

# Course Catalog 2011-2012

Lewis & Clark  
Graduate School of  
Education and Counseling



## 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 matriculated 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.

## Nondiscrimination Statement

Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

## ADA Statement

Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark's disability policy, visit [go.lclark.edu/student/disability/policy](http://go.lclark.edu/student/disability/policy).

Please route undergraduate and graduate student requests for accommodations through Student Support Services at [www.lclark.edu/offices/student\\_support\\_services](http://www.lclark.edu/offices/student_support_services).

## Security

The security of all members of the campus community is of vital concern to Lewis & Clark. Information about safety, the enforcement authority of the Office of Campus Safety, policies concerning the reporting of any crimes that may occur on campus, and crime statistics (Clery) for the most recent three-year period is available at [www.lclark.edu/about/campus\\_safety](http://www.lclark.edu/about/campus_safety). You may also request this information from the Office of Campus Safety at 503-768-7855.

## Accreditation

Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Lewis & Clark is a member of the American Council on Education, the Asso-

ciation of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Graduate programs in education and counseling psychology are approved and accredited by the appropriate associations and agencies including:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- National Association of School Psychologists (NASP)
- National Council for Accreditation of Teacher Education (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT)
- Oregon Teacher Standards and Practices Commission (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.

Lewis & Clark College  
0615 S.W. Palatine Hill Road  
Portland, Oregon 97219-7899 U.S.A.  
[www.lclark.edu](http://www.lclark.edu)

General inquiries, 503-768-6000  
Admissions, 503-768-6200  
President, 503-768-7680  
Vice President and Provost, 503-768-7200  
Dean of the Graduate School, 503-768-6004  
Graduate Registrar, 503-768-6030  
Business and Finance, 503-768-7815

© 2011 Lewis & Clark College.  
All rights reserved.

## Contents

About the Graduate School	2
Degrees and Programs	5
Counseling Psychology	6
Marriage, Couple, and Family Therapy	7
Professional Mental Health Counseling	13
Professional Mental Health Counseling—Addictions	19
Psychological and Cultural Studies	25
School Psychology	28
Ecopsychology in Counseling	32
Counseling Psychology Courses	34
Educational Leadership	45
Educational Administration	46
Educational Leadership	54
School Counseling	58
Educational Leadership Courses	63
Teacher Education	79
Early Childhood/Elementary	80
Middle-Level/High School	85
Master of Education in Educational Studies	91
ESOL/Bilingual Education	92
Reading Endorsement: Language and Literacy Program	96
Special Education	107
Curriculum and Instruction	113
Teacher Education Courses	114
Core Program	155
Community Engagement Curriculum	160
Documentary Studies	171
Oregon Writing Project	175
Admission	177
Tuition and Fees	182
Academic Performance and Professional Conduct Policies	183
Registration Policies	188
Billing and Payment Standards	192
Financial Assistance	194
Campus Safety Policies	199
Student Resources	200
Lewis & Clark College Administration	202

# About the Graduate School

## Welcome to Our Community

The Lewis & Clark Graduate School of Education and Counseling offers students an innovative curriculum combining academic study and field experiences in dynamic learning environments. We celebrate intellectual discourse, an atmosphere of rigorous learning, individual growth, and a commitment to social justice. Lewis & Clark's Graduate School of Education and Counseling prepares students to meet the complex challenges of professional life within a diverse and changing society.

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

We offer present and future practitioners the following:

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

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

The Graduate School of Education and Counseling enrolls approximately 1100 part-time and full-time students each year. Many students are new to the study of the professions while others are experienced practitioners. To meet their diverse needs, classes are offered days, evenings, and weekends and are located on campus, off campus, and at work sites. Some program specifics apply.

## Vision

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

## Mission

The Lewis & Clark Graduate School of Education and Counseling is a community that values the rich diversity of voices and perspectives in a complex world. We reach out to those around us, explore new ideas, and pursue the best

practice of education and counseling. We promote open dialogue, inquiry, respect, and social action to enhance the learning of adults and children.

## Guiding Principles

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

- Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.
- Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.
- Professional Practice: Engage individuals, families, and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.
- Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.
- Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.
- Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.
- Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.
- Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.
- Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).

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

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

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

### The Educational Benefits of Diversity

At its best, liberal education empowers students intellectually to understand the complex geopolitical, socioeconomic, ethical, and technological challenges confronting humanity at this juncture in history. Numerous studies grounded in the principles and methods of social psychology indicate that this intellectual transformation happens most effectively in a learning environment where personal interactions, both in the classroom and generally around campus, promote open discussion of new ideas and exposure to social environments previously unknown to students. These studies demonstrate that cognitive development is measurably and permanently enhanced in students who in the course of their daily lives have frequent and intense interactions with others whose backgrounds and whose world views are profoundly different from their own. This growing body of scholarly work also shows that all students in a diverse social environment engage more effectively in discussions about complex issues, becoming more adept at understanding multiple perspectives and more capable of critical thinking in ways that will enhance the quality of their lives and their success within their careers long after graduation.

Lewis & Clark is an institution of liberal learning that aims to educate its students for successful and fulfilling lives in their chosen fields of endeavor. To honor this promise, Lewis & Clark gives its students the opportunity to engage actively and critically in dialog informed by those richly diverse cultural traditions that constitute our American heritage. Therefore, the institution explicitly acknowledges and affirms its conviction that diversity with respect to race, ethnicity, national origin, socioeconomic background, religious orientation or spirituality, physical or sensory disability, gender, and sexual orientation on the Lewis & Clark campuses provides an educational benefit for all students that can be realized only by enhancing and preserving the presence of students and education professionals from diverse backgrounds within our learning community. In creating and sustaining such a community, we engage, to the extent possible, in practices that will

ensure a high degree of diversity on our campuses, simultaneously meeting the highest standards of academic excellence of which we are capable.

### History of the Graduate School

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

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

### Accreditation

Lewis & Clark is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Lewis & Clark is a member of the American Council on Education, the Association of American Colleges, the College Entrance Examination Board, and the Northwest Association of Private Colleges and Universities. Lewis & Clark is on the approved lists of the American Chemical Society and the American Association of University Women.

Graduate programs in education and counseling psychology are approved and accredited by the appropriate associations and agencies including:

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)
- National Association of School Psychologists (NASP)
- National Council for Accreditation of Teacher Education (NCATE)
- Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT)
- Oregon Teacher Standards and Practices Commission (TSPC)

All NCATE accredited institutions are required to include the following statement in their publications: The Graduate School of Education and Counseling at Lewis & Clark College is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the

accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) covers Professional Mental Health Counseling (formerly Community Counseling) and Professional Mental Health Counseling—Addictions (formerly Addiction Studies) programs, which are currently accredited under the 2001 standards for Community Counseling Programs.

## **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 matriculated 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.

## **Nondiscrimination Statement**

Lewis & Clark adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

## **ADA Statement**

Lewis & Clark is committed to serving the needs of its students with disabilities and learning differences. Professional staff in Student Support Services ensure that students with disabilities receive the benefits of a comprehensive selection of services as outlined under the Americans With Disabilities Act (1990) and Section 504 of the National Rehabilitation Act of 1973. A formal student disability grievance procedure provides prompt and equitable resolution of any complaints related to ADA or Section 504.

To view the full text of Lewis & Clark's disability policy, visit [go.lclark.edu/student/disability/policy](http://go.lclark.edu/student/disability/policy).

Please route undergraduate and graduate student requests for accommodations through Student Support Services at [www.lclark.edu/offices/student\\_support\\_services](http://www.lclark.edu/offices/student_support_services).

## **Equal Employment Opportunity Policy**

Lewis & Clark seeks to build a diverse community of highly qualified faculty and staff. Lewis & Clark does not discriminate on the basis of race, color, sex, religion, age,

marital status, national origin, the presence of any physical disability, veterans status, sexual orientation, or any other basis prohibited by applicable federal, state, and local laws. To view the complete policy and related procedures, visit [go.lclark.edu/equal\\_employment\\_opportunity](http://go.lclark.edu/equal_employment_opportunity).

## **Family Educational Rights and Privacy Act (FERPA)**

Lewis & Clark's policy regarding the maintenance and distribution of student records conforms to the Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment). To view the full policy, please visit [go.lclark.edu/ferpa](http://go.lclark.edu/ferpa).

## Degrees and Programs

The Graduate School of Education and Counseling confers the Master of Arts (M.A.), Master of Science (M.S.), Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.), Educational Specialist (Ed.S.), and Doctor of Education (Ed.D.) degrees.

### Degrees

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

- Educational Leadership Ed.D., Ed.S.
- Educational Administration M.Ed.<sup>1</sup>, Ed.S.
- Marriage, Couple, and Family Therapy M.A., M.S.
- Professional Mental Health Counseling M.A., M.S.
- Professional Mental Health Counseling—Addictions M.A., M.S.
- Psychological and Cultural Studies M.A., M.S.
- School Counseling M.Ed.<sup>1,2</sup>
- School Psychology Ed.S.<sup>1,2</sup>
- Teacher Education:
  - Preservice Early Childhood/Elementary M.A.T.<sup>1,2</sup>
  - Preservice Middle-Level/High School M.A.T.<sup>1,2</sup>
  - Curriculum and Instruction M.Ed.<sup>3</sup>
  - Special Education M.Ed.<sup>2,3</sup>
  - Educational Studies M.Ed.

### Licenses, Endorsements, and Certificates

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

- Documentary Studies Certificate
- Ecopsychology in Counseling Certificate
- Educational Administration Initial Administrator License<sup>2,4</sup>
- Educational Administration Continuing Administrator License<sup>2,4</sup>
- Oregon Writing Project Certificate in the Teaching of Writing
- School Counseling Initial Licensure<sup>4</sup>
- School Psychology Initial Licensure<sup>1,2,4</sup>
- Teacher Education:
  - ESOL/Bilingual Endorsement<sup>2,5</sup>
  - Language and Literacy Program: Reading Endorsement<sup>2,5</sup>
  - Special Education/Exceptional Learner I Endorsement<sup>2,5</sup>
  - Continuing Teaching License<sup>2,5</sup>

1 Initial Licensure preparation embedded in degree program

2 Graduates of these programs are also eligible to apply for licenses or endorsements issued by the Oregon Teacher Standards and Practices Commission (TSPC)

3 Endorsement is or may be embedded in program

4 Prior master's degree required

5 Teaching license required

# Counseling Psychology

Counselors, family therapists, and school psychologists play a vital role in society by helping individuals and groups to grow in healthy ways, to respond to difficult circumstances with resiliency, and to deepen their respect and acceptance of both themselves and others. These professionals are leaders who build caring relationships and strong communities defined by hope and concern for social justice.

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

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

## Preparatory Courses

All students admitted to a counseling psychology program are expected to have a thorough grasp of the natural and social science aspects of psychology. Students without a background in psychology may satisfy this program requirement within their first year of study in one of the following ways:

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

## Programs

### Degrees

- Marriage, Couple and Family Therapy
- Professional Mental Health Counseling
- Professional Mental Health Counseling—Addictions
- Psychological and Cultural Studies
- School Psychology

### Certificates

- Ecopsychology

## 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, 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.

### Accreditation and Licensure

Marriage, Couple, and Family Therapy programs at Lewis & Clark are approved by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Graduates are eligible to pursue licensing as marriage and family therapists (LMFT) in Oregon.

Most other states grant eligibility for licensing to graduates of our Marriage, Couple and Family Therapy programs. 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.

Lewis & Clark's MCFT program 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 members of the American Association for Marriage and Family Therapy (AAMFT).

MCFT students can include a special concentration on addictions treatment in the context of families. Since addictions treatment is in great demand across the country, an opportunity to be trained in this area strengthens the practice focus of our students and increases their marketability. Students can also add coursework to meet the academic requirements for licensure as a professional counselor (LPC) in Oregon.

### Degree Requirements

A minimum of 60 semester hours, including:

#### Degree Courses

CPSY 504	Family Therapy: Theory and Practice	3
CPSY 506	Life Span Development	2
CPSY 514	Group Counseling With Children and Adolescents	3
or CPSY 515	Group Counseling With Adults	
CPSY 516	Family Development: Cross-Cultural Perspectives	2
CPSY 522	Diagnosis of Mental and Emotional Disorders	2
CPSY 526	Practical Skills in Marriage, Couple, and Family Therapy	3
CPSY 530	Research Methods and Statistics I	3
CPSY 550	Diversity and Social Justice	3
CPSY 560	Couple Therapy	3
CPSY 561	Assessment and Prevention in Family Therapy and Counseling	3
CPSY 562	Advanced Family Therapy	3
CPSY 563	Treatment Issues in Family Therapy	3
CPSY 564	Treating Addictions in Marriage, Couple, and Family Therapy	2
CPSY 566	Legal and Ethical Issues in Family Therapy and Counseling	2
CPSY 569	Introduction to Marriage, Couple, and Family Therapy	1
CPSY 578	Sex Therapy	2
CPSY 584	Practicum in Marriage, Couple, and Family Therapy	4
CPSY 588	Internship in Marriage, Couple, and Family Therapy (three semesters, 4 semester hours each)	12

### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

**Elective Courses**

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

**Additional Courses for Concentration in Addictions Treatment (6 semester hours)**

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

**Additional Courses for Licensure in Professional Counseling (11 semester hours)**

CPSY 513	Theory and Philosophy of Counseling	3
CPSY 520	Career Counseling	2
CPSY 523	Counseling and Interventions With Children and Adolescents	3
CPSY 524	Counseling and Interventions With Adults	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 M.S. degree. This option, which is often of interest to students planning to pursue a doctoral degree in psychology, is available only upon formal application to the M.S. program. Students wishing to pursue this degree apply after completing the requirements listed below.

**Requirements for Application**

Application to the M.S. requires prior admission to the Master of Arts in Marriage, Couple and Family Therapy program.

In addition to prior admission, application to the master of science requires the following:

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

**Degree Requirements**

A minimum of 64 semester hours, distributed as follows:

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

CPSY 594	Proposal Writing	1
CPSY 595	Master's Thesis Research (Satisfactory completion of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required)	2

**Practicum and Internship Information**

During their final 15 months of a Marriage, Couple, and Family Therapy (MCFT) program, students are involved in direct clinical work with individuals, couples, families, and groups. One semester of practicum is followed by three semesters of internship, moving students toward increasingly independent practice. There are select agencies in 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 placement of MCFT students.

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

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**

**CPSY 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. Participants explore the application of course material to their work setting or training track.

Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535.

For students in other programs, none.

Credits: 3 semester hours.

### **CPSY 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.

Credits: 2 semester hours.

### **CPSY 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 students in the Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.

Credits: 3 semester hours.

### **CPSY 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 Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526.

Credits: 3 semester hours.

### **CPSY 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.

### **CPSY 522 Diagnosis of Mental and Emotional Disorders**

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

Prerequisites: For Marriage, Couple, and Family Therapy students, CPSY 569. For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550.

