. Topics include backward design, assessment, and the integration of science content into language arts and mathematics curriculum.

Prerequisites: Take SCI-511

Restrictions: Admission to Elementary--Multiple Subjects Program

Credits: 1 semester hour.

SCI 564 Curriculum and Inquiry: Science

Content: Organizing and applying appropriate curricular and teaching approaches to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in science curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum approaches, materials, and resources; social and political contexts that impact curriculum; exploration of the role of inquiry in science; the importance of scientific literacy; and the value of math-science integration.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

SCI 579 Teaching Science to Adolescents

Content: Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of using a wide variety of science activities in science teaching. Includes planning, organization, and assessment of science teaching and learning, using the tenets of backward design. Pays attention to differentiation of instruction for student needs, articulation of objectives, and their link to teaching, standards, and assessment. Introduces participants to the importance of science as the work of a particular cultural community with shared values and linguistic norms, while examining literature about the challenge students may face in making a "cultural border crossing" into science. Special attention is given to diversity and social justice issues. 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 and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: None

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

SCI 580 Teaching Children About the Natural World

Content: Promoting children's understanding of the natural world using everyday materials and observations of living things in the local environment. Participants examine their own, as well as children's, intuitive science notions, while learning to craft safe classroom inquiries and field investigations. The course focuses attention on children's use of language in the context of learning about science and nature as well as the development of inquiry skills.

Prerequisites: None.

Restrictions: Admission to Elementary--Multiple Subjects Program.

Credits: 2 semester hours.

SCI 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SCI 593 Survey Middle & High School Sci Curric

Content: Survey of curriculum used in middle and high school science classrooms, including review of typical texts and classroom materials. Inquiry activities appropriate for learning science in the school laboratory are addressed, with careful attention to health, safety, and ethics.

Emphasis on exploration of 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 middle and high school science.

Prerequisites: None

Corequisites: None

Credits: 2 semester hours.

SCI 594 Developing Engaging Science Curriculum

Content: This course provides science teacher candidates with the opportunity to apply and refine their curriculum and assessment development skills as they finish the Secondary MAT program. Examples of engaging and science curriculum for middle and high school students will be reviewed, analyzed, and discussed. Research-based strategies for effective teaching in ways that engage science learners in middle and high school will be reviewed. Candidates will utilize Backwards Planning and Ambitious Science Teaching strategies to develop a curriculum unit that can be used in their first year of teaching. Prerequisites: None.

Credits: 2 semester hours

Prerequisites: None

Corequisites: None

Credits: 2 semester hours.

SCI 595 Physical Science

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCI 596 Earth/Space Science

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCI 597 Life Science

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SCI 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SCI 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

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

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SS 548 Teaching the Geography of Inequality

Content: This course will use the broad lens of geography, which examines the connections between people and place, to better understand the historical foundations of global inequality and how this history intersects with contemporary issues of social and environmental justice. From the impacts of colonialism in Africa to post-industrial urban farming in Detroit, we will look at how 500 years of economic globalization has shaped people, communities, cultures and environments around the world. By looking at specific stories of people and place, we will examine the relationships that exist between human cultures and the environments in which they are situated—and what can happen to people, culture, and the natural world when these relationships are disrupted. By looking at broad themes like colonialism, poverty and development, wealth distribution and population, urbanization, human migration, climate and energy, and food and agriculture, we will try to better understand the interconnections between the structures of our economies and societies, and the health and well being of humans and the planet.

Prerequisites: None.

Credits: 2 semester hours.

SS 560 Teaching Constitutional Issues

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SS 564 Curriculum and Inquiry: Social Studies

Content: Organizing and applying appropriate curriculum to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts. Attention to research and theory on social studies curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. A continued emphasis on backward design in support of planning and assessment. A variety of social studies lessons are modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

SS 578 Social Studies for Elementary Teachers

Content: 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.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 2 semester hours.

SS 579 Teaching Social Studies to Adolescents

Content: Developing a conceptual framework for teaching social studies in a democratic society through a social justice framework. Focuses on different ways of organizing instruction and assessing learning in middle- and high-school content areas. Candidates examine historical and contemporary issues in teaching social studies, including philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to national and state standards and differentiation of instruction, linking them to teaching and assessment. Engages teaching candidates in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 4 semester hours.

SS 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SS 592 Integrating Economics Into U.S. History

Content: 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.

Prerequisites: None.

Credits: 2 semester hours.

SS 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SS 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SS 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Special Education**SPED 505 Teaching Students with Exceptionalities in Inclusive School Settings**

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, approaches to instruction, and options for assessment of all students. It prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and adapting curricula for all learners, including the use of Universal Design for Learning.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 0.5-1 semester hours.

SPED 505A Teaching Students With Exceptionalities in Inclusive School Settings I

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed on Special Education law and providing relevant information for the development of individualized education plans (IEPs).

Prerequisites: None

Restrictions: Admission to a preservice teacher education program.

Credits: 0.5 semester hours.

SPED 505B Teaching Students With Exceptionalities in Inclusive School Settings II

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, instruction, and assessment of all students, and prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis placed planning instruction that is guided by students' IEPs, and adapting curriculum for all learners, including the use of Universal Design for Learning.

Prerequisites: None

Credits: 0.5 semester hours.

SPED 509 Special Education for the Elementary Classroom Teacher

Content: This course prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and differentiating curricula for all learners, including the use of Universal Design for Learning. Students learn special education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None

Restrictions: Admission to the ELEM preservice teacher education program

Credits: 2 semester hours.

SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues

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

Prerequisites: None.

Credits: 2 semester hours.

SPED 511 Behavioral Assessment and Positive Behavior Supports for Students with Exceptionalities

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

Prerequisites: SPED 510/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

SPED 513 Assessment in Literacy and Math for Students with Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED-510/SPED-626 and SPED-511/SPED-629

Corequisites: SPED-545 or SPED-645

Credits: 3 semester hours.

SPED 514 Curriculum and Instruction in Literacy and Math for Students with Exceptionalities

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: SPED-513 or SPED-632

Corequisites: SPED-546 or SPED-646

Credits: 3 semester hours.

SPED 516 Interventions for Students with Low -Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: SPED 510/626 and SPED 511/629

Credits: 2 semester hours.

SPED 520 Advanced Instructional Decision Making

Content: 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 special needs. Focus is on the integration of district-mandated general education curricula, Common Core State Standards and assessments, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities.

Prerequisites: SPED 514/633 or consent of advisor.

Credits: 3 semester hours.

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

Content: Examination of key components of effective programs. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis on creating democratic communities that respond sensitively to students' social, emotional, and developmental needs and are culturally sensitive.

The course 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.

Prerequisites: SPED 511/SPED 629 or consent of advisor.

Credits: 3 semester hours.

SPED 522 Program Development for Students with Severe Needs

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. 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 students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition.

Prerequisites: SPED 516/SPED 628.

Credits: 2 semester hours.

SPED 523 Special Topics Seminar

Content: 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.

Prerequisites: None.

Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.

Credits: 2 semester hours.

SPED 524 Special Education for the General Education Teacher

Content: Study of special-education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, including a Free and Appropriate Public Education in the Least Restrictive Environment, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Candidates will have the opportunity to observe classroom content in practice in their field placements, learning firsthand the collaborative skills required for successfully educating all children. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None.

Restrictions: Admission to preservice teacher education program or consent of instructor.

Credits: 1 semester hour.

SPED 540 Professional Practices in Special Education I

Content: Seminar class taken in conjunction with SPED 545 Practicum I during fall semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment.

Prerequisites: SPED 510/626, SPED 511/629, SPED 516/628

Corequisites: SPED 545

Credits: 1 semester hour.

SPED 541 Professional Practices in Special Education II

Content: Seminar class taken in conjunction with SPED 546 Practicum II during spring semester. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: SPED 513/632 and SPED 545/645

Corequisites: SPED 546/646

Credits: 1 semester hour.

SPED 544 Practicum

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

Prerequisites: SPED 510 or SPED 626.

Corequisites: SPED 514 or SPED 633.

Restrictions: Consent of instructor and submission of application for Independent Practicum to academic department.

Credits: 1 semester hour.

SPED 545 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/626, SPED 511/629 and SPED 516/628

Corequisites: SPED 513/SPED 632.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 546 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: SPED 545/645

Corequisites: SPED 514/SPED 633.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 589 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SPED 598 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SPED 599 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SPED 626 Educating Students with Exceptionalities: Learning and Legal Issues

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

Prerequisites: None.

Credits: 2 semester hours.

SPED 628 Interventions for Students With Low-Incidence Disabilities

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment and working with paraprofessionals.

Prerequisites: SPED 510/SPED 626 and SPED 511/629

Credits: 2 semester hours.

SPED 629 Behavioral Assessment and Positive Behavior Supports for Students With Exceptionalities

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

Prerequisites: SPED 510/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

SPED 632 Assessment in Literacy and Math for Students With Exceptionalities

Content: Evaluation for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to students with specific learning disabilities, dyslexia, and high-incidence disabilities. Candidates practice selecting, administering, scoring selected standardized tests, interpreting the scores and report writing. Candidates learn about Response to Instruction (RTI), including how to administer Curriculum Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED 510/SPED 626 and SPED-511/SPED-629

Corequisites: SPED 545/SPED 645.

Credits: 3 semester hours.

SPED 633 Curriculum and Instruction in Literacy

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Participants will review and adapt general education curricula to create specially designed instruction (SDI) that emphasizes and supports progress across academic areas, learning strategies and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantively, and procedurally correct individualized education plans (IEPs) and specially designed instruction (SDI) based on student achievement data and aligned with the Common Core State Standards. Special instruction attention is paid to students with specific learning disabilities, dyslexia and high-incidence disabilities. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632

Corequisites: SPED 546/SPED 646

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

SPED 644 Practicum

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

Prerequisites: SPED 510 or SPED 626, and SPED 513 or SPED 632.

Corequisites: SPED 514 or SPED 633.

Credits: 1 semester hour.

SPED 645 Practicum I

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/626, SPED 511/629 and SPED 516/628

Corequisites: SPED 513/SPED 632.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 646 Practicum II

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: SPED 545/SPED 645

Corequisites: SPED 514/SPED 633.

Restrictions: Admission to SPED Endorsement program

Credits: 2 semester hours.

SPED 689 Professional Studies: Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

SPED 698 Special Studies: New or Experimental Courses

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis.

Prerequisites: None.

Credits: 1-4 semester hours.

SPED 699 Independent Study

Content: 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.

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

SPED 989 Professional Studies: International Special Topics

Content: In-depth examination of topics relevant to practicing professionals. Course content is based upon recent research and directly informs practice.

Prerequisites: None.

Credits: 1-4 semester hours.

Other

- Certificate Programs
 - Eating Disorders Certificate
 - Ecopsychology Certificate

- Equity Certificate for School Leaders
- Oregon Writing Project Certificate in the Teaching of Writing
- Teacher Leadership for Equity and Social Justice Certificate
- Courses
 - Oregon Writing Project (OWP) Courses
 - Writing and Creative Media (WCM) Courses (offered through the Northwest Writing Institute)
- Convocation

Convocation

The Graduate School's Convocation brings together students and faculty from education and counseling psychology professions in an interdisciplinary exploration of fundamental issues affecting personal development and professional life. This crossing of disciplinary borders encourages participants to consider new ways of researching, learning, and solving real-world problems common across social service professions. Convocation is designed to welcome students to the community and inspire them to shape a more just, inclusive, equitable, and compassionate world.