Credits: 2 semester hours.

### **CPSY 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: CPSY 504, PSY 566, and PSY 569.

Credits: 3 semester hours.

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

Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: None.

Credits: 3 semester hours.

### **CPSY 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: Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.

Credits: 3 semester hours.

**CPSY 560 Couple Therapy**

Content: Systems theory therapies and practices relative to assessment, research, and treatment of couples. Explores cognitive, affective, interactional, and systemic theories of human behavior and change as related to couples.

Prerequisites: CPSY 504.

Credits: 3 semester hours.

**CPSY 561 Assessment and Prevention in Family Therapy and Counseling**

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

Prerequisites: CPSY 504.

Credits: 3 semester hours.

**CPSY 562 Advanced Family Therapy**

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

Prerequisites: CPSY 504.

Credits: 3 semester hours.

**CPSY 563 Treatment Issues in Family Therapy**

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

Prerequisites: CPSY 504.

Credits: 0.5-3 semester hours.

**CPSY 564 Treating Addictions in Marriage, Couple, and Family Therapy**

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

Prerequisites: CPSY 504. Permission of the Counseling Psychology Department Office.

Credits: 2 semester hours.

**CPSY 566 Legal and Ethical Issues in Family Therapy and Counseling**

Content: Survey of current issues relating to ethical practice and legal responsibilities in family therapy and counseling. 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.

**CPSY 569 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.

**CPSY 578 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: CPSY 504, 562 and consent of instructor.

Corequisites: CPSY 560.

Credits: 2 semester hours.

**CPSY 584 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: Consent of MCFT program director and MCFT clinical coordinator.

Credits: 4 semester hours.

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

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

Prerequisites: CPSY 584 and consent of advisor.

Credits: 1-4 semester hours.

## Master of Science Courses

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

Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study. Prerequisites: None.

Credits: 3 semester hours.

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

Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study. Prerequisites: CPSY 530.

Credits: 3 semester hours.

### **CPSY 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: CPSY 530 and CPSY 531, or consent of instructor.

Credits: 1 semester hour.

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

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Three 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 or her thesis.

Prerequisites: Consent of thesis committee chair.

Credits: 1-9 semester hours.

## Additional Courses for Addictions Concentration

### **CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director.

Credits: 3 semester hours.

### **CPSY 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 predisposition, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.

Prerequisites: Permission of the Professional Mental Health Counseling – Addictions program director.

Credits: 3 semester hours.

### **CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director.

Credits: 3 semester hours.

## **Additional Courses for Licensure in Professional Counseling**

### **CPSY 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.

Corequisites: CPSY 503 or 569.

Credits: 3 semester hours.

### **CPSY 520 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.

### **CPSY 523 Counseling and Interventions With Children and Adolescents**

Content: Mental, emotional, and behavioral disorders of childhood and adolescents. 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526. For School Psychology students, CPSY 507.

Credits: 3 semester hours.

### **CPSY 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: For Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506.

Corequisites: CPSY 522 (may be taken prior to or concurrently with CPSY 524).

Credits: 3 semester hours.

## Professional Mental Health Counseling

Professional Mental Health Counseling (formerly Community 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 physical ability, culture, race/ethnicity, social and political processes, socioeconomic status, exile/migration status, religious and spiritual beliefs, language, education, gender, sexual orientation 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 2001 standards for Community 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 M.A. or M.S. degree are eligible to pursue licensing as professional counselors (LPC) in Oregon. In addition, Professional Mental Health Counseling programs meet the requirements for licensure as a professional counselor in most 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 (formerly called Community Counseling) is for students who wish to become counselors in community mental health clinics, service programs for

adolescents or children, private practice, the juvenile justice system, and other community settings. Students can choose an emphasis on adult counseling or on child and adolescent counseling.

### Degree Requirements

A minimum of 60 semester hours, distributed as follows:

#### Degree Courses

CPSY 503	Introduction to Professional Counseling	2
CPSY 504	Family Therapy: Theory and Practice	3
CPSY 505	Practicum in Counseling (two semesters, 3 semester hours each)	6
CPSY 506	Life Span Development	2
CPSY 509	Practical Skills for Counselors	3
CPSY 510	Ethical and Legal Issues in Professional Counseling	2
CPSY 513	Theory and Philosophy of Counseling	3
CPSY 514	Group Counseling With Children and Adolescents	3
or CPSY 515	Group Counseling With Adults	
CPSY 520	Career Counseling	2
CPSY 522	Diagnosis of Mental and Emotional Disorders	2
CPSY 523	Counseling and Interventions With Children and Adolescents	3
CPSY 524	Counseling and Interventions With Adults	3
CPSY 532	Introduction to Assessment	2
CPSY 535	Research Methods in Counseling	3
CPSY 536	Introduction to Addiction Counseling and Psychopharmacology	2
CPSY 548	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
CPSY 549	Clinical Reasoning: Theory and Research to Practice	2
CPSY 550	Diversity and Social Justice	3
CPSY 582	Mental Health Internship: Adult Emphasis (two semesters, 3 semester hours each)	6
or CPSY 583	Mental Health Internship: Emphasis on Child and Family Problems	
CPSY 591	Professional Career Development	1

### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

### Elective Courses

The remaining 3 semester hours will be earned by taking elective courses approved by the program.

\* The title of this degree is pending approval by the Board of Trustees, which is scheduled to consider it in May 2011. Until this change is approved, the title of the degree is Master of Arts in Community Counseling.

## 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 M.S. degree. This option, which is often of interest to students planning to pursue a doctoral degree in psychology, is available only upon formal application to the M.S. program. Students wishing to pursue this degree apply after completing the requirements listed below.

### Requirements for Application

Application to the M.S. requires prior admission to the Master of Arts in Professional Mental Health Counseling program.

In addition to prior admission, application to the Master of Science requires the following:

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

### Degree Requirements

A minimum of 63 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Community Counseling (except Research Methods in Counseling (CPSY 535))

CPSY 594	Proposal Writing	1
CPSY 595	Master's Thesis Research (Satisfactory completion of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required)	2

\* The title of this degree is pending approval by the Board of Trustees, which is scheduled to consider it in May 2011. Until this change is approved, the title of the degree is Master of Science in Community Counseling.

## Practicum and Internship Information

Students in Professional Mental Health Counseling complete two semesters of practicum (6 credit hours total) and two semesters of internship (6 credit hours total). The department partners with community agencies to provide supervised student services to clients. Onsite faculty supervision and videotaping assist students in developing their skills and providing appropriate services to clients. Practica generally require 8-10 on-site hours per week, as well as additional coursework and group supervision.

To provide internship 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. Students can expect to schedule 16-20 hours per week at the internship site in addition to 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, and 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

### CPSY 503 Introduction to Professional Counseling

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.

Prerequisites: None.

Corequisites: CPSY 513.

Credits: 2 semester hours.

### CPSY 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. Participants explore the application of course material to their work setting or training track.

Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535.

For students in other programs, none.

Credits: 3 semester hours.

### CPSY 505 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550, and consent of the program director.

Corequisites: CPSY 532 (may be taken prior to or concurrent with).

Credits: 1-3 semester hours.

### **CPSY 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.

Credits: 2 semester hours.

### **CPSY 509 Practical Skills for Counselors**

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

Prerequisites: CPSY 503, CPSY 513.

Credits: 3 semester hours.

### **CPSY 510 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: CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 504, CPSY 522.

Credits: 2 semester hours.

### **CPSY 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.

Corequisites: CPSY 503 or 569.

Credits: 3 semester hours.

### **CPSY 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 students in the Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.

Credits: 3 semester hours.

### **CPSY 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 Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526.

Credits: 3 semester hours.

### **CPSY 520 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.

**CPSY 522 Diagnosis of Mental and Emotional Disorders**

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

Prerequisites: For Marriage, Couple, and Family Therapy students, CPSY 569. For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550.

Credits: 2 semester hours.

**CPSY 523 Counseling and Interventions With Children and Adolescents**

Content: Mental, emotional, and behavioral disorders of childhood and adolescents. 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526. For School Psychology students, CPSY 507.

Credits: 3 semester hours.

**CPSY 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: For Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506.

Corequisites: CPSY 522 (may be taken prior to or concurrently with CPSY 524).

Credits: 3 semester hours.

**CPSY 532 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 522, CPSY 514 or CPSY 515.

Credits: 2 semester hours.

**CPSY 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.

**CPSY 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550.

Corequisites: CPSY 505, CPSY 532.

Credits: 2 semester hours.

**CPSY 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 world-view 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550.  
Corequisites: CPSY 505.

Credits: 2 semester hours.

**CPSY 549 Clinical Reasoning: 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: One semester of CPSY 505.

Corequisites: CPSY 505.

Credits: 2 semester hours.

**CPSY 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: Professional Mental Health Counseling and Professional Mental Health Counseling-Addictions students, CPSY 503, CPSY 513.

Credits: 3 semester hours.

**CPSY 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: CPSY 505 and consent of internship coordinator.

Credits: 3 semester hours.

**CPSY 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: CPSY 505 and consent of internship coordinator.

Credits: 3 semester hours.

**CPSY 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: CPSY 505.

Corequisites: CPSY 582 or CPSY 583.

Credits: 1 semester hour.

**Master of Science Courses**

**CPSY 530 Research Methods and Statistics I**

Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: None.

Credits: 3 semester hours.

**CPSY 531 Research Methods and Statistics II**

Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: CPSY 530.

Credits: 3 semester hours.

**CPSY 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: CPSY 530 and CPSY 531, or consent of instructor.

Credits: 1 semester hour.

**CPSY 595 Master's Thesis Research**

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Three 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 or her thesis.

Prerequisites: Consent of thesis committee chair.

Credits: 1-9 semester hours.

## Professional Mental Health Counseling—Addictions

Professional Mental Health Counseling—Addictions programs offer unique and innovative training for students interested in working with a diverse range of addiction-related problems. Funding cutbacks, both nationally and at the state level, have increased the demand for qualified counselors prepared with graduate-level knowledge and skills specific to the treatment of clients with overlapping mental health and addiction problems. The Lewis & Clark Professional Mental Health Counseling—Addictions programs are committed to offering our students the best available instruction and training in mental health and addiction counseling, with a focus on dual diagnosis. Reflective of the broad range of addictive behaviors that impact client populations, the curriculum also offers pre-certification coursework for working with clients who experience eating disorders and problem gambling. Our curriculum is based on nationally validated competencies for addiction counselors and is designed to include the latest evidence-based and supported information regarding all facets of addiction counseling. Similarly, knowledge and sensitivity concerning issues related to family, culture, ethnicity, gender, and spirituality are of the utmost importance.

### 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—Addictions. The programs are approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates who have earned the M.A. or M.S. degrees are eligible to pursue licensing as professional counselors (LPC) in Oregon.

Other states, including Washington, grant eligibility for licensing to graduates of our School Psychology, Professional Mental Health Counseling, Professional Mental Health Counseling—Addictions, and Marriage, Couple and Family Therapy programs. However, some states may have additional educational requirements that must be met prior to licensure.

Additionally, the Professional Mental Health Counseling—Addictions curriculum fulfills all of the educational content hours required for the State of Oregon Certified Alcohol and Drug Counselor I and is approved by the Oregon Addiction Counselors Certification Board (ACCBO).

### Master of Arts in Professional Mental Health Counseling—Addictions\*

The Master of Arts in Professional Mental Health Counseling—Addictions program integrates preparation for addictions counseling with general mental health/community counseling and meets the academic requirements set by the Addiction Counselor Certification Board of Oregon (ACCBO) as well as the Oregon Board of Licensed Profes-

sional Counselors and Therapists (OBLPCT). Students wishing to work with adolescents who have substance-abuse problems may plan a program of study with their advisor to incorporate this special emphasis.

### Degree Requirements

A minimum of 64 semester hours, distributed as follows:

### Degree Courses

CPSY 503	Introduction to Professional Counseling	2
CPSY 504	Family Therapy: Theory and Practice	3
CPSY 505	Practicum in Counseling (two semesters, 3 semester hours each)	6
CPSY 506	Life Span Development	2
CPSY 509	Practical Skills for Counselors	3
CPSY 510	Ethical and Legal Issues in Professional Counseling	2
CPSY 513	Theory and Philosophy of Counseling	3
CPSY 514	Group Counseling With Children and Adolescents	3
or CPSY 515	Group Counseling With Adults	
CPSY 520	Career Counseling	2
CPSY 522	Diagnosis of Mental and Emotional Disorders	2
CPSY 523	Counseling and Interventions With Children and Adolescents	3
CPSY 524	Counseling and Interventions With Adults	3
CPSY 532	Introduction to Assessment	2
CPSY 535	Research Methods in Counseling	3
CPSY 545	Drugs, the Brain, and Behavior	3
CPSY 546	Models of Addiction and Recovery	3
CPSY 547	Addictions Treatment: Procedures, Skills, and Case Management	3
CPSY 548	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
CPSY 549	Clinical Reasoning: Theory and Research to Practice	2
CPSY 550	Diversity and Social Justice	3
CPSY 582	Mental Health Internship: Adult Emphasis (two semesters, 3 semester hours each)	6
or CPSY 583	Mental Health Internship: Emphasis on Child and Family Problems	
CPSY 591	Professional Career Development	1

### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

\* The title of this degree is pending approval by the Board of Trustees, which is scheduled to consider it in May 2011. Until this change is approved, the title of this degree is Master of Arts in Addiction Studies.

### Master of Science in Professional Mental Health Counseling—Addictions\*

Students admitted to the Master of Arts in Professional Mental Health Counseling—Addictions program may choose to seek an M.S. degree. This option, which is often of interest to students planning to pursue a doctoral degree in

psychology, is available only upon formal application to the M.S. program. Students wishing to pursue this degree apply after completing the requirements listed below.

### Requirements for Application

Application to the M.S. requires prior admission to the Master of Arts in Professional Mental Health Counseling—Addictions program.

In addition to prior admission, application to the master of science requires the following:

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

### Degree Requirements

A minimum of 70 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Addiction Studies (except Research Methods in Counseling (CPSY 535))

CPSY 594	Proposal Writing	1
CPSY 595	Master's Thesis Research (satisfactory completion of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required)	2

\* The title of this degree is pending approval by the Board of Trustees, which is scheduled to consider it in May 2011. Until this change is approved, the title of the degree is Master of Science in Addiction Studies.

### Practicum and Internship Information

Students in these programs complete two semesters of practicum and two semesters of internship work. The department partners with numerous community agencies to provide supervised student services to clients. In some cases students complete their practicum and internship experiences at the same sites. Onsite faculty supervision and video-taping assist students in developing their skills and providing appropriate services to clients. Practica generally require eight to 10 on-site hours per week, as well as additional coursework.

To provide internship students with the widest range of opportunities to meet their professional goals, 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 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. More information is available in the program handbook, available online.

### Master of Arts Courses

#### CPSY 503 Introduction to Professional Counseling

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.

Prerequisites: None.

Corequisites: CPSY 513.

Credits: 2 semester hours.

#### CPSY 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. Participants explore the application of course material to their work setting or training track.

Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535.

For students in other programs, none.

Credits: 3 semester hours.

#### CPSY 505 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550, and consent of the program director.

Corequisites: CPSY 532 (may be taken prior to or concurrent with).

Credits: 1-3 semester hours.

**CPSY 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.

Credits: 2 semester hours.

**CPSY 509 Practical Skills for Counselors**

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

Prerequisites: CPSY 503, CPSY 513.

Credits: 3 semester hours.

**CPSY 510 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: CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 504, CPSY 522.

Credits: 2 semester hours.

**CPSY 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.

Corequisites: CPSY 503 or 569.

Credits: 3 semester hours.

**CPSY 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 students in the Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.

Credits: 3 semester hours.

**CPSY 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 Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526.

Credits: 3 semester hours.

**CPSY 520 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.

**CPSY 522 Diagnosis of Mental and Emotional Disorders**

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

Prerequisites: For Marriage, Couple, and Family Therapy students, CPSY 569. For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550.

Credits: 2 semester hours.

**CPSY 523 Counseling and Interventions With Children and Adolescents**

Content: Mental, emotional, and behavioral disorders of childhood and adolescents. 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526. For School Psychology students, CPSY 507.

Credits: 3 semester hours.

**CPSY 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: For Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506.

Corequisites: CPSY 522 (may be taken prior to or concurrently with CPSY 524).

Credits: 3 semester hours.

**CPSY 532 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 522, CPSY 514 or CPSY 515.

Credits: 2 semester hours.

**CPSY 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.

**CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director.

Credits: 3 semester hours.

**CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director.

Credits: 3 semester hours.

**CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director. Credits: 3 semester hours.

**CPSY 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 world-view 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550. Corequisites: CPSY 505. Credits: 2 semester hours.

**CPSY 549 Clinical Reasoning: 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: One semester of CPSY 505. Corequisites: CPSY 505. Credits: 2 semester hours.

**CPSY 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: Professional Mental Health Counseling and Professional Mental Health Counseling-Addictions students, CPSY 503, CPSY 513. Credits: 3 semester hours.

**CPSY 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: CPSY 505 and consent of internship coordinator. Credits: 3 semester hours.

**CPSY 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: CPSY 505 and consent of internship coordinator. Credits: 3 semester hours.

**CPSY 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: CPSY 505. Corequisites: CPSY 582 or CPSY 583. Credits: 1 semester hour.

**Master of Science Courses**

**CPSY 530 Research Methods and Statistics I**

Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study. Prerequisites: None. Credits: 3 semester hours.

**CPSY 531 Research Methods and Statistics II**

Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study. Prerequisites: CPSY 530.  
Credits: 3 semester hours.

**CPSY 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: CPSY 530 and CPSY 531, or consent of instructor.  
Credits: 1 semester hour.

**CPSY 595 Master's Thesis Research**

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Three 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 or her thesis. Prerequisites: Consent of thesis committee chair.  
Credits: 1-9 semester hours.

## Psychological and Cultural Studies

Psychological and Cultural Studies are intended for students who desire graduate study but are not pursuing professional licensure as counselors. Degree candidates explore the academic discipline of psychology as it is applied through counseling and intercultural communication. This program presents an opportunity for creative individualized study. These degrees are designed for students already enrolled in a Counseling Psychology degree program who choose not to, or are otherwise unable to, complete clinical training requirements (e.g., practicum or internship) and therefore will not seek licensure based on this degree. Students may apply to transfer to this degree program by following the process outlined on the Degree Program Change Request form, available on the Counseling Psychology website at [http://www.lclark.edu/graduate/departments/counseling\\_psychology/resources/forms\\_and\\_handbooks/](http://www.lclark.edu/graduate/departments/counseling_psychology/resources/forms_and_handbooks/)

### Master of Arts in Psychological and Cultural Studies

The Master of Arts in Psychological and Cultural Studies degree is an opportunity to pursue graduate studies in psychology while drawing from a broad array of scholarly traditions and professional practices. This degree is designed for students already enrolled in a Counseling Psychology degree program who choose not to, or are otherwise unable to, complete clinical training requirements (e.g., practicum or internship) and therefore will not seek licensure based on this degree. Students may only enter this program by applying to transfer from another Counseling Psychology program; applications should follow the process outlined on the Degree Program Change Request form. Students in the master of arts program seek instead to focus their graduate studies within the framework of a degree that supports creative and highly individualized study.

For this 44-semester-hour degree, department faculty have identified 10 courses in our curriculum that are fundamental to understanding the philosophy, history, and systems of contemporary psychology, mental health, and counseling. The remaining 16 credits are electives and may be drawn from curricula across Lewis & Clark's graduate and law schools or used for independent, directed studies.

#### Degree Requirements

A minimum of 44 semester hours, distributed as follows:

#### Required Degree Courses

CPSY 503	Introduction to Professional Counseling	2
CPSY 504	Family Therapy: Theory and Practice	3
CPSY 506	Life Span Development	2
CPSY 510	Ethical and Legal Issues in Professional Counseling	2
CPSY 513	Theory and Philosophy of Counseling	3

CPSY 514	Group Counseling With Children and Adolescents	3
or CPSY 515	Group Counseling With Adults	
CPSY 520	Career Counseling	2
CPSY 532	Introduction to Assessment	2
CPSY 535	Research Methods in Counseling	3
CPSY 550	Diversity and Social Justice	3

#### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

#### Elective Courses

Remaining credits may be used for elective courses

### Master of Science in Psychological and Cultural Studies

Students admitted to the Master of Arts in Psychological and Cultural Studies program may choose to seek an M.S. degree. This option, which is often of interest to students planning to pursue a doctoral degree in psychology, is available only upon formal application to the M.S. program. Students wishing to pursue this degree apply after completing the requirements listed below.

#### Requirements for Application

Application to the M.S. requires prior admission to the Master of Arts in Psychological and Cultural Studies program.

In addition to prior admission, application to the master of science requires the following:

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

#### Degree Requirements

A minimum of 44 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Psychological and Cultural Studies (except CPSY 535)

CPSY 594	Proposal Writing	1
CPSY 595	Master's Thesis Research (satisfactory completion of a thesis—a minimum of 2 semester hours and maximum of 9 semester hours is required)	2

## Master of Arts Courses

### **CPSY 503 Introduction to Professional Counseling**

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.

Prerequisites: None.

Corequisites: CPSY 513.

Credits: 2 semester hours.

### **CPSY 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. Participants explore the application of course material to their work setting or training track.

Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535.

For students in other programs, none.

Credits: 3 semester hours.

### **CPSY 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.

Credits: 2 semester hours.

### **CPSY 510 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: CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 504, CPSY 522.

Credits: 2 semester hours.

### **CPSY 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.

Corequisites: CPSY 503 or 569.

Credits: 3 semester hours.

### **CPSY 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 students in the Professional Mental Health Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.

Credits: 3 semester hours.

### **CPSY 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 Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526.

Credits: 3 semester hours.

### **CPSY 520 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.

### **CPSY 532 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 522, CPSY 514 or CPSY 515.

Credits: 2 semester hours.

### **CPSY 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.

### **CPSY 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: Professional Mental Health Counseling and Professional Mental Health Counseling-Addictions students, CPSY 503, CPSY 513.

Credits: 3 semester hours.

## **Master of Science Courses**

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

Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: None.

Credits: 3 semester hours.

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

Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: CPSY 530.

Credits: 3 semester hours.

### **CPSY 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: CPSY 530 and CPSY 531, or consent of instructor.

Credits: 1 semester hour.

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

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Three 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 or her thesis.

Prerequisites: 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 individual children, whole families, 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

Lewis & Clark's School Psychology program is approved by the National Association of School Psychologists (NASP) and has also been approved by the Oregon Teacher Standards and Practices Commission (TSPC) and National Council for Accreditation of Teacher Education (NCATE). Graduates of the School Psychology program earn the educational specialist degree (Ed.S.). Because of the School Psychology program's NASP approval, graduates are able to apply for the National Certificate of School Psychology (NCSP), enabling them to apply for licensure in many states offering reciprocity.

Other states, including Washington, grant eligibility for licensing to graduates of our School Psychology, Professional Mental Health Counseling, Professional Mental Health Counseling—Addictions, and Marriage, Couple, and Family Therapy programs. However, some states may have additional educational requirements that must be met prior to licensure.

### Educational Specialist in School Psychology

The Educational Specialist degree program is designed for students seeking initial licensure as school psychologists. The Ed.S. degree demands a level of preparation significantly greater than that called for by a master's degree. The Ed.S. is widely regarded as the intermediary degree between a master's and a doctorate. 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 63 semester hours, distributed as follows:

#### Required Degree Courses

CPSY 504	Family Therapy: Theory and Practice	3
CPSY 506	Life Span Development	2
CPSY 507	Introduction to School Psychology I	2
CPSY 508	Introduction to School Psychology II	2
CPSY 514	Group Counseling With Children and Adolescents	3
CPSY 517	The Exceptional Child in Schools	3
CPSY 523	Counseling and Interventions With Children and Adolescents	3
CPSY 530	Research Methods and Statistics I	3
CPSY 531	Research Methods and Statistics II	3
CPSY 540	Applied Developmental Neuropsychology	2
CPSY 541	Assessment and Intervention I	3
CPSY 542	Assessment and Intervention II	3
CPSY 543	Assessment and Intervention III	3
CPSY 550	Diversity and Social Justice	3
CPSY 571	Prevention in Educational Settings	3
CPSY 573	School-Based Consultation	3
CPSY 574	Advanced Consultation and Program Evaluation	2
CPSY 581	Ethical and Legal Issues for School Psychology Practicum	2
CPSY 585	Practicum in School Psychology (taken three semesters, 2 semester hours in fall, 2 hours in spring, 1 hour in summer)	5
CPSY 586	Internship in School Psychology (taken two semesters, 4 semester hours in fall and 3 semester hours in spring)	7

### Elective Courses

Students are expected to complete one hour of elective credit from any program in the Graduate School.

### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

### Initial License Only in School Psychology

**Note: Applications for the licensure-only program will not be accepted for 2011-2012, pending program review.**

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 Initial License Only program. Students in the licensure program who are not seeking a master's or specialist's degree may petition to waive required coursework based on competence, experience, and/or equivalent graduate credits from other institutions. Upon admission, transcripts of previous graduate work and supporting documentation are evaluated by a faculty committee to determine which courses will be waived and to develop an individualized program plan for licensure as a school psychologist.

### Licensure Requirements

A minimum of 7 semester hours of coursework

CPSY 586 Internship in School Psychology  
Passing scores on the Praxis I, CBEST, or WEST-B test of basic skills\*  
Passing scores on the Praxis II specialty area test in school psychology\*

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

## Practicum and Internship Information

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

During their third year in the program, school psychology students complete a full-time internship that runs the entire school year (August-June). It is designed as an opportunity to develop autonomous skills in direct services such as assessment, psychotherapy, and consultation. The internship requires 1,200 hours of supervised service in a public school setting at the elementary and secondary levels. Many school districts provide a small stipend for this work. On-campus group supervision is provided, as well. In preparation for this internship, students apply during their second year to districts that have requested interns through the department.

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. Details regarding field training can be found in the School Psychology Program Handbooks.

### Licensure Requirements

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

## School Psychology Courses

### CPSY 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. Participants explore the application of course material to their work setting or training track.

Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535. For students in other programs, none.

Credits: 3 semester hours.

### CPSY 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.

Credits: 2 semester hours.

### CPSY 507 Introduction to School Psychology I

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: Admission to School Psychology Program.

Credits: 2 semester hours.

### CPSY 508 Introduction to School Psychology II

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. Practicum in school-based systems. 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: CPSY 507.

Credits: 2 semester hours.

### CPSY 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 students in the Professional Mental Health Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.

Credits: 3 semester hours.

**CPSY 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, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.

Prerequisites: None.

Credits: 3 semester hours.

**CPSY 523 Counseling and Interventions With Children and Adolescents**

Content: Mental, emotional, and behavioral disorders of childhood and adolescents. 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526. For School Psychology students, CPSY 507.

Credits: 3 semester hours.

**CPSY 530 Research Methods and Statistics I**

Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: None.

Credits: 3 semester hours.

**CPSY 531 Research Methods and Statistics II**

Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: CPSY 530.

Credits: 3 semester hours.

**CPSY 540 Applied Developmental Neuropsychology**

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

Prerequisites: Admission to School Psychology Program.

Credits: 2 semester hours.

**CPSY 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 530, CPSY 531. Admission to School Psychology Program or consent of instructor.

Credits: 3 semester hours.

**CPSY 542 Assessment and Intervention 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 from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures.

Prerequisites: CPSY 541 or consent of instructor.

Credits: 3 semester hours.

**CPSY 543 Assessment and Intervention 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 from birth through age 21. In this course, the focus is on gaining competency with the skills and tools required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats.

Prerequisites: CPSY 542 or consent of instructor.

Credits: 3 semester hours.

**CPSY 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: Professional Mental Health Counseling and Professional Mental Health Counseling-Addictions students, CPSY 503, CPSY 513.  
Credits: 3 semester hours.

**CPSY 571 Prevention in Educational Settings**

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: CPSY 585 and admission to School Psychology Program.  
Credits: 3 semester hours.

**CPSY 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: CPSY 508.  
Credits: 3 semester hours.

**CPSY 574 Advanced Consultation and Program Evaluation**

Content: Application of consultation in schools and other social service delivery systems. Topics include theoretical and practical considerations for the use of mental health consultation, advocacy consultation, process consultation, organization development, and other approaches. Explores the application of ethical principles to consultation practice including careful consideration of issues of cultural, linguistic, and socioeconomic diversity. Students develop strong consultation skills grounded in well-articulated theory. Prerequisites: CPSY 573 or consent of instructor.  
Credits: 2 semester hours.

**CPSY 581 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: CPSY 506, CPSY 507, CPSY 508, and consent of advisor.  
Corequisites: CPSY 523.  
Credits: 2 semester hours.

**CPSY 585 Practicum in School Psychology**

Content: Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as the skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice. Students also present audio- and/or videotapes of their counseling for supervisory review. Prerequisites: CPSY 581 and consent of advisor.  
Credits: 5 semester hours.

**CPSY 586 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: Consent of instructor.  
Credits: 1-4 semester hours.

## Ecopsychology in Counseling

Ecopsychology is a worldview and social movement that recognizes a synergy between human mental health and wellbeing and the health and integrity of the natural environment. It focuses on the subjective and therapeutic aspects of people's environmental beliefs and behaviors as well as their emotional responses to environmental issues.