Students enrolled the following degree programs must complete Convocation:

- Any MAT program
- EdS in Educational Studies
- MEd in School Counseling
- EdS in School Psychology
- MA in Art Therapy
- MA in Professional Mental Health Counseling
- MA in Professional Mental Health Counseling—Specialization in Addictions
- MA in Marriage, Couple, and Family Therapy
- MA in Student Affairs Administration

Students in the following programs are exempt from participation in Convocation:

- MEd in Curriculum and Instruction
- MEd in Special Education
- MEd in Administration with Principal License
- EdS in Administration with Principal and Professional Administrator Licenses
- EdD in Education in Leadership

CORE 500 Convocation

Content: Convocation is the opportunity for the Graduate School community to come together across disciplines to honor the collective work we do. Convocation integrates students into the larger Lewis Clark community, and makes cross-disciplinary connections. In service of these goals, students and faculty will share reflections about the role of creativity, compassion, and commitment in their respective professions and engage in small group discussions using a collection of common readings as catalysts.

Prerequisites: None.

Credits: 0 semester hours.

Oregon Writing Project Courses

On campus

ED 539 Oregon Writing Project: Special Studies

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Current employment, or on temporary leave, as a public or private school K-2 teacher.

Credits: 2 semester hours.

ED 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Corequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

ED 594 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

ED 596 Oregon Writing Project: Advanced Institute

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

ED 597 Oregon Writing Project: Writing for Publication

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

Off campus**ED 639 Oregon Writing Project: Special Studies**

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

ED 690 Oregon Writing Project: Teaching the Emergent K-2 Writer

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Consent of Oregon Writing Project program coordinator.

Credits: 2 semester hours.

ED 692 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Corequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

ED 694 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

ED 695 Oregon Writing Project: Writing in Schools: (Topic)

Content: Inquiry course designed to improve the teaching of writing. Participants examine and evaluate current research on writing instruction; they investigate writings from generation to revision and editing by participating in writing workshops themselves. Teachers also design a writing curriculum to take back to their classrooms. They keep reflective journals analyzing their students' writing processes and products. Teachers deepen their understanding of the complexities of teaching, learning, and writing.

Prerequisites: None.

Credits: 1-2 semester hours.

ED 696 Oregon Writing Project: Advanced Institute

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners. Prerequisites: ED 592/ED 692, ED 594/ED 694. Restrictions: Consent of instructor. Credits: 2 semester hours.

ED 697 Oregon Writing Project: Writing for Publication

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat. Prerequisites: ED 592/ED 692, ED 594/ED 694. Restrictions: Consent of instructor. Credits: 3 semester hours.

Writing and Creative Media Courses

On campus**Offered through the Northwest Writing Institute (NWI)****WCM 501 Introduction to Documentary Studies**

Content: Documentary studies uses interdisciplinary frameworks and multiple modes of storytelling to explore individual lives and diverse cultures in the past and present. Students will examine the history and use of documentary work in the U.S., the ethics of fieldwork, and ways to convey the lives of others. Through analysis of film, photography, audio, and print journalism, participants will look at how documentary storytelling promotes human dignity and social justice and engages communities through collaborative projects. Students will create a proposal for a project documenting their families, students, clients, and/or members of another culture. Prerequisites: None. Credits: 1 semester hour.

WCM 502 Poetry

Content: Sometimes an idea, a story, a dream, a question or a bolt of memory longs to become a poem or song. In this workshop, we will celebrate the winsome habit of poetry to turn small discoveries into a set of rhythmic lines that say much in few words. We'll read lively texts, start many lyric experiments, and talk along the way about how to share this quirky and welcoming way of writing with our students. Prerequisites: None. Credits: 1-2 semester hours.

WCM 504 Bearing Witness: Writing, Documentary Studies, Social Justice

Content: What is the writer's, teacher's, citizen's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form. Prerequisites: None. Credits: 1 semester hour.

WCM 506 Stafford Studies

Content: This course consists of reading, writing, discussion, and special projects growing from the poetry and prose of William Stafford. Using the resources of published books and the William Stafford Archives, participants practice inquiry into Stafford's approach to writing, thinking, teaching, and witness for reconciliation, and from this inquiry develop their own approaches to writing, teaching, and witness. Prerequisites: None. Credits: 2 semester hours.

WCM 507 Essay

Content: What are essays, and why do we want to teach them? The essay form invites writers to express ideas of universal value in a personal voice. Participants will be introduced to writing and learning activities moving from exploratory writing to composing essays. Along the way, we will explore drafting, response to work in progress, keeping a reading and listening journal, and gathering our powers toward a sense of deep play in the writing of essays. Prerequisites: None. Credits: 1-2 semester hours.

WCM 508 Explorations in Graduate Writing

Content: For students in all programs, this course teaches forms and styles required in graduate study, and explores the context in which prospective teachers, counselors, and administrators learn by writing. It describes the writing process, reviews principles of clear writing, and acquaints students with the particular expectations for graduate level writing. We invite you to experience various forms inquiry may take as you compose individual response to the authority of knowledge in published texts. Prerequisites: None. Credits: 1 semester hour.

WCM 509 Revision

Content: Henry James described revision as a "re-dreaming." This workshop invites participants to suspend the notion of revision as editing, and practice revision as finding the story under the story, the poem within a poem, the hot heart of the essay. Revise a work-in-progress, or use writing generated from prompts in class, as we kindle what gives our writing breath and life. Prerequisites: None. Credits: 1-2 semester hours.

WCM 510 Memoir

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart. Prerequisites: None. Credits: 1-2 semester hours.

WCM 511 Audio Postcards: Creativity, Compassion, Commitment

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing. Prerequisites: None. Credits: 1 semester hour.

WCM 512 The Gift

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

WCM 513 Field Notes: Observation and Reflection in the Natural World

Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth.

Prerequisites: None.

Credits: 1 semester hour.

WCM 515 The Practice of Writing

Content: Trying our hands at a variety of experimental forms, we will bring our attention to events best told as stories, questions best explored as brief essays, discoveries and mysteries best told as poems, and other explorations of connection between what we have experienced and what we might say. This course is for writers interested in pushing their practice in multiple directions, and for teachers who want to engage the widest variety of student writers.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 516 Telling Lives

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

WCM 518 Storymaking I/II

Content: How do writers turn the stuff of life into rich and compelling stories? Whether we craft fiction or personal essays, we need the elements of storymaking: plot, character, point of view, dialogue, and narrative time. In addition to writing our stories, we will study short works by Hans Christian Andersen, Isaac Babel, John Berger, Anton Chekhov, Colette, Isak Dinesen, Katherine Mansfield and Edna O'Brien, in order to learn how they achieved their effects.

Prerequisites: None.

Credits: 2 semester hours.

WCM 520 Telling Your Story in Documentary Film

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

WCM 522 Imaginative Writing Seminar: Works in Progress

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 527 Fiction

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 530 Daily Writing in the Spirit of William Stafford

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 531 Digital Storytelling

Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 532 Writing Culture

Content: What shapes our identities as members of a family, workplace, religious group, or nation? How do we learn the rules for how to act in unfamiliar cultures, and how do we write about that experience? In this workshop, we'll write to discover the unique patterns of our own cultural worlds as well as those we've entered through literature, travel, and everyday experience. We'll read contemporary nonfiction to explore different cultural perspectives and we'll examine issues of craft, including character development, voice, and literary form. The workshop may also involve fieldwork and documentation of Portland life.

Prerequisites: None

Credits: 1-2 semester hours.

WCM 533 Speaking: Voice, Place, Kinship

Content: Why are speeches often boring, formal, flat? Where are the resonant stories that could drive an audience wild, and make them go forth changed? We will develop a personal "story bag" of experiences, sayings, family and professional lore, and other resources, and then sequence these riches for a speech of any length, an audience of any size or disposition. The only stage fright will be felt by your listeners: what will this character say next?

Prerequisites: None.

Credits: 1 semester hour.

WCM 535 Cultural Journalism

Content: Based on community-based education as developed at the Foxfire Project in Georgia, this workshop will emphasize a project approach to teaching and learning. Educators will explore ways to fulfill and go beyond their mandated curriculum, and give students a voice in planning what happens in the classroom. In experiential education students make connections between work at school and the real world and produce a product valued by an audience outside the classroom.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 545 Exploring Life Stories: The Art of the Interview

Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 546 Reading Other Voices

Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan's *Esperanza Rising*, Sandra Cisneros's *Woman Hollering Creek*, Khaled Hosseini's *The Kite Runner*, Sherman Alexie's *Ten Little Indians*. We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.

Prerequisites: None.

Credits: 1 semester hour.

WCM 548 Healing Power of Story

Content: The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to tell someone 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.

Prerequisites: None.

Credits: 1 semester hour.

WCM 574 Personal Voice in Professional Writing

Content: 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.

Prerequisites: None.

Credits: 1 semester hour.

WCM 576 Special Studies: Northwest Writing Institute

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

Off campus**WCM 601 Introduction to Documentary Studies**

Content: Documentary studies uses interdisciplinary frameworks and multiple modes of storytelling to explore individual lives and diverse cultures in the past and present. Students will examine the history and use of documentary work in the U.S., the ethics of fieldwork, and ways to convey the lives of others. Through analysis of film, photography, audio, and print journalism, participants will look at how documentary storytelling promotes human dignity and social justice and engages communities through collaborative projects. Students will create a proposal for a project documenting their families, students, clients, and/or members of another culture.

Prerequisites: None.

Credits: 1 semester hour.

WCM 602 Poetry

Content: Sometimes an idea, a story, a dream, a question or a bolt of memory longs to become a poem or song. In this workshop, we will celebrate the winsome habit of poetry to turn small discoveries into a set of rhythmic lines that say much in few words. We'll read lively texts, start many lyric experiments, and talk along the way about how to share this quirky and welcoming way of writing with our students.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 604 Bearing Witness: Writing, Documentary Studies, Social Justice

Content: What is the writer's, teacher's, citizen's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form.

Prerequisites: None.

Credits: 1 semester hour.

WCM 606 Stafford Studies

Content: This course consists of reading, writing, discussion, and special projects growing from the poetry and prose of William Stafford. Using the resources of published books and the William Stafford Archives, participants practice inquiry into Stafford's approach to writing, thinking, teaching, and witness for reconciliation, and from this inquiry develop their own approaches to writing, teaching, and witness.

Prerequisites: None.

Credits: 2 semester hours.

WCM 607 Essay

Content: What are essays, and why do we want to teach them? The essay form invites writers to express ideas of universal value in a personal voice. Participants will be introduced to writing and learning activities moving from exploratory writing to composing essays. Along the way, we will explore drafting, response to work in progress, keeping a reading and listening journal, and gathering our powers toward a sense of deep play in the writing of essays.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 608 Explorations in Graduate Writing

Content: For students in all programs, this course teaches forms and styles required in graduate study, and explores the context in which prospective teachers, counselors, and administrators learn by writing. It describes the writing process, reviews principles of clear writing, and acquaints students with the particular expectations for graduate level writing. We invite you to experience various forms inquiry may take as you compose individual response to the authority of knowledge in published texts.

Prerequisites: None.

Credits: 1 semester hour.

WCM 609 Revision

Content: Henry James described revision as a "re-dreaming." This workshop invites participants to suspend the notion of revision as editing, and practice revision as finding the story under the story, the poem within a poem, the hot heart of the essay. Revise a work-in-progress, or use writing generated from prompts in class, as we kindle what gives our writing breath and life.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 610 Memoir

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 611 Audio Postcards: Creativity, Compassion, Commitment

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

WCM 612 The Gift

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

WCM 613 Field Notes: Observation and Reflection in the Natural World

Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth.

Prerequisites: None.

Credits: 1 semester hour.

WCM 615 The Practice of Writing

Content: Trying our hands at a variety of experimental forms, we will bring our attention to events best told as stories, questions best explored as brief essays, discoveries and mysteries best told as poems, and other explorations of connection between what we have experienced and what we might say. This course is for writers interested in pushing their practice in multiple directions, and for teachers who want to engage the widest variety of student writers.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 616 Telling Lives

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

WCM 618 Storymaking I/II

Content: How do writers turn the stuff of life into rich and compelling stories? Whether we craft fiction or personal essays, we need the elements of storymaking: plot, character, point of view, dialogue, and narrative time. In addition to writing our stories, we will study short works by Hans Christian Andersen, Isaac Babel, John Berger, Anton Chekhov, Colette, Isak Dinesen, Katherine Mansfield and Edna O'Brien, in order to learn how they achieved their effects.

Prerequisites: None.

Credits: 2 semester hours.

WCM 620 Telling Your Story in Documentary Film

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

WCM 622 Imaginative Writing Seminar: Works in Progress

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 627 Fiction

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view, and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 630 Daily Writing in the Spirit of William Stafford

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 631 Digital Storytelling

Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 632 Writing Culture

Content: What shapes our identities as members of a family, workplace, religious group, or nation? How do we learn the rules for how to act in unfamiliar cultures, and how do we write about that experience? In this workshop, we'll write to discover the unique patterns of our own cultural worlds as well those we've entered through literature, travel and everyday experience. We'll read contemporary nonfiction to explore different cultural perspectives as well as issues of craft, including character, voice, and literary form. The workshop may also involve fieldwork and documentation of Portland life.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 633 Speaking: Voice, Place, Kinship

Content: Why are speeches often boring, formal, flat? Where are the resonant stories that could drive an audience wild, and make them go forth changed? We will develop a personal "story bag" of experiences, sayings, family and professional lore, and other resources, and then sequence these riches for a speech of any length, an audience of any size or disposition. The only stage fright will be felt by your listeners: what will this character say next?

Prerequisites: None.

Credits: 1 semester hour.

WCM 635 Cultural Journalism

Content: Based on community-based education as developed at the Foxfire Project in Georgia, this workshop will emphasize a project approach to teaching and learning. Educators will explore ways to fulfill and go beyond their mandated curriculum, and give students a voice in planning what happens in the classroom. In experiential education students make connections between work at school and the real world and produce a product valued by an audience outside the classroom.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 645 Exploring Life Stories: The Art of the Interview

Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

WCM 646 Reading Other Voices

Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan's *Esperanza Rising*, Sandra Cisneros's *Woman Hollering Creek*, Khaled Hosseini's *The Kite Runner*, Sherman Alexie's *Ten Little Indians*. We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.

Prerequisites: None.

Credits: 1 semester hour.

WCM 648 Healing Power of Story

Content: The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to tell someone 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.

Prerequisites: None.

Credits: 1 semester hour.

WCM 674 Personal Voice in Professional Writing

Content: A workshop to explore the power of writing to engage diverse perspectives, ideas, and cultures at the restlessness 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.

Prerequisites: None.

Credits: 1 semester hour.

WCM 676 Special Studies: Northwest Writing Institute

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

Equity Certificate for School Leaders

The Equity Certificate for School Leaders is a yearlong program that prepares teams of educators to engage and develop together as equity leaders in their schools and districts. The program focuses on developing culturally responsive and anti-racist teaching and leadership practices. The program challenges educators to commit to creating equitable and inclusive school environments, especially for students and families who have been historically marginalized. Working together in a learning community, teachers, counselors, classified staff, and administrators gain knowledge and skills to lead collectively for equitable systemic change.

This certificate is offered in partnership with the Center for Equity and Inclusion and is available only to students enrolled as a district-sponsored cohort.

Certificate Requirements

8 semester hours, distributed as follows:

NOTE: Not all graduate-level courses taken for this certificate can be applied toward licensure programs. Please consult your advisor to determine eligibility.

EDAD 670	A Foundation for Racial Equity	2
EDAD 671	Understanding Cultural Frameworks and De-Centering Dominant Culture	2
EDAD 672	Facilitating Learning in Diverse Communities	1
EDAD 673	Engaging and Empowering Families	1
EDAD 675	Leading for Equity-Building Inclusive School Systems & Creating Syst Change	2

Course Descriptions

EDAD 670 A Foundation for Racial Equity

Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 671 Understanding Cultural Frameworks and De-Centering Dominant Culture

Content: In this course, we explore the personal orientation necessary to work effectively in cross-cultural learning environments. We dissect dominant culture through unpacking the cultural values, beliefs, communication style, learning orientation, and cultural preferences that often remain unconsciously perpetuated or privileged in educational institutions. Then we will continue to explore the historical creation of a racial hierarchy via policies, systems, institutions, and laws and the legacy of discrimination, bias, and white privilege it creates today. Lastly, we explore nondominant cultural beliefs, communication styles, and learning styles as well as the basic tenets of culturally responsive teaching in order to begin de-centering dominant culture in schools and classrooms to truly create inclusive learning environments.

Prerequisites: None.

Credits: 2 semester hours.

EDAD 672 Facilitating Learning in Diverse Communities

Content: This course will focus on the actual culturally inclusive facilitation skills needed to situate both students and adults as learners in diverse communities. In addition to concrete facilitation skill development, participants will explore the value and role of community in non-dominant learning as well as specific ways to enhance an authentic community orientation in schools today both for students and educators. Participants will also develop an approach to observing and offering feedback to one another as part of a learning community as well as create a facilitation plan for adult professional development. Participants will choose a focus area to target their community learning process on over the course of the school year.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 673 Engaging and Empowering Families

Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families' experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students' home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.

Prerequisites: None.

Credits: 1 semester hour.

EDAD 675 Leading for Equity-Building Inclusive School Systems & Creating Syst Change

Content: During this course, teacher leaders, aspiring administrators, and current building and district administrators will explore themes and concepts of leadership and management essential to creating and sustaining equitable systemic change in today's diverse school buildings. This culminating course will build on a strong conceptual and experiential knowledge base of equity and explicitly develop the leadership lens and skills critical to inspiring and empowering others to join in creating equitable, lasting change that improves the academic achievement of all students, especially students of color who continue to be underserved by our educational system. This course honors that while this work is a moral imperative, leading for equity at the building and district level is deeply challenging and requires unrelenting passion as well as a deep leadership skill set and conceptual understandings.

Prerequisites: None.

Credits: 2 semester hours.

Tuition and Fees

Tuition

- 500 and 700 level courses (held on campus): **\$995 per semester hour**
- 600 level courses (held off campus): **\$895 per semester hour**

The graduate school's tuition and fees are determined annually during the spring semester, and are effective beginning summer 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 (<https://webadvisor.lclark.edu/>). Course and section fees will be reversed if the section is dropped before or on the first day of class. 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.

* Access Webadvisor at http://graduate.lclark.edu/offices/registrar/online_services

Advance Deposits

A nonrefundable deposit of \$200 is required from students who intend to enroll in programs in the Counseling Psychology, Educational Leadership, or Teacher Education departments at Lewis & Clark's Graduate School of Education and Counseling. This deposit will be applied against the first semester charges on the student's account.

Students participating in the Graduate School's international courses must pay a nonrefundable deposit at the time of registration. The faculty sponsor of each course can provide additional details about the international course deposit requirement.

Special Fees

The following fees apply only to graduate students:

- *Application to graduate study:* \$50. (This fee is waived for alumni of the graduate school.)

Some graduate programs may charge additional fees for fieldwork, materials, or practica. Students may also be required to register for and

pay the associated fees for tests and performance assessments required for program completion and professional licensure in their fields-of-study.

The Oregon Teacher Standards and Practices Commission (TSPC) charges a separate fee for teachers, administrators, school counselors, and school psychologists applying for licenses, endorsements, specializations, and renewal or reinstatement of licenses. The Oregon Board of Licensed Professional Counselors and Therapists (LPCT) also charges a separate fee for new licenses.

Policies and Procedures

- Academic Policies
- Registration Policies
- Billing and Payment Standards
- Financial Assistance
- Campus Safety Policies

Students are also responsible for making themselves familiar with any policies and procedures laid out in the Navigator Student Handbook (https://graduate.lclark.edu/student_life/handbook/) and any handbooks prepared by their program or department.

Academic Performance and Professional Conduct Policies

Student Professional Conduct Policy

Students are expected to meet the standards for professional conduct as these are described in the appropriate department or program handbook. All students are responsible for reviewing and understanding these standards upon admission to their program of study. The following information provides an overview of the expectations and policies related to student conduct and the student conduct review process for all students in the Graduate School of Education and Counseling. Students are also responsible for reviewing and understanding Lewis & Clark's student conduct policies, which can be found in the Navigator Student Handbook at this address: http://www.lclark.edu/graduate/student_life/handbook/college_policies/ (https://www.lclark.edu/graduate/student_life/handbook/college_policies/)

Standards for Professional Conduct and Academic Integrity

Standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or source of their academic study, scholarship, or field practice. 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 the faculty in both courses; fabrication or alteration of data; and 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 institution. Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. While these standards differ in their details and are further specified in each program handbook, they share the same underlying values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. In addition, professional conduct requires that students effectively respond to the particular demands of working in the fields of education and counseling. These include: understanding the appropriate nature and boundaries of relationships with students in PK-higher education, youth and adult clients, and peers in classes and field placements; fulfilling responsibilities to supervisors and mentors in field placements; working effectively with the faculty and staff of the graduate school; the use of constructive communication in problem solving; following the ethical and legal requirements of confidentiality; and being appropriately sensitive to the public perception of one's actions and activities, including through the use of social media. Each program will provide additional information regarding the standards of professional conduct in the appropriate field.

Acts of academic dishonesty and professional misconduct are contrary to the mission of Lewis & Clark and constitute a serious breach of trust and expectations for appropriate behavior among community members. When a student violates the requirements of academic integrity or professional conduct, and this breach cannot be effectively

addressed through a prescribed course of action within the parameters of the class or field placement, dismissal may be considered. In certain situations where there is cause to believe the level of misconduct brings into question the personal qualities necessary to perform as a scholar or practice as a professional, dismissal from the program may be required. In addition, because each act of misconduct harms the entire community, all individuals—students, faculty, and staff members alike—are responsible for encouraging the integrity of others: by their own examples, by confronting individuals they observe committing dishonest acts, and/or by discussing such actions with a faculty member or dean. 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 and professional conduct.