The Ecopsychology in Counseling Certificate at the Lewis & Clark Graduate School of Education and Counseling provides an opportunity for students to explore ecopsychology while preparing to become professional counselors or therapists in a nationally respected graduate program, with access to the educational resources available in Portland, Oregon, a center for ecological living and sustainability innovation.

The course of study includes an orientation to the theoretical and empirical foundations of ecopsychology, skills courses focusing on ecotherapy and wilderness and adventure therapy, and special topics courses focusing on areas such as child development, environmental advocacy, and behavior change. Students also complete a capstone project that may include a master's thesis, a supervised practicum, independent study, or a special series of electives.

### Ecopsychology in Counseling Certificate

The Ecopsychology in Counseling Certificate program is a 10-credit sequence including required courses and a capstone project that may include a thesis, a supervised practicum, independent study, or a special series of electives.

Admission to the certificate requires acceptance and good standing in one of the following Counseling Psychology Department programs at Lewis & Clark: Professional Mental Health Counseling, Professional Mental Health Counseling—Addictions, School Psychology, or Marriage, Couple, and Family Therapy.

With coordinator approval, certificate courses may also be open to alumni of the graduate school, master's level graduates with comparable prerequisites from an accredited program, and students undertaking comparable counseling degrees at other institutions.

### Professional Licenses and Certifications

By situating the Ecopsychology in Counseling Certificate in the context of Lewis & Clark's accredited Department of Counseling Psychology programs, students have the opportunity to add a 10-credit certificate to their degree program, and upon graduation be prepared for additional supervised practice and the option to seek licensure or certification as a professional counselor or marriage and family therapist in Oregon and most states.

### Certificate Requirements

A minimum of 10 semester hours, including:

### Required Courses

CPSY 528	Introduction to Ecopsychology in Counseling	3
CPSY 596	Wilderness & Adventure Therapy Intensive	2
CPSY 597	Ecotherapy	2
CPSY 598	Topics in Applied Ecopsychology	1

Students must also complete a capstone project worth 2 semester hours. Students work with an advisor to identify either elective courses to meet the capstone requirement or choose from the following:

CPSY 544	Practicum	2
or CPSY 595	Master's Thesis Research	
or CPSY 599	Independent Study	

### Courses

#### CPSY 528 Introduction to Ecopsychology in Counseling

Content: Ecopsychology recognizes a connection between mental health and the natural environment and explores ways in which psychological knowledge and practices can contribute to the solution of environmental problems. This course provides an introduction to ecopsychology practices in counseling and a survey of related research findings in environmental and conservation psychology on topics such as the health benefits of natural settings, the development of environmental identities, and promotion of conservation behaviors. Students will be guided toward self-reflection regarding their own environmental identity, their motivations for integrating environmental approaches into counseling, and ways to integrate ecopsychology into their existing theory and practice base.

Prerequisites: CPSY 503, CPSY 507, or CPSY 569 or consent of program coordinator.

Corequisites: CPSY 506, CPSY 550, and one of the following: CPSY 504, CPSY 508, CPSY 513.

Credits: 3 semester hours.

**CPSY 596 Wilderness & Adventure Therapy Intensive**

Content: This course explores the application of mental health and substance abuse treatment in outdoor settings and discusses therapeutic uses of outdoor challenge activities for recreation, personal growth and reflection, and to enhance counseling & psychotherapy. We will examine research on the benefits of green spaces and outdoor experiences on stress reduction, restoration of attention, enhanced self concept, cognitive development, treatment of emotional and substance abuse disorders, and promotion of personal meaning. Key areas of focus will be on cultural and socio-economic diversity in terms of attitudes toward and access to wilderness-like settings or outdoor adventure, and on practices of outdoor safety, low impact camping, and group facilitation. The course meets one day on campus and four days of overnight camping in a local state park. Experience with wilderness or adventure therapy is not required though some comfort with tent camping and hiking is encouraged. All equipment is provided.

Prerequisites: CPSY 528.

Credits: 2 semester hours.

**CPSY 597 Ecotherapy**

Content: This course will provide resources and techniques for mental health providers to utilize nature-based activities and metaphors in their therapeutic work, address concerns about environmental issues they may encounter during the course of counseling, and to harness individuals' values about ecology or sustainability to foster therapeutic goals. This application course builds on the material covered in Introduction to Ecopsychology in Counseling. Topics such as addressing grief and despair about environmental issues, using contacts with restorative natural settings to promote counseling goals, and working with diversity in an ecotherapy context will be explored using didactic presentations, role-playing, outdoor activities, video presentations, and guest speakers.

Prerequisites: CPSY 528.

Credits: 2 semester hours.

**CPSY 598 Topics in Applied Ecopsychology**

Content: This course provides opportunities to explore the roles of a counselors and therapists as advocates, consultants, or researchers in the field of ecopsychology. Topic varies from semester to semester.

Prerequisites: CPSY 528.

Corequisites: None.

Credits: 1 semester hour.

## Counseling Psychology Courses

*Note:* Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the online course schedule, WebAdvisor, available at [graduate.lclark.edu/dept/gradreg](http://graduate.lclark.edu/dept/gradreg).

### **CPSY 503 Introduction to Professional Counseling**

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.

Prerequisites: None.

Corequisites: CPSY 513.

Credits: 2 semester hours.

### **CPSY 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. Participants explore the application of course material to their work setting or training track.

Prerequisites: For students in the Professional Mental Health Community Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 550, CPSY 530 or CPSY 535.

For students in other programs, none.

Credits: 3 semester hours.

### **CPSY 505 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550, and consent of the program director.

Corequisites: CPSY 532 (may be taken prior to or concurrent with).

Credits: 1-3 semester hours.

### **CPSY 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 513.

Credits: 2 semester hours.

### **CPSY 507 Introduction to School Psychology I**

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: Admission to School Psychology Program.

Credits: 2 semester hours.

### **CPSY 508 Introduction to School Psychology II**

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. Practicum in school-based systems. 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: CPSY 507.

Credits: 2 semester hours.

### **CPSY 509 Practical Skills for Counselors**

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

Prerequisites: CPSY 503, CPSY 513.

Credits: 3 semester hours.

### **CPSY 510 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: CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 504, CPSY 522.

Credits: 2 semester hours.

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

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

Prerequisites: None.

Corequisites: CPSY 503 or 569, or 507 and 508.

Credits: 3 semester hours.

**CPSY 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.

Corequisites: CPSY 503 or 569.

Credits: 3 semester hours.

**CPSY 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 students in the Professional Mental Health Counseling or Professional Mental Health Counseling-Addictions programs, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. CPSY 550. For students in Marriage, Couple, and Family Therapy programs, CPSY 504, CPSY 506, CPSY 526; for students in the School Psychology program, CPSY 507.

Credits: 3 semester hours.

**CPSY 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 Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526.

Credits: 3 semester hours.

**CPSY 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.

**CPSY 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, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.

Prerequisites: None.

Credits: 3 semester hours.

**CPSY 518 Northwest Native History: Complicated Legacies**

Content: This elective course is designed to introduce graduate students in Education, Counseling and Education Leadership to a sociopolitical history that demonstrates some of the factors contributing to the complex historical legacy of indigenous students in the United States.

Prerequisites: None.

Credits: 2 semester hours.

**CPSY 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.

**CPSY 520 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.

**CPSY 521 Counseling Native American Communities**

Content: Assists counselors in developing deep understanding and capacity for supporting the mental health of Native American individuals, families and communities. Through careful consideration of the research bearing on contemporary Native American experience alongside stated concerns of regional and global indigenous leaders, this course will explore in detail the practices and sensibilities that support cultural and personal health.

Prerequisites: None.

Credits: 2 semester hours.

**CPSY 522 Diagnosis of Mental and Emotional Disorders**

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

Prerequisites: For Marriage, Couple, and Family Therapy students, CPSY 569. For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550.

Credits: 2 semester hours.

**CPSY 523 Counseling and Interventions With Children and Adolescents**

Content: Mental, emotional, and behavioral disorders of childhood and adolescents. 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: For Professional Mental Health Counseling and Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 522, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506, CPSY 526. For School Psychology students, CPSY 507.

Credits: 3 semester hours.

**CPSY 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: For Professional Mental Health Counseling or Professional Mental Health Counseling—Addictions students, CPSY 503, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or CPSY 535, CPSY 550. For Marriage, Couple, and Family Therapy students, CPSY 504, CPSY 506.

Corequisites: CPSY 522 (may be taken prior to or concurrently with CPSY 524).

Credits: 3 semester hours.

**CPSY 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: CPSY 504, PSY 566, and PSY 569.

Credits: 3 semester hours.

**CPSY 527 Psychology of Women**

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

Prerequisites: None.

Credits: 2-3 semester hours.

**CPSY 528 Introduction to Ecopsychology in Counseling**

Content: Ecopsychology recognizes a connection between mental health and the natural environment and explores ways in which psychological knowledge and practices can contribute to the solution of environmental problems. This course provides an introduction to ecopsychology practices in counseling and a survey of related research findings in environmental and conservation psychology on topics such as the health benefits of natural settings, the development of environmental identities, and promotion of conservation behaviors. Students will be guided toward self-reflection regarding their own environmental identity, their motivations for integrating environmental approaches into counseling, and ways to integrate ecopsychology into their existing theory and practice base.

Prerequisites: CPSY 503, CPSY 507, or CPSY 569 or consent of program coordinator.

Corequisites: CPSY 506, CPSY 550, and one of the following: CPSY 504, CPSY 508, CPSY 513.

Credits: 3 semester hours.

**CPSY 529 Psychology of Men and Masculinity**

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

Prerequisites: CPSY 527.

Credits: 2 semester hours.

**CPSY 530 Research Methods and Statistics I**

Content: Introduction to research methods with an emphasis on design, sampling, measurement issues, and introductory data analysis. Topics include (1) research design: elements of the research process, types of designs, program evaluation; (2) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (3) basic measurement concepts: validity, reliability, norms, score interpretation; (4) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation. Reviews Web-based resources for conducting research. Note: Taught during the fall semester only, as the first course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: None.

Credits: 3 semester hours.

**CPSY 531 Research Methods and Statistics II**

Content: Research design and data analysis, inferential statistics. Simple and complex designs, normal distribution, z-test, t-test, analysis of variance, statistical power, simple regression. Overview of nonparametric and multivariate analysis. Note: Taught in spring semester only, as the second course of a two-semester sequence. Students who wish to pursue the thesis-option M.S. program are advised to take this sequence as early as possible in their course of study.

Prerequisites: CPSY 530.

Credits: 3 semester hours.

**CPSY 532 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 513, CPSY 530 or 535, CPSY 550.

Corequisites: CPSY 522, CPSY 514 or CPSY 515.

Credits: 2 semester hours.

**CPSY 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.

**CPSY 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550.

Corequisites: CPSY 505, CPSY 532.

Credits: 2 semester hours.

**CPSY 540 Applied Developmental Neuropsychology**

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

Prerequisites: Admission to School Psychology Program.

Credits: 2 semester hours.

### **CPSY 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 530, CPSY 531. Admission to School Psychology Program or consent of instructor. Credits: 3 semester hours.

### **CPSY 542 Assessment and Intervention 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 from birth through age 21. In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret and present data using psycho-educational assessments involving cognitive, academic, and adaptive measures. Prerequisites: CPSY 541 or consent of instructor. Credits: 3 semester hours.

### **CPSY 543 Assessment and Intervention 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 from birth through age 21. In this course, the focus is on gaining competency with the skills and tools required to interpret and integrate multiple assessment measures, including reporting and consulting on such assessment data in written and verbal formats. Prerequisites: CPSY 542 or consent of instructor. Credits: 3 semester hours.

### **CPSY 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: Consent of instructor and submission of application for independent practicum to department office. Credits: 1-3 semester hours.

### **CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director. Credits: 3 semester hours.

### **CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director. Credits: 3 semester hours.

### **CPSY 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: Permission of the Professional Mental Health Counseling – Addictions program director. Credits: 3 semester hours.

### **CPSY 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 world-view 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: CPSY 503, CPSY 504, CPSY 506, CPSY 509, CPSY 510, CPSY 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, CPSY 524, CPSY 530 or CPSY 535, CPSY 550. Corequisites: CPSY 505. Credits: 2 semester hours.

**CPSY 549 Clinical Reasoning: 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: One semester of CPSY 505.

Corequisites: CPSY 505.

Credits: 2 semester hours.

**CPSY 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: Professional Mental Health Counseling and Professional Mental Health Counseling-Addictions students, CPSY 503, CPSY 513.

Credits: 3 semester hours.

**CPSY 551 Advanced Group Counseling**

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

Prerequisites: CPSY 522, CPSY 523, CPSY 524, CPSY 514 or CPSY 515.

Credits: 2 semester hours.

**CPSY 552 Expressive Arts Therapy**

Content: Designed for mental health practitioners interested in gaining a deeper understanding of the theory and practice of using expressive arts in therapy and counseling. Students will explore the mediating properties found in expressive arts for children, adolescents, and adults in clinical and school settings.

Prerequisites: none.

Corequisites: none.

Credits: 2 semester hours.

**CPSY 553 Feminist Therapies**

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

Prerequisites: CPSY 527, CPSY 529.

Credits: 2 semester hours.

**CPSY 554 Women at Midlife**

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

Prerequisites: None.

Credits: 2 semester hours.

**CPSY 555 Cognitive-Behavioral Therapy**

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

Prerequisites: CPSY 523.

Credits: 2 semester hours.

**CPSY 558 Brief Systemic Therapies**

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

Prerequisites: CPSY 504.

Corequisites: CPSY 584 and 588.

Credits: 1-2 semester hours.

**CPSY 559 Social Constructionist and Critical Family Therapy**

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

Prerequisites: CPSY 504.

Corequisites: CPSY 582/583 or 584/588.

Credits: 2 semester hours.

**CPSY 560 Couple Therapy**

Content: Systems theory therapies and practices relative to assessment, research, and treatment of couples. Explores cognitive, affective, interactional, and systemic theories of human behavior and change as related to couples.

Prerequisites: CPSY 504.

Credits: 3 semester hours.

**CPSY 561 Assessment and Prevention in Family Therapy and Counseling**

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

Prerequisites: CPSY 504.

Credits: 3 semester hours.

**CPSY 562 Advanced Family Therapy**

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

Prerequisites: CPSY 504.

Credits: 3 semester hours.

**CPSY 563 Treatment Issues in Family Therapy**

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

Prerequisites: CPSY 504.

Credits: 0.5-3 semester hours.

**CPSY 564 Treating Addictions in Marriage, Couple, and Family Therapy**

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

Prerequisites: CPSY 504. Permission of the Counseling Psychology Department Office.

Credits: 2 semester hours.

**CPSY 565 Human Sexuality and Counseling**

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

Prerequisites: CPSY 503 or CPSY 569.

Credits: 2 semester hours.

**CPSY 566 Legal and Ethical Issues in Family Therapy and Counseling**

Content: Survey of current issues relating to ethical practice and legal responsibilities in family therapy and counseling. 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.

**CPSY 569 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.

**CPSY 571 Prevention in Educational Settings**

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: CPSY 585 and admission to School Psychology Program.

Credits: 3 semester hours.

**CPSY 572 Introduction to Eating Disorders**

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

Prerequisites: None.

Credits: 2 semester hours.

**CPSY 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: CPSY 508.

Credits: 3 semester hours.

**CPSY 574 Advanced Consultation and Program Evaluation**

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

Prerequisites: CPSY 573 or consent of instructor.

Credits: 2 semester hours.

**CPSY 575 Treatment Modalities of Eating Disorders**

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

Prerequisites: CPSY 572.

Credits: 2 semester hours.

**CPSY 576 Medical and Physiological Aspects of Eating Disorders**

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

Prerequisites: CPSY 572.

Credits: 2 semester hours.

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

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

Prerequisites: CPSY 572.

Credits: 2 semester hours.

**CPSY 578 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: CPSY 504, 562 and consent of instructor.

Corequisites: CPSY 560.

Credits: 2 semester hours.

**CPSY 581 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: CPSY 506, CPSY 507, CPSY 508, and consent of advisor.

Corequisites: CPSY 523.

Credits: 2 semester hours.

**CPSY 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: CPSY 505 and consent of internship coordinator.

Credits: 3 semester hours.

**CPSY 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: CPSY 505 and consent of internship coordinator.

Credits: 3 semester hours.

**CPSY 584 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: Consent of MCFT program director and MCFT clinical coordinator.

Credits: 4 semester hours.

**CPSY 585 Practicum in School Psychology**

Content: Didactic class instruction, practicum placement, and clinical training as related to work as a professional school psychologist. Covers the application of psychological therapies with children, adolescents, and families in educational settings, as well as the skills involved in collecting data for consultation and assessment at the practicum site. In weekly seminars, students review research, theory, and practice. Students also present audio- and/or videotapes of their counseling for supervisory review.

Prerequisites: CPSY 581 and consent of advisor.

Credits: 5 semester hours.

**CPSY 586 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: Consent of instructor.

Credits: 1-4 semester hours.

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

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

Prerequisites: CPSY 584 and consent of advisor.

Credits: 1-4 semester hours.

**CPSY 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.

**CPSY 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.

**CPSY 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: CPSY 505.

Corequisites: CPSY 582 or CPSY 583.

Credits: 1 semester hour.

**CPSY 593 Integrating Spirituality Into Counseling**

Content: Spirituality and religion provide a worldview, shape values, goals, perceptions, emotions, relationships, standards of conduct, and lifestyles for individuals and communities. With appropriate knowledge, concepts, skills, and ethical sensitivity counselors can help clients explore the ways their spiritual/religious beliefs and practices influence the challenges that bring them to counseling. Understanding these elements of experience opens possibilities for greater meaning, new coping abilities, and new resources to increase clients' success and quality of life.

Prerequisites: None.

Credits: 2 semester hours.

**CPSY 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: CPSY 530 and CPSY 531, or consent of instructor.

Credits: 1 semester hour.

**CPSY 595 Master's Thesis Research**

Content: Completion of thesis research project under the direction of the chair of the candidate's thesis committee. Three 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 or her thesis.

Prerequisites: Consent of thesis committee chair.

Credits: 1-9 semester hours.

**CPSY 596 Wilderness & Adventure Therapy Intensive**

Content: This course explores the application of mental health and substance abuse treatment in outdoor settings and discusses therapeutic uses of outdoor challenge activities for recreation, personal growth and reflection, and to enhance counseling & psychotherapy. We will examine research on the benefits of green spaces and outdoor experiences on stress reduction, restoration of attention, enhanced self concept, cognitive development, treatment of emotional and substance abuse disorders, and promotion of personal meaning. Key areas of focus will be on cultural and socio-economic diversity in terms of attitudes toward and access to wilderness-like settings or outdoor adventure, and on practices of outdoor safety, low impact camping, and group facilitation. The course meets one day on campus and four days of overnight camping in a local state park. Experience with wilderness or adventure therapy is not required though some comfort with tent camping and hiking is encouraged. All equipment is provided.

Prerequisites: CPSY 528.

Credits: 2 semester hours.

**CPSY 597 Ecotherapy**

Content: This course will provide resources and techniques for mental health providers to utilize nature-based activities and metaphors in their therapeutic work, address concerns about environmental issues they may encounter during the course of counseling, and to harness individuals' values about ecology or sustainability to foster therapeutic goals. This application course builds on the material covered in Introduction to Ecopsychology in Counseling. Topics such as addressing grief and despair about environmental issues, using contacts with restorative natural settings to promote counseling goals, and working with diversity in an ecotherapy context will be explored using didactic presentations, role-playing, outdoor activities, video presentations, and guest speakers.

Prerequisites: CPSY 528.

Credits: 2 semester hours.

**CPSY 598 Topics in Applied Ecopsychology**

Content: This course provides opportunities to explore the roles of a counselors and therapists as advocates, consultants, or researchers in the field of ecopsychology. Topic varies from semester to semester.

Prerequisites: CPSY 528.

Corequisites: None.

Credits: 1 semester hour.

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

Credits: 1-5 semester hours.

**CPSY 619 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.

**CPSY 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.

**CPSY 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.

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

Credits: 1-5 semester hours.

**CPSY 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.

**CPSY 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

Lewis & Clark offers multiple programs for impassioned and inspired leaders who want to change schools from the inside out. Programs include: School Counseling degree and licensure, Educational Administration degrees and licensure, and a Doctor of Education in Leadership degree.

Our programs emphasize socially just responses to the changing nature of our schools and are focused on the work you will be doing every day as a leader, whether you are a counselor or an administrator. Graduates from our programs go on to improve schools by working on behalf of every student. You will learn to:

- Advocate for all students
- Work in collaboration with school staff, parents, peers, and the community
- Use data-based decision-making as the means for improving schools
- Share leadership responsibilities to support systemic change

Graduates of the Lewis & Clark Department of Educational Leadership serve as school counselors, assistant principals, principals, program directors, district office administrators, and leaders in agencies working with k-12 students. Whether you are becoming a school leader for the first time or continuing a decades-long career, you will make lifelong connections with peers founded on a shared sense of calling to the field of education and a commitment to serving whole communities.

We seek to prepare confident individuals who embrace the challenges facing our schools. Collaboration and dialogue centered around scholarship, inquiry, and self-knowledge serve as the foundations of our programs. Our faculty members are experts with deep ties to the field and advocates who are sensitive to the need for professional flexibility in your own growth and development as a leader. The curriculum is continually updated to integrate timely issues with a balance between theory and practice.

These programs provide opportunities to work with colleagues (teachers, counselors, administrators, and leaders) across the Portland metropolitan area and around the state of Oregon.

### **Programs**

- Doctor of Education in Leadership
- Educational Administration
- School Counseling

## Educational Administration

Lewis & Clark's Educational Administration programs seek to prepare confident school administrators who embrace the challenges facing our public and private schools. The liberal arts traditions of scholarship, inquiry, and self-knowledge serve as the foundation for our courses and individual programs. Candidates who successfully complete program requirements understand and demonstrate the knowledge and skills necessary to be learners, collaborators, leaders, and innovators. As our license candidates assume positions of responsibility, the school and district organizations they lead create the conditions for learning where *all* children achieve.

Courses are taught by professionally active faculty and are designed as small, intensive seminars. Lewis & Clark offers educational administration and leadership programs approved by the Oregon Teacher Standards and Practices Commission (TSPC) and National Council for Accreditation of Teacher Education (NCATE).

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

Also note that Special Student status is available for individuals wanting to enhance their leadership skills, update knowledge in specific areas, or complete outstanding coursework for a degree or licensure program. With Special Student status, individuals may take degree-applicable credit prior to formal admission to a graduate school program. See Program-Specific Admission Information for Educational Leadership for more information.

## Master of Education in Educational Administration with Initial Administrator License

The M.Ed. program combines the requirements for an Initial Administrator License with a master's degree and is designed for aspiring administrators.

### Degree Requirements

A minimum of 38 semester hours, distributed as follows:

### Required Courses

The 18 semester hours required for the Initial Administrator Licensure Program.

ED 500/ED 615 Educational Research	2
EDAD 533/EDAD 633 Professional Development for Instructional Leaders	2
ED 509/ED 624 Master's Project Seminar	2

### Elective Courses

A minimum of 12 semester hours in subject-area electives (e.g., ESOL, Special Education, Education, School Counseling)

### Graduate Core Requirement

A minimum of 2 semester hours of Core courses and participation in the Core convocation.

## Educational Specialist in Administration with Initial and Continuing Administrator Licenses

The Educational Specialist degree in Administration is intended for students who have earned master's degrees and are seeking the Oregon Initial (IAL) and Continuing Administrator (CAL) licenses. This advanced degree is positioned between a master's and doctoral degree, and allows those holding an Oregon Teaching License to complete both administrative licenses within a five-year period of time. Students are able to complete a unique post-master's degree course of study without earning a doctorate. Together, the IAL and CAL programs of study help aspiring and new-to-profession educational leaders grow into seasoned professionals with the knowledge, values, skills, and courage to improve teaching and learning in schools. By addressing issues of equity and focusing on best practices for effective leadership, students exit the Ed.S. program ready to practice reflectively, think critically, and use data and research to advance learning and achievement for all students. The Ed.S. program is aligned with the approved Oregon Administrative standards and is designed to be responsive to the changing nature of schools and the work of educational leaders.

A capstone/culminating project requires students to synthesize and integrate their learning and leadership growth across the two licensure programs into a written report and public demonstration.

### Degree Requirements

Passing scores on both sections of the ORELA administrator examination

Passing scores on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"

A minimum of 37 semester hours, distributed as follows:

### Track I Required Courses

For students who have not yet completed an Initial Administrator License program:

The 18 semester hours required for the Initial Administrator License Program

The 18 semester hours required for the Continuing Administrator License Program

EDAD 576/EDAD 676 Integrated Administrative Seminar	1
---	---

### Track II Required Courses

For students who have earned an Initial Administrator License from an institution **other than** Lewis & Clark:

10 hours of transfer credit from an initial license program at another institution

8 hours of elective credit chosen from Lewis & Clark Continuing Administrator License coursework

The 18 semester hours required for the Continuing Administrator License Program

EDAD 576/EDAD 676 Integrated Administrative Seminar	1
---	---

## Initial Administrator License

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

### Licensure Program Requirements

A minimum of 18 semester hours, distributed as follows:

#### Required Courses

EDAD 501/EDAD 610 Leading and Managing for Teaching and Learning	2.5
EDAD 502/EDAD 612 Instructional Leadership	2.5
EDAD 504A/EDAD 614A Practicum for Administrators I	2.5
EDAD 504B/EDAD 614B Practicum for Administrators II	2.5
EDAD 507/EDAD 617 Budgeting for School Equity	1.5
EDAD 560/EDAD 660 Using Data for School Improvement	2.5
EDAD 568/EDAD 668 Engaging the Community for Effective Schools	2
EDAD 569/EDAD 669 Ethics, Policy, and the Law	2

### Eligibility for Initial Licensure

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

- Completion of a master's degree from an accredited institution.
- An Oregon teaching or personnel service license and three years of successful teaching or personnel service experience.
- Admission to a Lewis & Clark Educational Administration program.
- Completion of the required hours of graduate coursework appropriate to the desired license.
- Demonstration of knowledge of anti-discrimination statutes, if non-Oregon licensed.
- A passing score on the the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment" (if applying for license after September 1, 2010).
- A passing score on the ORELA subject-area exams in administration.
- Evidence of passing the CBEST, WEST-B, or Praxis I: PPST/CBT series of tests, if coming from out of state.

## Continuing Administrator License

This license program is offered both on campus and at district-affiliated sites, and is open to candidates who hold an Initial Administrator License. The Continuing Administrator License program is performance-based. Candidates develop a portfolio of evidence, demonstrating that they

meet the advanced standards according to regulations set by the Oregon Teacher Standards and Practices Commission (TSPC). The portfolio is exhibited to peers and faculty during EDAD 549/ EDAD 649 Professional Mentorship and Seminar, which is the final course in the required 18-semester-hour program.

Students enrolled in the Doctor of Education in Leadership program who plan to meet the requirements for the Continuing Administrator License must work with an advisor to develop an appropriate program and must apply and be admitted into the Continuing Administrator License program.

### Licensure Program Requirements

18 semester hours, including required seminar course and two courses from each of four strands:

#### Required Courses

EDAD 549/EDAD 649 Professional Mentorship and Seminar	2
---	---

#### Strand One: Visionary & Ethical Leadership (choose two courses)

EDAD 523/EDAD 623 Communication Skills and Conflict Resolution	2
EDAD 540/EDAD 640 Organizational Change for Action	2
EDAD 547/EDAD 647 Ethical Leadership and Decision-Making	2
EDAD 553/EDAD 653 Priority Leadership: Leading Systemic Change	2
EDAD 559/EDAD 659 Collaborative Leadership and Team-Building	2

#### Strand Two: Instructional Improvement (choose two courses)

EDAD 532/EDAD 632 Leading Difficult and Underperforming People to Excellence	2
EDAD 533/EDAD 633 Professional Development for Instructional Leaders	2
EDAD 536/EDAD 636 Leading Schools Through Instructional Technologies	2
EDAD 537/EDAD 637 Educational Research and Assessment	2
EDAD 548/EDAD 648 Leadership for Learning and School Culture	2

#### Strand Three: Effective Management (choose two courses)

EDAD 531/EDAD 631 Colloquium for New Administrators	2
EDAD 535/EDAD 635 Managing Facilities and Resources	2
EDAD 546/EDAD 646 Negotiation, Collective Bargaining, and Contract Management	2

EDAD 555/EDAD 655 Building Positive Behavior Supports for All Students 2  
 EDAD 556/EDAD 656 School Finance and District Budgeting 2

**Strand Four: Socio-Political Contexts and Inclusive Practices (choose two courses)**

EDAD 551/EDAD 651 Legal and Procedural Aspects of Special Education 2  
 EDAD 552/EDAD 652 Culturally Responsive Practices for School Leaders 2  
 EDAD 567/EDAD 667 Developing Leadership Intelligences 2  
 EDAD 574/EDAD 674 Foundations for Administrators Leading Diverse Schools 2  
 EDAD 577/EDAD 677 Advanced Colloquium for Practicing Administrators 2  
 EDAD 578/EDAD 678 Leader as Ethnographer: Exploring and Engaging the School Community 2

**Eligibility for Continuing Administrator Licensure**

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

- Successful completion of the Initial Administrator License at Lewis & Clark or another regionally accredited institution.
- Admission to a Lewis & Clark Educational Administrator program and approved individual course of study on file.
- Three years of successful administrative experience in Oregon schools on an Initial Administrator License.
- Completion of at least 10 semester hours of coursework in the Continuing Administrator License Program at Lewis & Clark.
- If the candidate did not complete the Initial Administrator License program at Lewis & Clark, he or she must document passing scores on one of the tests of basic skills (PRAXIS I, CBEST, or WEST-B), the ORELA subject-area exams for administrators, and the ORELA civil rights exam.