Requirement to Report Change in Status

If at any time a student experiences a change in the status of information reported on the Personal and Professional Fitness form submitted as part of their application to the Graduate School, they are required to inform the Associate Dean of the Graduate School and the director(s) of their program in writing. This includes being arrested, charged, convicted, or granted conditional discharge by any court for any felony; any misdemeanor; or any major traffic violation (such as driving under the influence of intoxicants or drugs, reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident). This notification must be received within 10 days of the initial arrest or charge. Failure to comply with this policy may result in a Professional Conduct Review.

Student Professional Conduct Review Process

All students should refer to the appropriate program handbook for additional information concerning program-specific procedures related to student conduct. Students are encouraged to be receptive and responsive to the formative feedback they receive on their work and to be aware of the considerable advantages of working through potential conduct issues when they are first identified. The following general guidelines apply to all students in the Graduate School of Education and Counseling.

In the case of a concern about a student initiated by a faculty member, the course of action will be determined by the seriousness of the charge. As above, faculty are encouraged to work through concerns with students as a first step in resolving any conflict. If the faculty member's concern regarding the student's conduct is sufficiently serious to merit more formal review and potential academic or disciplinary action, each program will have a process that includes the following steps:

1. A student conduct review will be conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context.
2. The faculty member who has identified this concern will request a student conduct review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the program director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the student conduct review.

3. The program director will schedule a student conduct review meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all student conduct review panels will include the following: the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the student conduct review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.
4. The possible outcomes of the student conduct review include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written plan of assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the student conduct review; and dismissal from the program. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.
5. Students may submit a written appeal of the decision made by the student conduct review panel to the relevant department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the student conduct review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the graduate school within two weeks of receiving the department chair's notification. The dean of the graduate school will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Satisfactory Academic Progress and Performance Policy

Satisfactory Academic Progress

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately dismissed from their programs and notified of this action.

Minimum Passing Grade

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing

grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Grades of Credit/No Credit

Grades of credit/no credit (CR/NC) are chiefly awarded in field placements or internship courses. In courses graded on a CR/NC basis, a grade of CR will only be awarded for work that would otherwise receive a B- or better. Grade of CR or NC are not included in the G.P.A.

Grading Policy

Once a grade is recorded, it is permanent. Unless an instructor and the department chair agree to approve a grade change or the grade is successfully appealed, no grade will be changed except to correct a clerical or computational error. In the event the instructor and the department chair agree to approve a grade change or an appeal is granted by the department chair or dean, a Change of Grade form explaining the reason(s) for the change must be submitted to the registrar's office by a member of the faculty. No grade may be changed after one year from the date of issuance. No course level may be changed after a course is graded or the term the course is offered has ended.

Under special circumstances, and only with the approval of the course instructor and the student's advisor, courses normally offered only for a grade 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 the completion of a graduate degree, licensure, or endorsement. This limitation does not apply to required coursework that is offered only on a CR/NC basis.

For other policies related to grades and courses, please see the Registration Policies section of this catalog.

Appealing a Course Grade

If a student has a concern about the final grade given in a course, the student should first attempt to resolve the issue with the instructor of the course. A student's academic advisor may provide support in this process, clarifying issues and facilitating discussion. If the matter remains unresolved in discussions between the student and faculty member, the student may then elect to meet with the program director. If the student feels the matter has not been satisfactorily resolved at this level, they may submit a formal written appeal to the chair of the department. This appeal must be submitted within one month of the time at which the final grade is issued. The department chair will respond within three weeks of receiving the appeal.

Academic Performance Standards

Additional standards regarding academic performance and progress may be specified in program handbooks. These standards may include performance in field placements, constructive response to feedback, growth in skills over time, and/or interactions with supervisors or mentors. These standards may be used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should be aware of these additional standards and seek out the support of an advisor or other faculty to ensure their understanding of them.

Students who do not meet program standards for academic performance will be notified by their program director that an academic review panel is to be convened. Program directors, in consultation with the student's

advisor and any other relevant faculty, will convene an academic review panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be dismissed from the program, depending on the circumstances. Once dismissed from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Review Panel and Appeal Process

Program directors will convene an academic review panel in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program; and whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession.

The program handbook provides additional information about the required and discretionary participants in this meeting, but all academic review panels are required to include the following (with the understanding that some roles may be held by the same person and that it may be appropriate to invite others as well): the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, and the program director. The student may elect to bring one other person for support; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. The faculty on the panel will act in an advisory capacity to the program director, who will communicate their decision in writing to the student within two weeks of the meeting. If no appeal is received during the two weeks following the communication of the decision made by the program director, the decision of the panel will be considered accepted by the student. Any decision to dismiss a student from a program will require the review and written approval of the department chair.

A student may contest decisions related to the outcome of the academic review panel. To appeal any decision that is not dismissal from the program, a student initiates the appeal by submitting a written request to the department chair within two weeks of the panel's decision. The department chair then has two weeks to respond in writing to the student's appeal.

In cases where a student wishes to appeal the decision of the department chair, or in cases where the student wishes to appeal a decision of dismissal from the program, a written appeal may be submitted to the dean of the graduate school within two weeks of the chair's decision. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Advisors

The director of each graduate program is responsible for assigning advisors to students in that program. 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 directors, from the appropriate chair, or from other faculty members.

Each candidate has the responsibility to develop an approved course of study with their advisor soon after being admitted; 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 and be granted admission to graduate study. Provide official degree-posted transcripts showing successful completion of an undergraduate degree (and graduate degree when applicable) from a regionally accredited institution in the United States or the foreign equivalent. 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 program.
4. Complete the approved course of study. Programs of study for master's and educational specialist degrees must be completed within five years of matriculation. Students in the doctoral program have a maximum of six years from the date of admission or three years from Advancement to Candidacy to complete their program.
5. Apply for degree. Students must complete the degree application according to the schedule outlined in the Applying for Degree Candidacy section of this catalog. Degree applications are completed online using WebAdvisor.

If progress is unsatisfactory, the student is notified by email and is required to meet with their advisor, program director, 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 and educational specialist degrees must have been taken within five years prior to and/or five years following admission to the program.

Requirements for Licensure, Endorsement, and Certificate Programs

1. Apply for and be granted admission to the graduate school. All materials submitted in connection with application for admission become the property of Lewis & Clark.
2. Design a formal program of study. Students must design a formal program of study with a graduate advisor soon after being admitted and before registering for further coursework.
3. Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their program of study.
4. Complete the approved course of study. Programs of study for licensure, endorsements, and certificates* must be completed within five years of matriculation, except the Professional Administrator License program, which must be completed within nine years of matriculation. This includes required subject-area tests if the student

intends to apply to the Oregon Teacher Standards and Practices Commission (TSPC) for a license or endorsement.

*In order to earn a certificate, all required courses must be completed at the same academic level (e.g., at the degree-applicable level with 500-, 700-, and 900-numbered courses or non-degree applicable/continuing education level with 800-numbered courses). Note that some certificate courses are offered at more than one level, in which case students must choose at which level to take all courses; in some cases, certificate courses are offered at only one level, in which case no choice is available.

If progress toward completion of the program is unsatisfactory (see definition of Satisfactory Academic Progress, above), the student is notified by email and is required to meet with their advisor, program director, or department chair to determine appropriate action. Unsatisfactory performance at any time may require additional review with the possibility of dismissal.

Obtaining Professional Licenses or Endorsements

Our programs give students the academic preparation they need for a variety of professional licenses, and we may recommend students to licensing boards upon successful completion of a program. Licenses are issued by independent professional organizations.

Once counseling and therapy students have completed their program of study at Lewis & Clark, they may need to complete additional work (such as internship hours) for licensure eligibility. Counseling and therapy students should check with the appropriate professional organization or agency (such as the Oregon Board of Licensed Professional Counselors and Therapists). Students may then apply for the license, certificate, or endorsement through the appropriate professional organization or agency.

Once students in teacher education, educational administration, school counseling, and school psychology programs have completed their program of study at Lewis & Clark, they should contact the office of K-12 Career and Licensing Services for information on applying to the Oregon Teacher Standards and Practices Commission (TSPC) for a license or endorsement: www.lclark.edu/graduate/career_and_licensing/k-12. (http://www.lclark.edu/graduate/career_and_licensing/k-12/)

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 their 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.

Definition of Student Status: Student

A Student is defined as one who has been formally admitted to graduate study leading to a master's, educational specialist, or doctoral degree, or endorsement, licensure, or certificate program.

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 one semester for a maximum of six credits. Enrollment does not guarantee that the student will be admitted to any graduate program or that the coursework taken will be accepted for degree, endorsement, certificate, or licensure requirements.

Special Students may not enroll in practica or internship courses.

Special Students are not eligible for federal student aid.

Assessment of Student Learning

The Graduate School of Education and Counseling is committed to providing quality education and to assuring that students gain the knowledge and skills necessary to be successful after they graduate. Assessments of student learning provide the information needed to make improvements in program structure, course content, and pedagogy. The assessment process requires the ongoing collection of information from students at the classroom, department, and institution levels. For example, students may be asked to submit samples of their coursework, participate in focus groups, or complete questionnaires assessing the quality of academic services. In addition, graduates may also be asked to participate in focus groups and/or complete surveys assessing the quality of academic services or levels of program satisfaction while enrolled. These activities, and the information they provide, help the graduate school determine the extent to which students and graduates demonstrate competency in their professional fields.

Our unit assessment system contains the following common elements:

1. Student learning outcomes for graduate programs are clearly communicated and assessed using fair and unbiased instruments.
2. Faculty and others use assessment information for the purpose of program improvement.
3. Information about assessment systems and student learning outcomes are reported to designated stakeholders, including the Lewis & Clark College Board of Trustees, the Oregon Teachers and Standards Practice Commission, the Lewis & Clark Education Consortium, and appropriate national accreditation organizations.
4. Aggregate performance data will not include personally identifying information and student names will be removed from all samples of student work.
5. In recognition of the evolutionary nature of accountability and assessment processes, the Graduate School of Education and Counseling acknowledges that changes in the assessment system will occur over time. The Graduate School of Education and Counseling will make reasonable efforts to inform students and other stakeholders of these modifications. In no case will changes in the assessment system alter the institution's commitment to preserving the confidentiality of individual student performance data.
6. The Graduate School of Education and Counseling and its departments conduct satisfaction and other types of surveys before and after students graduate. Students and alumni are strongly encouraged to respond to these surveys so that the information may be used to improve our programs and the education of our future students.

Registration Policies

- Catalog of Record
- Commencement
- Course Numbering System
- Credit Hour Definition
- Cross Registration
- Degree Candidacy
- Email
- Grades
- Independent Study
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- Second Graduate Degree
- Special Student Status
- Transcripts
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Catalog of Record

When students enroll for academic credit at Lewis & Clark, their graduation requirements are governed by the catalog in effect at the time of their initial enrollment. This is called the student's "catalog of record." If a student withdraws from their program and later returns, the requirements of the catalog current at the time of re-entry will be applied. If a student changes programs, the requirements of the catalog current at the time of the change will be applied. A student may elect to change their catalog of record to the current catalog in effect. The student must then satisfy all requirements for the desired degree under the catalog selected. To achieve this change, the student must contact their academic department and notify the Graduate Registrar's Office. Once a student has changed from one catalog of record to another, that change is considered final and it is not possible to move back to the original requirements. Since students are expected to know and follow all current policies and procedures, every student is encouraged to periodically review the current catalog.