**Initial Administrator Licensure 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 Leading and Managing for Teaching and Learning**

Content: This course investigates the "big picture" of schooling and administration. It addresses the school as an organization, the role of the administrator as an educational leader, systems organization, change as a process, leadership theory and development, visionary leadership principles and actions, resources management and allocation, communication strategies, and school improvement as the framework for the improvement of student learning.  
 Prerequisites: None.  
 Credits: 2.5 semester hours.

**EDAD 502 Instructional Leadership**

Content: This course focuses on instructional leadership and how it connects to the complex relationships between teacher growth and development (supervision/evaluation), professional development, and standards-based school improvement. The course draws from research on effective teaching to assist leaders in improving instructional practices. Students learn to capitalize on the diversity of the school community to improve teaching for all students.  
 Prerequisites: None.  
 Credits: 2.5 semester hours.

**EDAD 504A Practicum for Administrators I**

Content: First of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.  
 Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.  
 Credits: 0.5-3 semester hours.

**EDAD 504B Practicum for Administrators II**

Content: Second of two semesters of supervised, onsite, predesigned administrative experience along with campus seminars involving activities, discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills necessary for successful school administration in early childhood/elementary and middle school/high school under the supervision of experienced site and campus supervisors.  
 Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.  
 Credits: 0.5-3 semester hours.

### **EDAD 507 Budgeting for School Equity**

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

Prerequisites: None.

Credits: 1.5 semester hours.

### **EDAD 560 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2.5 semester hours.

### **EDAD 568 Engaging the Community for Effective Schools**

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

Prerequisites: None.

Credits: 2 semester hours.

### **EDAD 569 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.

## **Continuing Administrator Licensure 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 549 Professional Mentorship and Seminar**

Content: The Professional Mentorship and Seminar course is one academic year in length. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and 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 Continuing Administrator License program completion.

Prerequisites: Initial Administrator License; minimum of three years as a practicing administrator.

Credits: 2 semester hours.

#### **Strand One**

### **EDAD 523 Communication Skills and Conflict Resolution**

Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.

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 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 and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue.

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: Initial Administrator License and current administrative position.

Credits: 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 managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

**Strand Two**

**EDAD 532 Leading Difficult and Underperforming People to Excellence**

Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objective documentation of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 533 Professional Development for Instructional Leaders**

Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 536 Leading Schools Through Instructional Technologies**

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

Prerequisites: None.

Credits: 2 semester hours.

**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 548 Leadership for Learning and School Culture**

Content: Student success is an enormous responsibility, one that resonates with school leaders on a daily basis. Research shows adult actions in teaching and learning matter in student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership; explore who they are as learners and leaders; and reflect on how their actions and behaviors can contribute to or distract from both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a verbal case study and overview document.

Prerequisites: None.

Credits: 2 semester hours.

**Strand Three**

**EDAD 531 Colloquium for New Administrators**

Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators reveal their personal cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership perspectives. The course is designed for administrators in their first three years of administrative experience. Prerequisites: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 535 Managing Facilities and 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.

Credits: 2 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. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. 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, including binding arbitration as a final step.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 555 Building Positive Behavior Supports for All Students**

Content: In the past, school-wide discipline has 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. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports.

Prerequisites: 20.

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: 2 semester hours.

**Strand Four**

**EDAD 551 Legal and Procedural Aspects of Special Education**

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

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 567 Developing Leadership Intelligences**

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 use authentic school and real-world dilemmas. Strengths Finder will be utilized as a tool to acquaint students with their strength lenses and provide strategies on how to develop other perspectives.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 574 Foundations for Administrators Leading Diverse Schools**

Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. 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 577 Advanced Colloquium for Practicing Administrators**

Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 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.

**M.Ed. 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.

**ED 500 Educational Research**

Content: 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 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: To be taken at end of master's program.

Credits: 2 semester hours.

**EDAD 533 Professional Development for Instructional Leaders**

Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration.

Prerequisites: None.

Credits: 2 semester hours.

**Ed.S. 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 576 Integrated Administrative Seminar**

Content: In a capstone/culminating project, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; 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: Completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.

Credits: 1-4 semester hours.

## Educational Leadership

This program is designed for passionate educators who are committed to social justice. It has been structured to allow professionals to complete an academically challenging terminal degree while maintaining full-time employment.

### Doctor of Education in Leadership

The Ed.D. program 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 Ed.D. program director to plan a course of study to be completed prior to admission into the doctoral program.

The coursework portion of the 46-semester-hour cohort program takes two summers and four semesters (two calendar years) to be completed. During their two years of coursework, students are guided in the preparation of a dissertation proposal focused on an issue of practice relevant to the promotion of social justice or equity. Most students complete and defend their dissertations by the end of the fourth year.

Doctoral students who wish to obtain the Continuing Administrator License must apply and be admitted into the Continuing Administrator License program and meet the requirements for licensure, with the approval of an advisor.

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.

#### Degree Requirements

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

#### Required Degree Courses

EDLL 701	History of Leadership in Education	2
EDLL 702	Introduction to Personal and Organizational Leadership	2
EDLL 704	Leading Change Through Cultural Competence	2
EDLL 705	Seminar in Systems Thinking and Critical Social Theory	2
EDLL 708	Ethics and Leadership for Social Justice	2
EDLL 709	Adult Development and Learning	2
EDLL 710	Introduction to Educational Research	2
EDLL 715	Intercultural Community Collaboration	1
EDLL 725	Leadership in a Changing Global Society: Alternative Perspectives	1
EDLL 726	Seminar in Scholarship and Writing	2
EDLL 727	Focused Literature Research	2
EDLL 728	Conceptual Framework/Problem Articulation	2
EDLL 729A	Dissertation Proposal Seminar	2
EDLL 729B	Dissertation Proposal Preparation	1

EDLL 731	Public Policy: Creation and Implementation	2
EDLL 741A	Qualitative Research Methods	2
EDLL 741B	Quantitative Research Methods	2
EDLL 750	Doctoral Dissertation	12
EDLL 780	Social Justice Leadership Retreat	1
EDLL 798	Special Studies: New or Experimental Courses (Critical Theory and Pedagogy)	2

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

### 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; a "Change of Program" application is required. 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. Eligible students will work with the program director to identify 36 hours of work from the possible 46 hours of doctoral classes (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 brought into the program. (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.

#### 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	1
----------	-------------------	---

## Educational 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. Explore how leadership, organization, and ethical and political issues relate to those three fundamental questions.

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

Credits: 2 semester hours.

### EDLL 702 Introduction to Personal and Organizational Leadership

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

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

Credits: 2 semester hours.

### EDLL 704 Leading Change Through Cultural Competence

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

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

Credits: 2 semester hours.

### EDLL 705 Seminar in Systems Thinking and Critical Social Theory

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

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

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

Credits: 2 semester hours.

### EDLL 709 Adult Development and Learning

Content: This course draws from the literature on adult education, development, and leadership to explore the relationship between educational leaders, community leaders, parents and other stakeholders who work with K-12 students. Content includes adult learning theory, transformational learning, adult development, the adult life-world, and critical/feminist perspectives. Students will analyze and critique educational, sociological, economic, cultural, and professional issues impacting diverse learning communities.

Prerequisites: 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, methodologies, and methods in social science research. Students learn about different approaches used in education research and examine assumptions and values that underlie various paradigms and methodologies. 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. It prepares students to link research interests and research questions with a suitable design, and addresses how education leaders can use research for advocacy and transformative social action.

Prerequisites: 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: 20.

Corequisites: None.

Credits: 1 semester hour.

### EDLL 725 Leadership in a Changing Global Society: Alternative Perspectives

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

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

Credits: 1-2 semester hours.

**EDLL 726 Seminar in Scholarship and Writing**

Content: Invites students to see writing as a process, develop an academic style of writing, and understand the power of narrative to engage readers. Gain an awareness of the role of personal voice in professional writing. Participants are encouraged to use critical writing, speaking, and listening skills on a regular basis; to use writing as a means of research; to explore library and technology resources; and to use APA style format. Covers practical applications to issues of leadership.

Prerequisites: 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. Additionally, each student will work with a Lewis & Clark faculty member serving as a "content advisor" who will assist them with interpreting literature pertaining to their problem area.

Prerequisites: EDLL 726.

Corequisites: None.

Credits: 2 semester hours.

**EDLL 728 Conceptual Framework/Problem Articulation**

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

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

Credits: 2 semester hours.

**EDLL 729A Dissertation Proposal Seminar**

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

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

Credits: 2 semester hours.

**EDLL 729B Dissertation Proposal Preparation**

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

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

Credits: 1 semester hour.

**EDLL 730 Advancement to Candidacy Seminar**

Content: Prepares doctoral students for advancement to candidacy. To meet the requirements for advancement, participants must successfully present a completed dissertation proposal. The course provides individualized coaching and writing assistance and allows students to work toward finalization of their proposal under faculty supervision and maintain access to college services while continuously enrolled in the doctoral program.

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

Credits: 1 semester hour.

**EDLL 731 Public Policy: Creation and Implementation**

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

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

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

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 before defending their dissertations. Grade will be considered incomplete until the candidate has successfully defended his or her dissertation.

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

Credits: 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.

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

Corequisites: none.

Credits: 1 semester hour.

**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.

## 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 School Counseling programs:

- Provide a high-quality academic experience that develops knowledge and skills and reflects school counseling in the 21st century.
- Provide professional support and assistance for all candidates to meet state requirements for licensure.
- Focus on the individual needs of candidates, their students, their schools, and their communities.
- Provide 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.
- Promote success for all participants through continued formal and informal feedback and evaluations.
- Provide 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.

The Oregon Teacher Standards and Practices Commission (TSPC) and the National Council for Accreditation of Teacher Education (NCATE) have approved Lewis & Clark's licensure programs in school counseling. Licensure-only candidates meet with their advisors to develop individualized programs that fulfill the licensure requirements set out by TSPC.

### 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 National Council for Accreditation of Teacher Education (NCATE). (Instructors address these in class.) Candidates must begin a professional portfolio during the first semester of coursework. The portfolio includes documentation of the following:

- All completed coursework/projects (e.g., an evaluation summary for each course)
- Micro-internships (e.g., academic development and consultation internships)
- Professional organizational membership beginning in the first semester of coursework
- Completion of all prerequisite coursework prior to the final internship
- Completion of all courses (i.e., no outstanding incompletes prior to the final internship)
- Applicable coursework in the development of a comprehensive school counseling program plan.

## Master of Education in School Counseling with Initial I License

### Track I

Candidates who hold a current Oregon Basic, Standard, Initial I, or Continuing teaching license and have completed two years of successful teaching on that license are eligible for the Track I program in school counseling.

### Degree Requirements for Track I

Passing grade on the NES subject test in school counseling  
Passing grade on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"

Candidates must complete 42 semester hours, distributed as follows:

### Required Courses for Track I

SCED 500	Introduction to School Counseling	3
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 510	Family Dynamics, Community Resources, and Consultation	3
SCED 511	Group Leadership Skills for School Counselors	2
SCED 512	Special-Needs Populations in Schools	2
SCED 513	Educational Research, Assessment, and Technology	3
SCED 516	School Counseling Internship (two semesters, 4 semester hours each)	8

**Elective Requirement for Track I**

A minimum of 3 semester hours

**Graduate Core Requirement for Track I**

A minimum of 2 semester hours, including one Core convocation

**Track II**

Candidates who do not hold a valid Oregon teaching license—or who do hold such a license but have less than two years of teaching experience in an accredited school for grades K-12—are eligible for the Track II program in school counseling.

**Degree Requirements for Track II**

Passing grade on the Praxis I, CBEST, or WEST-B tests of basic skills

Passing grade on the NES subject test in school counseling

Passing grade on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"

Candidates must complete 45 semester hours, distributed as follows:

**Additional Required Courses for Track II**

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

SCED 517	Practicum in Classroom Instruction	5
----------	------------------------------------	---

**Elective Requirement for Track II**

A minimum of 1 semester hour

**Graduate Core Requirement for Track II**

A minimum of 2 semester hours, including one Core convocation

**Initial I School Counseling License Only**

Candidates who hold a master's degree in a closely related field (e.g., education, psychology, or social work) may apply for admission to the Initial I School Counseling License Only program. Students are held accountable to each course in the program as outlined below, but after admis-

sion, the candidate works closely with a faculty advisor to design an individual program of study leading to licensure. The program of study is created from review of petitions submitted by the candidate to waive coursework based on competence equivalency or examination (restricted to certain courses). Contact the School Counseling office for further information.

**Track I**

Candidates who hold a current Oregon Basic, Standard, Initial I, or Continuing Teaching license and have completed two years of successful teaching on that license are eligible for the Track I program in school counseling.

**Licensure Requirements for Track I**

Passing grade on the NES subject test in school counseling

Passing grade on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"

Candidates must complete 37 semester hours, distributed as follows:

**Required Courses for Track I**

SCED 500	Introduction to School Counseling	3
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 510	Family Dynamics, Community Resources, and Consultation	3
SCED 511	Group Leadership Skills for School Counselors	2
SCED 512	Special-Needs Populations in Schools	2
SCED 513	Educational Research, Assessment, and Technology	3
SCED 516	School Counseling Internship (two semesters, 4 semester hours each)	8

**Track II**

Candidates who do not hold a valid Oregon teaching license—or who do hold such a license but have less than two years of teaching experience in an accredited school for grades K-12—are eligible for the Track II program in school counseling.

**Licensure Requirements for Track II**

Passing grade on the Praxis I, CBEST, or WEST-B tests of basic skills

Passing grade on the NES subject test in school counseling

Passing grade on the ORELA exam, "Protecting Student and Civil Rights in the Educational Environment"

Candidates must complete 42 semester hours, distributed as follows:

### Required Courses for Track II

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

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

## Obtaining a Permanent License (Initial II License)

The state licensing board (the Oregon Teacher Standards and Practices Commission, or TSPC) has recently revised the requirements for obtaining a permanent license. The new requirement is for practicing school counselors to take the equivalent of six semester hours in the nine years following the issuance of their initial school counseling license. In order to satisfy the criteria for the Initial II (permanent) license, a course must be graduate-level and must be related to your professional development. The School Counseling program's elective classes therefore satisfy the requirement and may be taken by practicing school counselors who are working toward the Initial II license. Please contact the School Counseling office with any questions or to find out more about how you can fulfill the requirements for the Initial II license at Lewis & Clark.

## 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, SCED 501, SCED 502.

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 Leadership Skills for School Counselors**

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

Prerequisites: None.