Graduate Commencement

The graduate school holds one commencement ceremony annually on the first Sunday of June. Whether in-person, virtual, or hybrid, the 2022 ceremony will take place on Sunday, June 5, 2022.

Students who have completed all of their degree requirements, or will complete all requirements by the end of the summer semester, are eligible to participate in the commencement ceremony. Students must complete an application for degree program candidacy (https://graduate.lclark.edu/offices/registrar/forms_and_resources/degree_application/) and file it with the graduate registrar's office before the application deadline:

- **December degree:** application deadline September 20
- **May degree:** application deadline November 20
- **July or August degree:** application deadline March 8

Course Numbering System

- **500-699** Graduate-level courses (applicable to Lewis & Clark degree programs)
- **700-799** Doctorate-level courses (applicable to the Doctor of Education degree program)
- **800-899** Continuing education courses (graduate-level courses not applicable to a Lewis & Clark degree program)
- **900-999** Graduate-level courses (international coursework, 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.

Courses taken at the non-degree-applicable level (800-899) cannot be changed to the degree-applicable academic level (500-799, 900-999) retroactively. Courses taken at the degree-applicable level (500-799, 900-999) cannot be changed to the non-degree-applicable academic level (800-899) retroactively.

Credit Hour Definition

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Cross Registration

Current Lewis & Clark undergraduate students may register for graduate level classes as special students. Undergraduate students may be eligible to register for designated courses at the graduate school if they have completed 93 undergraduate credits, are in good standing, are registered as full-time students* (taking no fewer than 12 credits) during the semester of cross-registration at the College of Arts and Sciences, and have obtained the consent of the graduate course instructor and graduate registrar. Course fees are the responsibility of the student.

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.

Lewis & Clark law students may be eligible to register for designated courses at the graduate school. Law students must have completed the first year of law school and must obtain approval in advance from the registrar at the law school. They must be in good standing, registered as full-time students* (taking no fewer than 12 credits) during the semester of cross-registration at the law school, and have obtained the consent of the graduate course instructor and graduate registrar. Course fees are the responsibility of the student.

*During the summer, students need not be registered as full-time students at the College of Arts and Sciences or the Law School, but regular graduate tuition rates will be assessed for graduate credits.

Degree Candidacy

The following steps are taken to determine whether an admitted student's performance is satisfactory to allow continuation in their academic program and completion of requirements for their program or degree:

1. Course grades are examined to determine whether the student is maintaining satisfactory academic progress, described in the Satisfactory Academic Progress and Performance Policy.
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/endorsement/certificate concentration is solicited from advisor(s), instructors, and other sources.

Students who do not maintain satisfactory academic progress will be dismissed from the program and the graduate school. Dismissal decisions may be appealed through the graduate school's appeal review process (also described in the Satisfactory Academic Progress and Performance Policy). Once dismissed from a program, a student may not be readmitted to that program, except through timely use of appeal review.

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 20, 2021
- May degree completion and June commencement participation: November 20, 2021
- July or August degree completion and June commencement participation: March 8, 2022

Email

Email is the official method of communication at Lewis & Clark.

Once students are admitted to take degree-applicable courses and have paid the nonrefundable tuition deposit, they will receive instructions explaining how to establish their Lewis & Clark email/network and WebAdvisor accounts.

Lewis & Clark internal systems will only use the student's Lewis & Clark email address for correspondence. It is the responsibility of the student to check their Lewis & Clark email account on a regular basis.

Grades

Grading Policy

Please see the Academic Policies section of this catalog for a full explanation of the Grading Policy.

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
ARQ	0.0

Incomplete Grades

A grade of incomplete (I/INC) will be awarded when circumstances beyond a student's control impede the student from completing the requirements of the course prior to the date grades are due. Incompletes may not be awarded simply because a student has failed to complete the requirements for the course, or to provide time to complete additional work beyond those requirements in order to improve the student's final grade. It is the responsibility of the individual instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time.

When assigning a grade of incomplete, the instructor will communicate to the student the work required to resolve the incomplete, and assign a deadline within a maximum of one year by which the work must be complete. If the incomplete is not resolved by the deadline, it will become a permanent incomplete (PI). When a student is given a grade of incomplete, the faculty member will ask the student to fill out a form establishing the work required to resolve the incomplete along with the established deadline. The form is signed by the faculty member, the student, and the department chair, and submitted to the registrar's office. It is the student's responsibility to complete all required work by the deadline or the incomplete will become a permanent incomplete.

An incomplete grade must be resolved within a maximum of one year or it becomes a permanent incomplete. Graduating students receiving an incomplete in their final semester have a maximum of 30 days to resolve the incomplete or it becomes a permanent incomplete. If they do not resolve the grade, they must consult the registrar's office to establish a revised graduation date and will be put on a leave of absence until the incomplete is cleared. 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.

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 established deadline. To be granted, the request must receive approval from the instructor, the department chair, and the dean of the graduate school.

If a student receives incomplete grades for *all* of the courses in which they are enrolled in a given term, they will have received 0 credits for that term and are responsible for understanding how this would impact their eligibility for financial aid.

Below are program-specific requirements related to the total allowable numbers of incomplete grades and the relationship between incomplete grades and program transition points:

- **School Counseling:** Students must resolve all incomplete grades before enrolling in SCED 516 School Counseling Internship.
- **Educational Administration:** Students may not have more than 4 semester hours of incomplete credit at any one time to remain in good academic standing.
- **Doctor of Education in Leadership:** Students may not have an incomplete grade in more than one course to remain in good academic standing. All incomplete grades must be resolved before the student can register for EDLL 750 Doctoral Dissertation.
- **Student Affairs Administration:** No more than 50% of a student's grades may be incomplete at any given time to remain in good academic standing.
- **Professional Mental Health Counseling:** Students must resolve all incomplete grades in courses required for their program before registering for MHC 580 Practicum in Counseling or MHC 582 Mental Health Internship: Adult Emphasis / MHC 583 Mental Health Internship: Emphasis on Child and Family Problems.
- **Professional Mental Health Counseling—Addictions:** Students must resolve all incomplete grades in courses required for their program before registering for MHCA 580 Practicum in Professional Mental Health and Addiction Counseling or MHCA 582 Internship in Professional Mental Health and Addiction Counseling.
- **Marriage, Couple, and Family Therapy:** Students must resolve all incomplete grades in courses required for their program before registering for MCFT 580 Practicum in Marriage, Couple, and Family Therapy or MCFT 582 Internship in Marriage, Couple, and Family Therapy.
- **School Psychology:** Students must resolve all incomplete grades in courses required for their program before registering for SPSY 582 Internship in School Psychology.
- **Teacher Education (MAT, MEd, and Endorsement programs):** Students must work with their advisors to establish a deadline for resolving any incomplete grades in order to continue in the program or begin their practicum placement.
- **Art Therapy:** Students must resolve all incomplete grades before registering in AT 570 Art Therapy Candidacy.
- **Certificates (Eating Disorders, Ecopsychology, Teacher Leadership for Equity and Social Justice, and Teaching of Writing):** No more than 50% of a student's grades may be incomplete at any given time to remain in good academic standing.

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- 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 or Core experiences. 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 the end of the add/drop period of the term in which the course is being offered. Audit students are expected to attend classes consistent with the instructor's attendance policy. Audit students 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.

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.

Independent studies are designed to augment the existing curriculum, not to replace existing courses or requirements. In special circumstances, the department chair can approve an independent study that will substitute for an existing or required course.

The application for independent study must be submitted to the appropriate academic department office at least one week prior to the last day to add classes during the semester for which the independent study is scheduled. The academic department office will forward approved independent study applications to the registrar's office. The registrar's office will register the student and send an email confirmation to the student's Lewis & Clark email address.

Below are program-specific requirements related to the total allowable independent study experiences:

- **School Counseling:** Students in degree programs may enroll in no more than one independent study in any given term and may apply no more than three credits of independent study toward their program. Licensure-only program students should determine independent study parameters in consultation with their advisor.
- **Educational Administration:** Students may apply no more than one course of independent study toward their program.
- **Doctor of Education in Leadership:** Students may apply no more than six credits of independent study toward their program.
- **Student Affairs Administration:** Students must receive the approval of their advisor and program director before enrolling in any course of independent study.
- **Professional Mental Health Counseling:** Students may apply no more than three credits of independent study toward their program.
- **Marriage, Couple, and Family Therapy:** Students may apply no more than three credits of independent study toward their program.
- **School Psychology:** Students may apply no more than three credits of independent study toward their program.

- Teacher Education (MAT and MEd programs): Students must receive the approval of their advisor and program director before enrolling in any course of independent study.
- Teacher Education (ESOL, Reading Intervention, Special Education: Generalist Endorsement programs): Students may apply no more than three credits of independent study toward their program.
- Art Therapy: Students may apply no more than three credits of independent study toward their program.
- Certificates (Ecopsychology, Eating Disorders, Teaching of Writing, Teacher Leadership for Social Justice and Equity): Students must receive the approval of their advisor and program director before enrolling in any course of independent study.

Continuous Enrollment/Leave of Absence

Students who elect to interrupt their studies must demonstrate a valid reason (i.e. illness, family emergency, etc.) to obtain an approved leave of absence. The application for leave of absence must be approved by the program director and the department chair. The application must then be filed with the graduate registrar's office.

Students with an approved leave of absence who remain unenrolled for more than 12 months or students who take leave without an approved leave of absence will be required to apply for readmission to the program. Students will be responsible for meeting program requirements as outlined in the current graduate catalog. Degree program matriculants who have not enrolled in classes for more than 12 months will be unable to register for classes without being readmitted.

Upon readmission students will be required to meet current catalog and licensure requirements. Readmission instructions may be found at this link: <http://docs.lclark.edu/graduate/admissions/>. (<http://docs.lclark.edu/graduate/admissions/>)

Registering for Classes

Registration is accomplished online using WebAdvisor (<https://webadvisor.lclark.edu>), a website application that allows current students to view their schedules, grades, advising transcripts, and restrictions, and to conduct registration transactions including adding and dropping courses. All registration activity can be performed online through WebAdvisor, with the exception of certain changes that must be made by the registrar's office staff.

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/graduate/offices/registrar (<http://www.lclark.edu/graduate/offices/registrar/>).

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. No late fees will apply if a student adds a course online on or before the first day of class. After the add/drop period, 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.

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 student's cumulative GPA. Students must complete any repeated courses within the maximum allowable time frame and meet satisfactory academic progress requirements.

Second Graduate Degree

A second graduate degree is any master's or educational specialist degree pursued after a first master's or educational specialist degree is earned at Lewis & Clark's Graduate School of Education and Counseling. To earn a second degree at the graduate school, a student must complete a minimum number of graduate credits at Lewis & Clark beyond those completed for the first master's or educational specialist degree awarded by the graduate school. The minimums are:

- 22 semester hours for programs in the Teacher Education Department.
- 27 semester hours for Educational Administration programs in the Educational Leadership Department.
- 30 semester hours for programs in the Counseling Psychology Department and the School Counseling Program in the Educational Leadership Department.
- Note: This policy does not apply to students earning the EdS in Advanced Leadership as their second degree.

A student who would like to earn a second graduate degree from the Graduate School of Education and Counseling must also:

- Complete all requirements of the first graduate degree.
- Apply for and receive the first graduate degree.
- Apply and be admitted to the second graduate degree program.
- Complete all GPA and total credit requirements, as well as all other academic procedural requirements in effect at the time of enrollment in the second graduate degree program. All program accreditation and licensure requirements must be met as well.

Two graduate degrees may not be awarded simultaneously.

Special Student Status

With special student status and program approval, individuals may enroll in one semester for a maximum of six degree-applicable credits prior to formal admission to a program of the Graduate School of Education and Counseling. Registration as a special student requires program approval and is on a space-available basis. In addition, candidates may be required to provide documentation such as transcripts, resume, a statement of intent, and/or schedule an interview with the program faculty before being granted special student status. Not all classes are accessible to students who wish to register as a special student. Please contact your program of interest for specific information regarding course availability as a special student.

Courses in the following programs are not available for special student status:

- Doctor of Education in Leadership
- Teacher Education: Preservice Master of Arts in Teaching programs and Master of Education in Educational Studies

NOTE: Special student status does not guarantee formal admission to the Graduate School of Education and Counseling.

Transcripts

Transcript requests must be in writing (federal guidelines require the student's signature to release academic information). The transcript request may be mailed, faxed, brought to the registrar's office in person, or scanned and emailed. It may take as many as five working days before the transcript will be produced and mailed.

If the student has also completed coursework at the College of Arts and Sciences (CAS) or Lewis & Clark Law School, the graduate school registrar's office will forward the transcript request to the CAS registrar's office or the law school registrar's office at no additional fee. If the student has recently completed their coursework, they should check WebAdvisor to ensure all grades are posted before ordering their transcript.

The request form for a Lewis & Clark graduate transcript is available on the registrar's web page at www.lclark.edu/graduate/offices/registrar/transcripts (<http://www.lclark.edu/graduate/offices/registrar/transcripts/>). Transcripts may also be requested by letter; the following information should be included in the written request:

- Student's name, address, and phone number
- L&C ID number or Social Security Number
- Date of birth
- Former or other names under which the student attended
- Approximate dates of attendance
- Degree earned (if applicable) and degree date
- The address(es) and name(s) to which the transcript(s) should be sent
- Student's signature

Payment can be made by check, money order, or credit card. To pay by credit card (Visa or MasterCard only) the following information should be included with the transcript request: the credit card number, the name on the card, expiration date, 3-digit security code (located on the back of the card), amount to be charged and authorization signature. Checks and money orders should be made out to Lewis & Clark.

Transcript requests and payment can be forwarded to the registrar's office by mail, fax, or email to the Lewis & Clark Graduate School of Education and Counseling:

Graduate Registrar's Office, Rogers Hall, Room 301
615 S Palatine Hill Road, MSC 90
Portland, OR 97219-7899

Fax: (503) 768-6035
Email: gradreg@lclark.edu

Lewis & Clark may withhold transcripts from students with unpaid financial obligations. Lewis & Clark does not issue copies of transcripts from other institutions. If students are interested in securing copies of

transcripts from other schools, they must contact those institutions directly.

Transcript Fees

Transcripts cost \$5 each for the first two. Additional transcripts, when ordered at the same time, are \$2 each.

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. With prior approval, students may transfer a maximum of the equivalent of 10 semester hours of graduate level credit to a master's degree program and 14 semester hours to the doctoral program in education leadership. The amount of transfer credit accepted by individual programs may vary. Only graduate level credits earned in the last five years prior to admission and not used toward the requirements of a previously awarded degree 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-, except when the issuing institution considers a grade of B- as not passing. In this case the transfer courses must have the minimum passing grade allowed for graduate credit for that institution. A grade of CR or "pass" may be accepted from an institution that provides documentation that a CR or "pass" grade represents a grade of B- or higher.

To have previous course work evaluated for transfer credit, students must submit official transcripts documenting the coursework. The Graduate School of Education and Counseling must receive any such transcripts within 30 days of formal admission for the coursework to be considered for transfer credit. A student must be formally admitted and actively pursuing a program of study at the graduate school and complete a minimum of one course before transfer coursework is placed on a student's transcript.

Veterans

Veterans Services

Lewis & Clark provides assistance with the VA education-benefits verification process for students through each of its three school's registrar's offices.

Any student receiving VA education benefits while attending Lewis & Clark is required to obtain transcripts from all previously attended schools and submit them to the appropriate VA school-certifying official listed below for review of prior credit. Lewis & Clark will not prevent a student from starting their course of education prior to providing a certificate of eligibility for entitlement. Lewis & Clark will not impose any penalty due to the delayed disbursement of funding from the VA under chapters 31 or 33. Do not hesitate to contact any of the VA school-certifying officials if you have questions or need assistance.

All of us at Lewis & Clark wish to thank all of our service members, veterans, and their families for their service to our country.

Undergraduate Students

Tiffany Henning (last names beginning with A-L)
Office of the Registrar, College of Arts and Sciences
615 S. Palatine Hill Road, MSC 108
Portland, Oregon 97219
503-768-7325 phone
503-768-7333 fax

thenning@lclark.edu

Office location: Undergraduate Campus, Templeton Campus Center

Caitlin Hansen (last names beginning with M-Z)
Office of the Registrar, College of Arts and Sciences
615 S. Palatine Hill Road, MSC 108

Portland, Oregon 97219

503-768-7332 phone

503-768-7333 fax

chansen@lclark.edu

Office location: Undergraduate Campus, Templeton Campus Center

Law Students

Seneca Gray

Office of the Registrar, Lewis & Clark Law School

10101 S. Terwilliger Boulevard, MSC 51

Portland, Oregon 97219

503-768-6614 phone

503-768-6850 fax

seneca@lclark.edu

Office location: Law Campus, Legal Research Center

Graduate Students

Courtney Whetstone

Office of the Registrar, Graduate School of Education and Counseling

615 S. Palatine Hill Road, MSC 90

Portland, Oregon 97219

503-768-6030 phone

503-768-6035 fax

cwhetstone@lclark.edu

Office location: Graduate Campus, Rogers Hall, Room 301

Waiver of Courses

A student may seek a waiver of a course or course requirement based on competency or experience in one or more of the following ways. Supporting documentation must be included in the waiver request.

1. A written or oral examination by a faculty member in the area in which competence is to be assessed (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 assessed.
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 pre-approved elective coursework with equivalent credit. 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.

Waiving Courses for Licensure and Endorsement Programs

There is no limit to the number of courses that a student may petition to waive toward earning a license or endorsement; however, students must earn at least six semester hours of credit through a program at Lewis & Clark in order to be recommended by Lewis & Clark to the licensing agency or organization. Students in education licensure programs may petition the Oregon Teacher Standards and Practices Commission (TSPC) if they are dissatisfied with the denial of a request for waiver.

Withdrawal from Lewis & Clark

Students who find it necessary to withdraw from Lewis & Clark must initiate a formal withdrawal by supplying required documentation and completing a withdrawal form. Instructions and the withdrawal form are available online on the graduate registrar's web page. Withdrawing from the college may affect tuition charges and financial aid eligibility. Please refer to Billing and Payment Standards and Financial Assistance sections of the catalog.

Withdrawal from a Course

Students may withdraw from a course after the drop deadline but before 50% of the course meetings have occurred. In this case, a grade notation of "W" (withdrawn) is recorded for that course. Grades of "W" are not calculated into the grade point average.

To withdraw from a course, students must complete the withdrawal form (http://graduate.lclark.edu/offices/registrar/forms_and_resources/) prior to the deadline. The official date of withdrawal is the day the form has received all necessary approvals and has been received by the graduate registrar's office.

Students who cease to attend but fail to officially withdraw from a course before 50% of the course meetings have taken place will receive a failing grade or the earned grade as awarded by the course instructor.

Billing and Payment Standards

Student and Departmental Account Services produces electronic statements (e-bills) itemizing the activity on student accounts. Lewis & Clark does not mail paper statements. Notification is sent to the student's Lewis & Clark email address when a new statement is available for viewing in the Student Account Center. It is the student's responsibility to log in to the Student Account Center and review their bill. Student Account Center access and information is available at: https://www.lclark.edu/offices/account_services/student_statements/.

Fall semester statements are generated in July and spring semester statements are generated in November. Summer statements begin being generated in April. To avoid late payment penalties, your account must be settled by the due date, **whether or not** you have retrieved your 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 your account is carrying a balance due. Details on accepted methods of payment and expectations for settling the account balance are available at: https://www.lclark.edu/offices/account_services/.

Certain forms of financial aid, such as Federal Direct PLUS Loans for graduate and professional students, and Federal Direct Unsubsidized Loans, are scheduled for disbursement 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. Fully processed financial aid will appear as "Pending Financial Aid" on the student account statement. You are required to pay only those balances not covered by the net proceeds of fully processed financial aid.

If your anticipated financial aid funds are not posted to your student account shortly after the start of the semester, this may indicate that additional action is required. Please refer to the award notification information to confirm that you have completed the steps necessary

to receive funding. Contact the financial aid office at 503-768-7090 or fao@lclark.edu for guidance.

Nonpayment of Charges

Students with outstanding balances will not be allowed to register or attend courses for future semesters. Lewis & Clark reserves the right to withhold grade reports, transcripts, and diplomas. Registration for future terms may also 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 registration.

Additionally, Lewis & Clark reserves the right to assess late fees for all past-due student accounts. Late fees are assessed as follows: balances of \$399 and below are subject to a \$10 per-semester late fee, balances of \$400 and above are subject to a \$100 per-semester late fee.

Dishonored Payments

A \$20 fee will be placed on the student's account for any payment returned by the bank to Lewis & Clark, or its payment processing partner, Nelnet: Tuition Management Systems. This fee may not be reversed. Email notification is sent to the student of the dishonored payment. The student must make restitution and remit immediate payment of the dishonored payment plus the fee. 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 after the first day of class. 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 (http://www.lclark.edu/graduate/offices/registrar/forms_and_resources/withdraw/). 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%-1.0% of course(s) completed:
Reverse 100% of tuition charge

1.01%-10.00% of course(s) completed:
Reverse 80% of tuition charge

10.01%-25.00% of course(s) completed:
Reverse 50% of tuition charge

25.01%-50.00% of course(s) completed:
Reverse 25% of tuition charge

50.01% or more of course(s) completed:
No reversal of tuition charge

In accordance with federal regulations, students who receive financial aid and withdraw from courses during a semester are subject to a recalculation of eligibility assistance. As a result, it may be necessary to return applied Federal Title IV Aid funds to the appropriate aid programs. If after all adjustments are complete, and the amount of assistance

you are eligible to retain is in excess of your costs, these funds will be released to you. Please review the Financial Aid Withdrawal Policy and contact the Financial Aid Office for details on the financial aid implications of a withdrawal.