Credits: 2 semester hours.

**SCED 512 Special-Needs Populations in Schools**

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

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.

Credits: 3 semester hours.

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

Content: Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework.

Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-Based Admissions Standards), including curriculum, instruction, leadership, and politics. Students take 4 semester hours in fall and 4 in spring for a total of 8 semester hours.

Prerequisites: Portfolio meeting and sign-off with advisor, completion of all required coursework.

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 544 Practicum**

Prerequisites: None.

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, 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-IV 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.

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

Credits: 1-5 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: 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 Leadership Courses

*Note:* Some of the courses listed below may not be offered during the current academic year. Current course offerings are listed in the online course schedule, WebAdvisor, available at [graduate.lclark.edu/dept/gradreg](http://graduate.lclark.edu/dept/gradreg).

- School Counseling
- Educational Administration
- Doctor of Education in Leadership

### 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, SCED 501, SCED 502.

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 Leadership Skills for School Counselors**

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

Prerequisites: None.

Credits: 2 semester hours.

**SCED 512 Special-Needs Populations in Schools**

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

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.

Credits: 3 semester hours.

**SCED 516 School Counseling Internship**

Content: Application of knowledge, skills, and attitudes gained from previous courses (e.g., consultation, research, ethics/law). Candidates focus on the school counselor's role within the educational setting and prepare a professional portfolio that showcases their graduate work/experiences. Candidates assess, design, implement, and evaluate a comprehensive school counseling program based on national standards, the ASCA National Model, and Oregon's Comprehensive Guidance and Counseling Framework.

Explores school reform initiatives (e.g., Certificate of Initial Mastery, Certificate of Advanced Mastery, Proficiency-Based Admissions Standards), including curriculum, instruction, leadership, and politics. Students take 4 semester hours in fall and 4 in spring for a total of 8 semester hours.

Prerequisites: Portfolio meeting and sign-off with advisor, completion of all required coursework.

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 544 Practicum**

Prerequisites: None.

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, 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-IV 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.

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

Credits: 1-5 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: 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 501 Leading and Managing for Teaching and Learning**

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

Prerequisites: None.

Credits: 2.5 semester hours.

**EDAD 502 Instructional Leadership**

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

Prerequisites: None.

Credits: 2.5 semester hours.

**EDAD 504A Practicum for Administrators I**

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

Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.

Credits: 0.5-3 semester hours.

**EDAD 504B Practicum for Administrators II**

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

Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.

Credits: 0.5-3 semester hours.

**EDAD 505 Essential Readings**

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

Prerequisites: None.

Credits: 1.5 semester hours.

**EDAD 507 Budgeting for School Equity**

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

Prerequisites: None.

Credits: 1.5 semester hours.

**EDAD 523 Communication Skills and Conflict Resolution**

Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 531 Colloquium for New Administrators**

Content: The lenses of equity and social justice are applied to contemporary school issues that impact student learning and school success. Administrators reveal their personal cultural heritage and perspectives to understand how personal experiences influence administrative behaviors and leadership perspectives. The course is designed for administrators in their first three years of administrative experience.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 532 Leading Difficult and Underperforming People to Excellence**

Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objective documentation of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 533 Professional Development for Instructional Leaders**

Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration. Prerequisites: None. Credits: 2 semester hours.

**EDAD 535 Managing Facilities and 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. Credits: 2 semester hours.

**EDAD 536 Leading Schools Through Instructional Technologies**

Content: Broad overview of the ever-changing technology landscape. Participants get hands-on experience using educational and management technologies. Topics include research on technology in education. Administrators learn to make informed decisions about technology while increasing personal skills in its use. Prerequisites: None. Credits: 2 semester hours.

**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 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 and 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. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. 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, 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 and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue. Prerequisites: None. Credits: 2 semester hours.

**EDAD 548 Leadership for Learning and School Culture**

Content: Student success is an enormous responsibility, one that resonates with school leaders on a daily basis. Research shows adult actions in teaching and learning matter in student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership; explore who they are as learners and leaders; and reflect on how their actions and behaviors can contribute to or distract from both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a verbal case study and overview document.

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. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and 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 Continuing Administrator License program completion.

Prerequisites: Initial Administrator License; minimum of three years as a practicing administrator.

Credits: 2 semester hours.

**EDAD 551 Legal and Procedural Aspects of Special Education**

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

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: Initial Administrator License and current administrative position.

Credits: 2 semester hours.

**EDAD 554 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: 1-4 semester hours.

**EDAD 554A 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 554B 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 555 Building Positive Behavior Supports for All Students**

Content: In the past, school-wide discipline has 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. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports.

Prerequisites: 20.

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: 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 managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 560 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2.5 semester hours.

**EDAD 567 Developing Leadership Intelligences**

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 use authentic school and real-world dilemmas. Strengths Finder will be utilized as a tool to acquaint students with their strength lenses and provide strategies on how to develop other perspectives.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 568 Engaging the Community for Effective Schools**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 569 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 574 Foundations for Administrators Leading Diverse Schools**

Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. 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, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; 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: Completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.

Credits: 1-4 semester hours.

**EDAD 577 Advanced Colloquium for Practicing Administrators**

Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 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 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.

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

Credits: 1-5 semester hours.

**EDAD 610 Leading and Managing for Teaching and Learning**

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

Prerequisites: None.

Credits: 2.5 semester hours.

**EDAD 612 Instructional Leadership**

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

Prerequisites: None.

Credits: 2.5 semester hours.

**EDAD 614A Practicum for Administrators I**

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

Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program.

Credits: 0.5-3 semester hours.

**EDAD 614B Practicum for Administrators II**

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

Prerequisites: Completion of at least two initial license courses and admission to the Initial Administrator License Program and EDAD 614A.

Credits: .5-3 semester hours.

**EDAD 615 Essential Readings**

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

Prerequisites: None.

Credits: 1.5 semester hours.

**EDAD 617 Budgeting for School Equity**

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

Prerequisites: None.

Credits: 1.5 semester hours.

**EDAD 623 Communication Skills and Conflict Resolution**

Content: Although many factors are thought to contribute to administrative effectiveness, the role of communication between and among different groups is not fully understood. Drawing from research on this topic, this course examines communication processes as they apply to personnel and group effectiveness in a variety of settings, including site-based councils. Students explore the dynamics of communication between ethnic and social groups, investigate strategies for improving the content knowledge of problem-solving, and examine the role of communication as it relates to trust and credibility in different settings.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 631 Colloquium for New Administrators**

Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 632 Leading Difficult and Underperforming People to Excellence**

Content: The course is designed to provide practicing school administrators with knowledge, skills and support to work with adults from diverse and multicultural backgrounds, primarily teachers, whose performance is not acceptable. The course is not a clinical supervision course. Students will continue to develop administrative awareness of personal attitudes and beliefs about competence and success of teachers based on gender, ethnic background and social class. Course topics include effective hiring and retention practices, diagnosis of causes for unacceptable teacher performance, objectively documenting evidence of teacher performance, the legal basis for supervising and evaluating teachers, review of and familiarization with district evaluation documents, analysis of personal leadership approaches and behaviors, assessing teacher competence and potential for growth, and finally, discussion of relevant technology which supports effective supervision.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 633 Professional Development for Instructional Leaders**

Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration.

Prerequisites: None.

Credits: 2 semester hours.

### **EDAD 635 Managing Facilities and 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: Initial Administrators License.

Credits: 2 semester hours.

### **EDAD 636 Leading Schools Through Instructional Technologies**

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

Prerequisites: None.

Credits: 2 semester hours.

### **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 642 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: 1-4 semester hours.

### **EDAD 642A 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 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 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 and admission to Initial Administrator License Program.

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. There are clear responsibilities for maintaining agreements reached through the collective bargaining process. 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, 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 and how to include character education into daily life in the learning community. We will look at these matters and attempt to discover ethical questions that may not so easily present themselves or are not readily obvious to us. Our primary mode of exploration will be reading and dialogue.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 648 Leadership for Learning and School Culture**

Content: Student success is an enormous responsibility, one that resonates with school leaders on a daily basis. Research shows adult actions in teaching and learning matter in student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership; explore who they are as learners and leaders; and reflect on how their actions and behaviors can contribute to or distract from both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a verbal case study and overview document.

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. Students must have a minimum of 3 years as a practicing administrator in order to enroll in the class. Upon successful completion of a 220 hour practicum and 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 Continuing Administrator License program completion.

Prerequisites: Initial Administrator License; minimum of three years as a practicing administrator.

Credits: 2 semester hours.

**EDAD 651 Legal and Procedural Aspects of Special Education**

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

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: Initial Administrator License and current administrative position.

Credits: 2 semester hours.

**EDAD 655 Building Positive Behavior Supports for All Students**

Content: In the past, school-wide discipline has 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. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports.

Prerequisites: Initial Administrative License.

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: 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 managing the enduring dilemmas of time and accountability will be explored and evaluated. The art of collaboration will be modeled and practiced.

Prerequisites: None.

Credits: 1.5 semester hours.

**EDAD 660 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2.5 semester hours.

**EDAD 667 Developing Leadership Intelligences**

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 use authentic school and real-world dilemmas. Strengths Finder will be utilized as a tool to acquaint students with their strength lenses and provide strategies on how to develop other perspectives.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 668 Engaging the Community for Effective Schools**

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

Prerequisites: None.

Credits: 2.5 semester hours.

**EDAD 669 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: 1.5 semester hours.

**EDAD 674 Foundations for Administrators Leading Diverse Schools**

Content: Designed to prepare administrators for meeting the cultural, linguistic, and academic needs of English language learners. The course will include an explanation of cultural competency through the lens of race, culture, and language, and review literature on effective ways to work with diverse families and communities. 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 676 Integrated Administrative Seminar**

Content: In a capstone/culminating project, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess leadership growth across the Initial and Continuing Administrative licensure programs; demonstrate knowledge of the seven standards for Oregon School Administrators; 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: Completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.

Corequisites: 73.

Credits: 1-4 semester hours.

**EDAD 677 Advanced Colloquium for Practicing Administrators**

Content: Practicing administrators develop content knowledge about the issues and challenges they encounter in their work in schools, learning to apply current research and leadership skills to successfully resolve leadership dilemmas. A variety of facilitation protocols will be introduced and modeled to promote class interaction and demonstrate possible applications in school settings. Students will develop peer support networks and professional connections to assist them in making difficult decisions and sustaining high quality school leadership.

Prerequisites: Initial Administrator License and current school administration position.

Credits: 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 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.

**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 (Doctoral Program)**

**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. Explore how leadership, organization, and ethical and political issues relate to those three fundamental questions.

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

Credits: 2 semester hours.

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

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

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

Credits: 2 semester hours.

**EDLL 704 Leading Change Through Cultural Competence**

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

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

Credits: 2 semester hours.

**EDLL 705 Seminar in Systems Thinking and Critical Social Theory**

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

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

Credits: 2 semester hours.

**EDLL 706A Seminar in Action Research A: Proposal**

Content: Introduction to the principles of action research. Includes history and theory of a variety of research approaches. Explores the role of participant observer as well as the action research cycle of planning, action, evaluation, and renewed planning. Participants will begin exploring researchable issues and design an action research project around their area of interest pertaining to the dissertation.

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

Credits: 2 semester hours.

**EDLL 706B Seminar in Action Research B: Project**

Content: Introduction to the principles of action research. Includes history and theory of research approaches. Explores the role of participant observer as well as the action research cycle of planning, action, evaluation, and renewed planning. Participants will continue exploring researchable issues related to their dissertation topics by carrying out an action research project designed in EDLL 706A (Seminar in Action Research A: Proposal).

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

Credits: 1 semester hour.

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

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

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

Credits: 2 semester hours.

**EDLL 709 Adult Development and Learning**

Content: This course draws from the literature on adult education, development, and leadership to explore the relationship between educational leaders, community leaders, parents and other stakeholders who work with K-12 students. Content includes adult learning theory, transformational learning, adult development, the adult life-world, and critical/feminist perspectives. Students will analyze and critique educational, sociological, economic, cultural, and professional issues impacting diverse learning communities.

Prerequisites: 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, methodologies, and methods in social science research. Students learn about different approaches used in education research and examine assumptions and values that underlie various paradigms and methodologies. 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. It prepares students to link research interests and research questions with a suitable design, and addresses how education leaders can use research for advocacy and transformative social action.

Prerequisites: 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: 20.

Corequisites: None.

Credits: 1 semester hour.

**EDLL 724 Team Development and Facilitation Skills**

Content: It is no longer possible, if it ever was, for a single person to be the sole leader or individual responsible for improved student learning. We have to work together to meet the needs of our students and their families. We also know that participation is important and that how things are done impacts what is accomplished. Teams serve as a vehicle to address this challenging work. Basic team development strategies need to be part of every education leader's practice as a way to ensure we can access the talents of our members and promote diversity of thinking for problem solving and decision-making. This kind of focus requires team leaders to be skilled in theoretical understanding, facilitation strategies, group process, and managing conflicts. This course addresses those very practical areas and provides educational leaders with knowledge and confidence in facilitating a variety of work teams for productive results.

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

Credits: 1 semester hour.

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

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

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

Credits: 1-2 semester hours.

**EDLL 726 Seminar in Scholarship and Writing**

Content: Invites students to see writing as a process, develop an academic style of writing, and understand the power of narrative to engage readers. Gain an awareness of the role of personal voice in professional writing. Participants are encouraged to use critical writing, speaking, and listening skills on a regular basis; to use writing as a means of research; to explore library and technology resources; and to use APA style format. Covers practical applications to issues of leadership.

Prerequisites: 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. Additionally, each student will work with a Lewis & Clark faculty member serving as a "content advisor" who will assist them with interpreting literature pertaining to their problem area.

Prerequisites: EDLL 726.

Corequisites: None.

Credits: 2 semester hours.

**EDLL 728 Conceptual Framework/Problem Articulation**

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

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

Credits: 2 semester hours.

**EDLL 729A Dissertation Proposal Seminar**

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

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

Credits: 2 semester hours.

**EDLL 729B Dissertation Proposal Preparation**

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

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

Credits: 1 semester hour.

**EDLL 730 Advancement to Candidacy Seminar**

Content: Prepares doctoral students for advancement to candidacy. To meet the requirements for advancement, participants must successfully present a completed dissertation proposal. The course provides individualized coaching and writing assistance and allows students to work toward finalization of their proposal under faculty supervision and maintain access to college services while continuously enrolled in the doctoral program.

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

Credits: 1 semester hour.

**EDLL 731 Public Policy: Creation and Implementation**

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

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

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

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 before defending their dissertations. Grade will be considered incomplete until the candidate has successfully defended his or her dissertation.

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

Credits: 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.

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

Corequisites: none.

Credits: 1 semester hour.