Refund of Credit Balances

Student account refunds will be processed on or after the first day of classes each semester and only when a credit actually exists on a student's account. Following the first day of classes, refunds will be released weekly, on Mondays. If the credit is the result of a reduction in a student's charges, the refund will be issued after all necessary adjustments are complete. If the credit is the result of financial aid, the refund will be issued only after the funds are posted to the student's account. Pending financial aid does not qualify for a refund. Please plan accordingly.

Refunds resulting from an overpayment of financial aid are to be used to cover education-related expenses such as off-campus living expenses, transportation and/or books and supplies.

Credit balances will be refunded either via electronic payment or paper check. Electronic payments will be initiated for students who have provided their bank information through the Student Account Center (<https://lclark.afford.com/>). Paper checks will be printed for students who have not enrolled in electronic payment. Refund checks payable to the student will be mailed immediately to the student's preferred mailing address on record.

If all of a student's expenses are covered by a formal billing arrangement between Lewis & Clark and the student's employer, a government agency or other third-party sponsor, credit balances will be refunded to the sponsor. Any exceptions to this standard will be at the discretion of the sponsor. In all other cases, credit balances on a student's account will be refunded in the name of the student.

Procedure for Appealing Tuition Charges

Any student wishing to appeal tuition charges may do so in writing to the Graduate Registrar. The written appeal must state the circumstances that have contributed to the student's need to seek a tuition charge appeal and provide documentation verifying these circumstances.

Mitigating circumstances are generally unavoidable events that are beyond the student's control. Examples of such circumstances include death in the immediate family, hospitalization or documented medical problems, work-related transfers, natural disasters, and family emergencies.

The Graduate Registrar will review the appeal, along with the chair of the student's academic department. The Dean of the Graduate School will then review for final consideration.

In order for a tuition charge appeal to be considered, the student's written petition and accompanying documentation must be submitted by the end of the first week of the semester immediately following the semester in which the student is requesting an adjustment to their charges.

Please contact the Graduate Registrar (<http://graduate.lclark.edu/offices/registrar/>) if you have any questions regarding the appeal process.

Financial Assistance

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

There are several scholarship opportunities available to students in the graduate school; however, most financial assistance is in the form of student loans. Approximately 70% 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 enrolled as degree-seeking students, must be U.S. citizens or eligible non-citizens, must not be in default on educational loans, must not owe repayment of federal grant funds, and must be making satisfactory academic progress toward their degree (as defined below). Students must be enrolled full-time (six or more credit hours per semester) to receive grant or scholarship assistance and must be enrolled at least half-time (at least three 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). Financial aid is offered on an annual basis, and students must reapply beginning October 1 of each year. To receive priority consideration for financial assistance, students must submit all appropriate financial aid forms no later than February 15. Applications for financial aid received after the February 15 priority filing date are subject to available funds.

The FAFSA can be completed online (<http://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, date of birth, 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 Financial Aid, such as copies of federal Tax Return Transcripts and W-2 forms, as well as a verification worksheet. Students should not submit additional documentation unless requested to do so.

Not all financial aid is awarded on the basis of demonstrated financial need. Financial need is defined as the difference between the cost of attending college and the amount students are expected to contribute toward meeting that cost. The expected family contribution is determined by applying 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 Financial Aid Office 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 Financial Aid Office at 503-768-7090.

Release of Financial Aid Records and Information

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) Part 99, federal regulations prohibit the Financial Aid Office from discussing financial aid information with other persons (including parents or a spouse) without an enrolled student's written permission. Personally identifiable information, other than items classified as directory information by the College, is protected. For the purpose of releasing this information to specific individuals, organizations, or agencies, the Financial Aid Office requires enrolled students to sign a release form available in our office or from our website (go.lclark.edu/fao_forms (http://go.lclark.edu/fao_forms/)). To protect students' personal information, when the Financial Aid Office communicates with enrolled students via email we will only use the student's Lewis & Clark email address. Additional information regarding FERPA and campus FERPA policies is available online (<https://www.lclark.edu/live/profiles/3658-ferpa-policy/>). Copies of the act can be viewed online at <http://www.ed.gov/policy/gen/reg/ferpa/index.html> (<http://www.ed.gov/policy/gen/reg/ferpa/>).

Disbursement of Aid

Financial aid will be applied to student accounts and will be used to pay for charges incurred, such as tuition and fees. Financial aid funds cannot be applied until the appropriate steps have been completed and the funds have been received. Aid applied to a student account that exceeds the amount a student has been charged may be refunded to the student. Refunds will be processed after the first day of classes in each term and only when a credit exists on a student account. Refunds must be used to cover education-related expenses such as off-campus living expenses, transportation, and/or books and supplies.

Financial Aid Award Revisions

If there is a change in the information used to determine eligibility for financial aid, a revision to the financial aid award may be required. The student will receive a revised award notification, which supersedes any previous award notification. Carefully review any revised award notification to determine if additional action is necessary to secure funding. Changes in awards are subject to availability of funding. Please note that financial aid revisions can occur any time new information is provided to the Financial Aid Office, even after funds have been disbursed. Situations that may prompt a financial aid award revision and that should promptly be reported to the Financial Aid Office include:

- **Change in enrollment status:** If a student drops below half-time enrollment, eligibility for aid will be reviewed. Students must be enrolled at least half-time during each semester to be considered for Federal Direct Student Loans or Graduate PLUS Loan Funds. Students should contact the Financial Aid Office if they plan to change their enrollment status, as this may result in a change in eligibility.
- **Receipt of additional assistance including aid from external sources:** Aid received from Lewis & Clark or outside sources such as scholarships, loans, tuition waivers, or educational benefits can impact a student's eligibility for other aid programs.
- **Verification changes:** The College is required to make corrections to inaccurate information discovered through the verification process and to use the verified information in determining a student's eligibility for financial aid. Significant corrections to a student's

original information may cause a change in eligibility and result in a revised award notification.

Satisfactory Academic Progress for Financial Aid

College policy and federal regulations require that students make adequate progress toward their intended degrees if they wish to maintain eligibility for financial aid. To retain financial aid, students must:

- Maintain a cumulative GPA of at least 2.0 at all times.
- Maintain a pace of course completion of at least 67%. Pace is federally defined as cumulative credit hours earned divided by cumulative credit hours attempted.

Compliance with this policy will be monitored annually. Students who have not met the Satisfactory Academic Progress Requirements will be invited to submit a petition letter requesting reinstatement of their financial aid eligibility.

Financial Aid Withdrawal Policy

Students who withdraw from the college during the semester may be eligible for a recalculation of college charges in accordance with college policy. Students must initiate the official withdrawal process in the graduate registrar's office. Please refer to the Billing and Payments Section of this catalog for specific information regarding withdrawal policies and procedures. Separate calculations will be done to determine how much institutional and federal aid a student is eligible to retain in light of the withdrawal. Federal regulations may require a recalculation of federal aid eligibility if a student withdraws from, drops, or does not begin scheduled coursework offered in a modular format. Modular courses are those which do not span the length of the semester. In addition, a recalculation of aid eligibility may be required for students who cease enrollment during the course of a semester but who have not gone through the official withdrawal process. Please contact the Office of Financial Aid for additional information on the impact withdrawing from the College will have on financial aid eligibility.

Students are encouraged to meet with a counselor in the Financial Aid Office 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. Federal student loans are available to students regardless of their financial need, but some federal loans do require student to meet credit qualifications.

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 online: http://graduate.lclark.edu/offices/admissions/paying_for_graduate_school/scholarships (http://graduate.lclark.edu/offices/admissions/paying_for_graduate_school/scholarships/)

A number of students 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 Financial Aid Office. Students are

encouraged to apply for external scholarships to reduce the amount they need to borrow.

Student Employment

The Federal Work-Study Program funds employment opportunities for students with demonstrated financial need. Students typically work an average of eight 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 at or slightly above the Oregon minimum wage of \$13.25 an hour as of July 1, 2020. 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 Financial Aid Office.

Student Loan Programs

Students are encouraged to budget carefully and borrow conservatively. Students typically borrow from one or more of the following loan programs: Federal Direct Student Loans and alternative loans (Federal Graduate PLUS loans or private education loans).

Federal Direct Stafford Loans

These loans are available to students regardless of demonstrated financial need. Loans in this program first disbursed between July 1, 2019 and June 30, 2020 carry a fixed 6.08% interest rate. These unsubsidized loans accrue interest beginning at the time the loan is disbursed. Interest may be paid during periods of enrollment or deferred until the borrower enters repayment. At repayment, accrued interest will be capitalized and added to the principal amount of the loan. Repayment begins six months after a borrower graduates or drops below half-time enrollment and continues for 10 years. Extended and income-based repayment options are available. The maximum Federal Direct Student Loan for an academic year is \$20,500. For loans first disbursed between October 1, 2019 and September 30, 2020 loan processing fees of 1.059% are deducted from loan proceeds before disbursement. Loan fees and other loan terms are subject to change based on federal sequestration. Federal Direct Student Loan borrowers must complete an online loan counseling session on entering Lewis & Clark as well as an exit interview at the point of separation from Lewis & Clark.

Alternative Student Loans

Alternative student loans are designed to help students borrow funds 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. Both types of loans require a credit check prior to loan approval. We strongly encourage students to budget carefully and borrow conservatively!

Federal Direct Graduate PLUS Loans

Federal Direct Graduate PLUS Loans are designed to help students borrow funds to cover educational costs not already covered by the other student loans or other types of assistance. Because the Federal Direct 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 Direct Graduate PLUS Loan may reapply with an endorser.

The interest rate for the Federal Direct Graduate PLUS Loans first disbursed between July 1, 2019 and June 30, 2020 is a fixed interest rate of 7.08%. The borrower is responsible for all accrued interest in addition to the principal amount borrowed. A 4.236% origination fee

will be charged by the lender on loans first disbursed between October 1, 2019 and September 30, 2020. This fee will be deducted from each disbursement of the loan to the college. Loan fees and terms of loan are subject to change based on federal sequestration.

Please Note: There is **no grace period** for this loan. Borrowers may need to request an in-school deferment in order to postpone payments while in school. Borrowers may also need to request a deferment or forbearance for a period of time after graduation if they are not able immediately to begin repayment on their loan. This loan is more expensive than the other federal loans. Students should access the full amount of their Federal Direct 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.

Financial Assistance for Non-Degree-Seeking Students

Students admitted either with Special Student Status or into non-degree 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 Financial Aid Office, 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 Veteran's Services.

Tax Liability for Grants and Scholarships

Under terms of the Tax Reform Act of 1986 (Public Law 99-514), the dollar amount of scholarships and grants received in a calendar year (not academic year) that exceeds the student's total costs in that calendar year for tuition and books (including required equipment and supplies) is subject to federal income tax. The excess amount needs to be reported as income. Earnings from student employment (including Federal Work-Study) are taxable as wages. Student loans are not covered by these provisions of the tax law. Since students are required to report taxable awards to the IRS as income, they should keep a detailed record of their expenses. Scholarship and grant funds spent on housing and food are not tax exempt. The College is not responsible for notifying students of the taxable amounts of grants and scholarships. The Financial Aid staff cannot serve as tax consultants or advisers, but detailed information concerning the tax liability of scholarships and grants can be found in IRS Publication 970 Tax Benefits for Education, on <http://www.irs.gov>, or by consulting a personal tax adviser.

Student Right to Know

Federal regulations state that all prospective and current students have a right to know specific information about the college they are considering or currently attending. The following table lists a number of topics and sources where students can obtain the appropriate information at Lewis & Clark:

- General College Information: Available in the course catalog, through the graduate registrar or admissions offices, and online (<http://graduate.lclark.edu/>) (<http://graduate.lclark.edu/>)
- Financial Aid: Available in the course catalog, through the Office of Financial Aid and online (go.lclark.edu/fao) (https://www.lclark.edu/offices/financial_aid/)
- Refund Policy: Available in the course catalog, through the Offices of Student and Departmental Account Services and Financial Aid, and online (http://www.lclark.edu/offices/account_services/policies/refunds) (https://www.lclark.edu/offices/account_services/policies/refunds/)
- Completion or Graduation Rates: Available through the graduate registrar's office, the Office of Institutional Research, or online (http://www.lclark.edu/about/at_a_glance/graduate_school) (http://www.lclark.edu/about/at_a_glance/graduate_school/)
- Transfer Out Rates: Available through the graduate registrar's office (<http://www.lclark.edu/graduate/offices/registrar>) (<http://www.lclark.edu/graduate/offices/registrar/>)
- Campus Security Report: Available through the campus safety office and online (http://www.lclark.edu/about/campus_safety) (http://www.lclark.edu/about/campus_safety/)
- Career Exploration, Internships, and Career Advising, Job-Hunting Assistance: Available through the Office of Career & Licensing Services, online (http://www.lclark.edu/graduate/career_and_licensing) (http://www.lclark.edu/graduate/career_and_licensing/)

Campus Safety Policies

Campus Safety

The mission of the Office of Campus Safety is to enhance the quality of life for the Lewis & Clark community by providing a safe and secure environment that is conducive to learning and consistent with the educational goals of this diverse institution, while building community partnerships that foster trust, mutual respect, and cooperation.

Campus Safety provides coverage 24 hours a day, 365 days a year. Phone 503-768-7777 in the event of an emergency, or for any service call. For routine business, call 503-768-7855.

The Office of Campus Safety can quickly dispatch officers to any part of the Lewis & Clark campus through a two-way radio system. The staff includes nine uniformed Campus Safety officers, five dispatchers, a Campus Safety supervisor, and the director of the Office of Campus Safety.

Faculty and Staff

Faculty

Mary Andrus: art therapy program director; assistant professor of art therapy. DAT 2017, Mount Mary University. MAAT 2000, The School of the Art Institute of Chicago.

Joslyn Armstrong: assistant professor of marriage, couple, and family therapy. PhD 2019, The Florida State University. MS 2015, Texas Tech University. BS 2013, University of Florida.

Megan Barret: professional license program director; assistant professor of educational administration. MEd 2003, Portland State University. BA 2000, Reed College.

Kristine Bella: clinical coordinator and instructor in art therapy. MA 1997, Marylhurst College. BA 1995, University of Wyoming.

Janet Bixby: associate dean; associate professor of education. PhD 2001, University of Wisconsin at Madison. MEd 1989, Harvard University. BA 1986, Harvard University/Radcliffe College.

Nathaniel Brown: assistant professor of professional mental health counseling. PhD 2017, The University of Georgia. MSW 2005, Clark Atlanta University. BS 2002, Lander University.

Kimberly Campbell: chair of the department of teacher education; Mary Stuart Rogers professor of education. EdD 2004, Portland State University. MAT 2002, BA 1979 Lewis & Clark College.

Wonyoung Cho: assistant professor of marriage, couple, and family therapy. PhD 2019, Claremont Graduate University and San Diego State University. MS 2012, San Diego State University. BA 2006, University of California, Los Angeles.

Jeffrey Christensen: assistant professor of professional mental health counseling. PhD 2014 College of William and Mary. MA 2007 Lewis & Clark College. BS 2004 Washington State University.

Linda Christensen: instructor in education; director of the Oregon Writing Project. MA 1981 University of Portland, BA 1973 Humboldt State University.

Lina Darwich: assistant professor of education. PhD 2013, MA 2008 University of British Columbia. BA, BEd 2001 American University of Beirut.

Alexia DeLeon: professional mental health counseling—specialization in addictions program co-director; assistant professor of professional mental health counseling. PhD 2018, Idaho State University. MA 2014, Adams State University. BA 2005, Angelo State University.

Elena Diamond: school psychology program co-director; associate professor of school psychology. PhD 2011, MEd 2008 University of California, Santa Barbara. BA 2005 University of Redlands.

Cort Dorn-Medeiros: chair of the department of counseling, therapy, and school psychology; professional mental health counseling—specialization in addictions program co-director; assistant professor of professional mental health counseling. PhD 2015 Oregon State University. MS 2009 Lewis & Clark College. BA 1999 Boston University.

Carol Doyle: associate professor of professional mental health counseling. PhD 1996 University of Nevada. MDiv 1981 Boston University School of Theology. BA 1978 California State University at Fresno.

Alejandra Favela: associate professor of education. PhD 2004 Claremont Graduate University/San Diego State University. MA 1994 London School of Economics. BA 1992 University of California at Berkeley.

Mark Figueroa: associate vice president for institutional research and planning; dean of equity and inclusion; assistant professor of student affairs administration. PhD Claremont Graduate University. MPA Arizona State University. BA University of California at Riverside.

Liza Finkel: secondary program director; associate professor of education. PhD 1993 University of Wisconsin, Madison. MS 1986 University of Michigan, Ann Arbor. BS 1981 George Washington University.

Scott Fletcher: dean; professor of education. PhD 1997 University of Colorado-Boulder. MA 1985 University of Wisconsin-Madison. BA 1981 Ripon College.

Mollie Galloway: chair of the department of educational leadership; doctor of education in leadership program director; associate professor

of educational leadership. PhD 2003 Stanford University. BA 1998 Johns Hopkins University.

Linda Griffin: elementary program director; assistant professor of education. EdD 2006 Northern Arizona University. MA 1994 University of Arizona. BA 1981 University of California.

Heather Hadraba: school counseling program director; assistant professor of school counseling. PhD 2011 Oregon State University. MS 2003 Oregon State University. BS 2001 Oregon State University.

Justin Henderson: community counseling center director; assistant professor of professional mental health counseling. PhD 2012 University of Nebraska-Lincoln. MS 2007, BA 2005 University of Wyoming.

Pilar Hernandez-Wolfe: associate professor of marriage, couple, and family therapy. PhD 2000, MEd 1993 University of Massachusetts at Amherst. BS 1990 University of The Andes.

Stella Beatriz Kerl-McClain: professional mental health counseling program co-director; associate professor of professional mental health counseling. PhD 1995, MA 1991 University of Texas at Austin. BA 1988 University of Washington.

Lana Kim: marriage, couple, and family therapy program director; associate professor of marriage, couple, and family therapy. PhD 2012 Loma Linda University. MS 2008 Loma Linda University. BA 2004 University of British Columbia.

Carmen Knudson-Martin: professor of marriage, couple, and family therapy. PhD 1987 University of Southern California. MS 1972 Utah State University. BS 1970 North Dakota State University.

Rafe McCullough: assistant professor of school counseling. PhD 2016 Georgia State University. MA 2008 Seattle University. BA 1995 Minnesota State University.

Peter Mortola: professor of school psychology. PhD 1998, MA 1993 University of California at Santa Barbara. BA 1981 University of California at Berkeley.

Erin Ocon: instructor in teacher education. MAT 2007, Lewis & Clark Graduate School of Education and Counseling. BA 2003, The George Washington University.

Amy M. Rees-Turyn: professional mental health counseling program co-director; associate professor of marriage, couple, and family therapy. PhD 1998, MA 1995 Ball State University. BS 1993 Purdue University.

Jacqueline Roebuck Sakho: principal license program director; assistant professor of educational administration. EdD 2014 Duquesne University. MA 2009 Eastern Mennonite University.

Barbara Shepperson: director of research and assessment; assistant professor of educational leadership. PhD 2008, MA University of Pennsylvania. BS 1983 University of Massachusetts.

Brenda Sifuentez: assistant professor of student affairs administration. PhD 2019, University of Denver. MA 2014, California State University, Fresno. BA 2006, University of Oregon.

Alisun Thompson: assistant professor of education. PhD 2014 University of California at Santa Cruz.

Teri Tilley: assistant professor of education. EdD 2014 Portland State University. MA 2003 San Jose State University.

Danielle Torres: associate professor of school counseling. PhD 2003 University of Oregon. MA 1997, BA 1995 Pepperdine University.

Amy Turnbull: instructor in education. MFA 2015 Oregon College of Art and Craft. MAT 2001 Lewis & Clark College. BA 1995 Stanford University.

Brenda Valles: assistant professor of student affairs administration. PhD 2013, University of Utah. MEd 2005, University of Utah. BA 2003, California State University of Monterey Bay.

Professors Emeriti

Dr. Charles (Kip) Ault, education, PhD, Cornell University

Dr. H. William Brelje, education, EdD, University of Portland

Dr. Carolyn Bullard, education, PhD, University of Washington

Dr. Mary Clare, counseling, PhD, 1986 University of Nebraska-Lincoln
 Dr. Vern Jones, education, PhD, University of Texas at Austin
 Dr. Gordon Lindbloom, counseling, PhD, University of Oregon
 Dr. Teresa McDowell, counseling, EdD, Northern Illinois University
 Dr. Joan Hartzke McIlroy, counseling, PhD, University of Colorado at Boulder
 Dr. Nancy Nagel, education, EdD, Portland State University
 Dr. Glennellen Pace, education, PhD, University of Oregon
 Dr. Laura Pedersen, school counseling, PhD, 1999 University of Florida
 Dr. Boyd Pidcock, counseling, PhD, Texas Tech University
 Dr. John K. Richards, education, MusD, Philadelphia Conservatory
 Dr. Ruth Shagoury, education, PhD, 1988 University of New Hampshire
 Dr. Kim Stafford, Northwest Writing Institute, PhD, University of Oregon
 Dr. Greg Smith, education, PhD, 1989 University of Wisconsin at Madison
 Mr. Richard L. Steiner, former dean, MS, University of Nebraska, Omaha
 Dr. James M. Wallace, education, EdD, Harvard University
 Dr. Carol Witherell, education, PhD University of Minnesota
 Dr. Bernard R. Wolff, education, EdD, University of Oregon
 Dr. Zaher Wahab, education, PhD, Stanford University

College Administration

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 Chief Financial Officer and Vice President of Operations, Andrea Dooley
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Graduate School Administration

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 Associate Dean, Janet Bixby
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 Director of Educational Career, Licensing, and Accreditation Services, Sharon Chinn
 Director of Finance and Operations, Gena Perrine
 Director of Research and Assessment, Barbara Shepperson
 Director of Communications, Kimberly Bernick
 Director of Strategic Placements and Partnerships, Janet Bixby
 Registrar, Courtney Whetstone

Graduate School Academic Staff

Chair, Department of Counseling, Therapy, and School Psychology, Cort Dorn-Medeiros
 Chair, Department of Teacher Education, Kimberly Campbell
 Chair, Department of Educational Leadership, Mollie Galloway
 Director, Center for Community Engagement, Matsya Siosal

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