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

Credits: 1-3 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 approved by the National Council for the Accreditation of Teacher Education (NCATE) and 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 teaching experience (for prospective teachers, their experience with youth in educational settings); written essays; and the results of standardized tests and/or a portfolio (for inservice applicants only). Specific admission requirements and procedures for preservice applicants are described in the Admissions section.

### Programs

#### Preservice Programs for New Teachers

- Early Childhood/Elementary: M.A.T.
- Middle-Level/High School: M.A.T.
- Educational Studies: M.Ed.

#### Inservice Programs for Experienced Teachers

- Curriculum and Instruction: M.Ed.
- Special Education: M.Ed. and Endorsement
- ESOL/Bilingual: Endorsement
- Language and Literacy: Reading Endorsement

## Early Childhood/Elementary

Lewis & Clark offers an outstanding 13- to 14-month program that leads to an initial teaching license and a master's degree. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, equity, and inclusion and promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, a rigorous learning atmosphere, intellectual growth, and a dedication to social justice.
- Educational experiences that cultivate connections between learners and their communities.
- School and classroom environments designed to 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: [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 Initial I Teaching License

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

### Testing Required for the Oregon Initial I Teaching License

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

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

For demonstration of knowledge of civil rights laws, candidates must pass the NES/ORELA: Protecting Student and Civil Rights in the Educational Environment test.

Authorizations in early childhood, elementary, and middle-level teaching (with the exception of art and music) also require passing scores on the following exams: ORELA: Multiple Subject Examination (MSE). The MSE is criterion-referenced and objective-based, meaning that it is designed to measure a candidate's knowledge and skills in relation to an established standard rather than in relation to the performance of other candidates. In order to pass the MSE, candidates must pass two subtests. The subtest selection depends on whether the candidate has received prepara-

tion at an approved Oregon institution (Subtest I and II) or through an accredited out-of-state program (Subtest II and III).

Authorizations in high school teaching require passing scores on NES/ORELA or PRAXIS II tests in their specific subject matter. The tests typically include some combination of multiple-choice and constructed response formats.

Graduates complete all program requirements, including a yearlong practicum, before becoming eligible for recommendation to TSPC for an Initial I Teaching License.

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

### Applying for Licensure

Students must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services office, which you can find at [www.lclark.edu/graduate/career\\_and\\_licensing/k-12](http://www.lclark.edu/graduate/career_and_licensing/k-12).

### Licensing Agencies

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

## Master of Arts in Teaching With Initial Teaching License, Early Childhood/Elementary Authorizations

Lewis & Clark offers a full-time, 13- to 14-month program for beginning educators in early childhood/elementary education, which is organized around a year of supervised teaching in a Portland-area school, combined with coursework on campus and additional practicum experiences. The Early Childhood/Elementary program prepares students for an Initial I Teaching License to teach children in prekindergarten through grade 8 in multiple subjects. School placements provide a complete year of experience with children from diverse backgrounds.

### M.A.T. Degree Requirements

A minimum of 40 semester hours, including all requirements for licensure listed below:

#### Licensure Course Requirements

##### First Summer

ED 550	Social, Historical, and Ethical Perspectives on Education	2
ED 559	Math for Early Childhood	2
ED 561	Child Development and Learning	2

ED 568	The Arts, Culture, and Creativity	2
ED 569	Health and Physical Education	1
SCI 580	Teaching Children About the Natural World	2

**Fall Semester**

ED 511	Practicum: Field Observation	1
ED 514	Intern Practicum I (Early Childhood/Elementary)	2
ED 562	Elementary School Mathematics	2
ED 565	Reading I: Literacy Development, Pre-K-Grade 8	2
ESOL 535A	English Language Learners: Theory	1
SPED 524	Special Education for the General Education Teacher	1
SS 578	Inquiry/Teaching/Assessment: A Social and Cultural Framework	2

**Spring Semester**

ED 515	Intern Practicum II (Early Childhood/Elementary)	6
MATH 549	Algebra and Geometry for Early Childhood/Elementary Teachers	1
ED 563	Classroom Management and Inclusion	2
ED 566	Reading II: Literacy Development, K-Grade 8	3
ESOL 535B	English Language Learners: Theory in Practice	1
ED 523	Teaching and Assessment	1
SPED 505	Teaching Special Education Students in the General Education Classroom	1

**Second Summer**

ED 516	Intern Practicum III (Early Childhood/Elementary)	1
--------	---	---

Interns continue to co-teach with mentors through the end of the K-12 school year. It is expected that interns close out the year with their mentors. Students may apply for their teaching license upon completion of these courses. The second summer of the program is often when students complete their graduate Core requirements (see below).

**Graduate Core Requirement**

A minimum of 2 semester hours and one Core convocation

**M.A.T. Courses**

**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: Admission to a preservice program. Credits: 2 semester hours.

**ED 559 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: Admission to Early Childhood/Elementary 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: Admission to Early Childhood/Elementary Program or consent of instructor. Credits: 2 semester hours.

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

Content: Participants explore how children and adults think about and engage in the arts in connection with other areas of learning and development. Through creative, imaginative experiences, participants explore concepts such as patterns, pitch, texture, line, narration, and color within the fields of music, visual arts, storytelling, and movement, enacted within different cultural perspectives. Emphasis on creativity, imaginative use of the arts, and understanding the nature and value of the arts in human lives and cultures. Prerequisites: None. Credits: 2 semester hours.

**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: Admission to Early Childhood/Elementary Program.

Credits: 1 semester hour.

**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: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

**ED 511 Practicum: Field Observation**

Content: This course provides candidates in the Early Childhood/Elementary Preservice Program opportunities to observe teaching and learning in a variety of school contexts. Students will attend guided visits to schools with different demographics and program models in order to better understand the range of environments in which teaching and learning take place in local communities.

Prerequisites: Admission to Early Childhood/Elementary Program.

Corequisites: ED 514.

Credits: 1 semester hour.

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

Content: Part-time internship placement in an elementary classroom. In addition to observing classroom instruction, the intern serves as apprentice to the mentor teacher, working with individuals and small groups of students.

Interns also observe and work with small groups at their second authorization level. Campus seminars devoted to reflective discussions of teaching, learning, and assessment practices in diverse contexts are scheduled throughout the semester.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

**ED 562 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. Mathematics instructional strategies and assessments for elementary grades that are individually and culturally responsive 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.

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

Credits: 2 semester hours.

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

Content: Literacy processes and children's language and literacy development from birth through the middle grades. Focus is on theoretical foundations of literacy, meaning construction across-symbol systems, early reading and writing behavior, meaningcentered instructional practices, and basic knowledge and instructional practices relating to word recognition skills and comprehension processes. Introduces students to a range of individually and culturally responsive instructional assessment approaches and materials to promote literacy learning, as well as the concept of media literacy. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

**ESOL 535A English Language Learners: Theory**

Content: This course is designed to prepare elementary 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: Enrollment in the final term of a preservice teacher education program.

Credits: 1 semester hour.

**SPED 524 Special Education for the General Education Teacher**

Content: Inclusion of special education students in general education classrooms for a significant portion of the school day is a common enough practice to be considered a national trend. Special education students can bring challenges to the classroom teacher in all areas of educational practice, perhaps most specifically in instruction and management. This course will focus on the policy and procedures that govern special education and the adaptations in classroom practice necessary to ensure their success.

Prerequisites: ED 561.

Corequisites: ED 514.

Credits: 1 semester hour.

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

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: Admission to Early Childhood/Elementary Preservice Program.

Credits: 2 semester hours.

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

Content: Intensive intern teaching experience. Each student-teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Interns also complete observation and teaching at their second authorization level. The intern also attends a campus seminar each week that is devoted to reflective discussion of teaching, learning, and assessment practices in diverse contexts as well as school law, child abuse, and discrimination.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 6 semester hours.

**MATH 549 Algebra and Geometry for Early Childhood/Elementary 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, which an emphasis on developing strategies for equitable teaching of algebra to all students.

Prerequisites: Admission to the Early Childhood/Elementary Program or consent of instructor required.

Credits: 1 semester hour.

**ED 563 Classroom Management and Inclusion**

Content: Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, and creating classroom rules and procedures within democratic learning communities. Examines motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioristic interventions, and working with parents. Explores school and classroom practices in response to the cultural, developmental, and exceptional needs of children and adolescents. Sections focus on theory and practice appropriate for the developmental levels and cultural contexts of either early childhood/elementary classrooms or middle-level/high school classrooms.

Prerequisites: Admission to a preservice program.

Credits: 2 semester hours.

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

Content: Continuation of ED 565. Focus on individually and culturally responsive curriculum and instructional practices for literacy development in grades K-8. Gives increased attention to fluent readers, instruction in the intermediate and middle grades, classroom organization and implementation, methods for assessing students' reading and writing performance, diagnosis of individual needs, and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 3 semester hours.

**ESOL 535B English Language Learners: Theory in Practice**

Content: This course is designed to prepare elementary 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.

**ED 523 Teaching and Assessment**

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

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 1 semester hour.

**SPED 505 Teaching Special Education Students in the General Education Classroom**

Content: Understanding the requirements of special education legislation litigation, and specially designed research-based instruction is an essential first step in the process of ensuring that general education classrooms provide appropriate instruction for special education students. The goals of this course will be to translate education policies and procedures into effective classroom practice. Particular emphasis will be placed on providing appropriate information for student Individual Education Plans (IEPs), interpreting IEPs for students in your classroom, and the processes, procedures, and techniques for providing appropriate adaptations for all students with disabilities.

Prerequisites: SPED 524.

Corequisites: ED 515.

Credits: 1 semester hour.

**ED 516 Intern Practicum III (Early Childhood/Elementary)**

Content: Intensive intern teaching experience. Each student-teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Interns also complete observation and teaching at their second authorization level. The intern works full-time in school site and also attends a campus seminar devoted to reflective discussion of teaching, learning, and assessment practices in a diverse context.

Prerequisites: None.

Credits: 1 semester hour.

## Middle-Level/High School

Lewis & Clark offers an outstanding 13- to 14-month program that leads to an initial teaching license and a master's degree. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, equity, and inclusion and promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, a rigorous learning atmosphere, intellectual growth, and a dedication to social justice.
- Educational experiences that cultivate connections between learners and their communities.
- School and classroom environments designed to 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: [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 Initial I Teaching License

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

### Testing Required for the Oregon Initial I Teaching License

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

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

For demonstration of knowledge of civil rights laws, candidates must pass the NES/ORELA: Protecting Student and Civil Rights in the Educational Environment test.

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

Authorizations in high school teaching require passing scores on NES/ORELA or PRAXIS II tests in their specific subject matter. Generally, the tests typically include some combination of multiple-choice and constructed response formats.

Graduates complete all program requirements, including a yearlong practicum, before becoming eligible for recommendation to TSPC for an Initial I Teaching License.

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

### Applying for Licensure

Students must apply for a license directly to TSPC by submitting the appropriate forms, fees, test scores, and transcripts. Information about filing for a license is available from Lewis & Clark's K-12 Educational Career and Licensing Services office, which you can find at [www.lclark.edu/graduate/career\\_and\\_licensing/k-12](http://www.lclark.edu/graduate/career_and_licensing/k-12).

### Licensing Agencies

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

## Master of Arts in Teaching With Initial Teaching License, Middle-Level/High School Authorizations

Lewis & Clark offers a full-time, 13- to 14-month program for beginning educators in middle and high school (grades 5-12) in subject areas including mathematics, biology, chemistry, physics, integrated science, social studies, or English language arts. Specialty-area endorsements also may be offered in art and music. (Note: The music endorsement program is not accepting students in 2011-2012). The Middle-Level/High School Program prepares candidates for an Initial I Teaching License to teach specific and multiple subjects in grades 5-9 (in elementary, middle, and junior high schools) and specific subject-areas in grades 9-12 (in high schools).

The M.A.T. degree in middle and high school education includes studies in education, adolescent development and learning, and subject-areas, as well as practicum and supervised teaching experiences and the interdisciplinary graduate Core program. The supervised teaching option enables beginning educators to meet the needs of adolescents in ways that extend adolescent learners' experiences and enhance beginning educators' and adolescents' capacity to solve problems. This option focuses on disciplinary knowledge with an emphasis on research in theory and best practices, including creating democratic learning communities,

designing educational activities that cultivate connections between learners and their communities, and incorporating a range of teaching and technological resources.

M.A.T. candidates begin coursework in mid-June of each year and continue through the following summer. The program includes a full school year of classroom experience with an outstanding mentor in a local school and the opportunity for a practicum at the other licensure level (i.e., if a candidate is placed in a middle school internship, the practicum will be at the high school level).

The program begins with an orientation in mid-June. Candidates then take a week-long writing course, followed by courses in education and their subject areas. After a short break, candidates are expected to begin work with their mentors the week before the opening of school in the fall (typically the week before Labor Day). During the fall semester, candidates examine subject matter and educational theory and research, as well as reflect on their professional identity, while spending time in their classroom observing and tutoring students, assisting the mentor 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 continue their 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, disciplinary knowledge, and the Core Program. Candidates may be eligible for licensure at the end of 12 months, leaving the second summer session for completion of master's degree requirements.

**M.A.T. Degree Requirements**

A minimum of 40 semester hours, including all requirements for licensure listed below:

**Licensure Course Requirements**

**First Summer**

ED 550	Social, Historical, and Ethical Perspectives on Education	2
ED 552	Adolescent Development, Learning, and Exceptionality	2
LA 531	Writing and the Writing Process	2

**Fall Semester**

ED 551	Literacy, Culture, and Learning	3
ED 553	Classroom Teaching and Learning I (Middle-Level/High School)	4
ART 579 or LA 579 or MATH 579 or MUE 579 or SCI 579 or SS 579	Teaching Art to Adolescents Teaching Language Arts to Adolescents Teaching Mathematics to Adolescents Teaching Music to Adolescents Teaching Science to Adolescents Teaching Social Studies to Adolescents	4

**Spring Semester**

ED 554	Classroom Teaching and Learning II (Middle-Level/High School)	7
ED 563	Classroom Management and Inclusion	2
ART 564 or LA 564 or MATH 564 or SCI 564 or SS 564	Curriculum and Inquiry: Art Curriculum and Inquiry: Language Arts Curriculum and Inquiry: Mathematics Curriculum and Inquiry: Science Curriculum and Inquiry: Social Studies	3

**Second Summer**

ESOL 535	English Language Learners: Theory and Practice	2
ED 546	Classroom Teaching and Learning III (Middle-Level/High School)	1

**Subject-Area Courses**

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

**Graduate Core Requirement**

A minimum of 2 semester hours (may be completed in the fall, spring, or second summer semester) and one Core convocation

**M.A.T. Courses**

**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: Admission to a preservice program. Credits: 2 semester hours.

**ED 552 Adolescent Development, Learning, and Exceptionality**

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

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

Credits: 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 Middle-Level/High School Program.

Prerequisites: None.

Credits: 2 semester hours.

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

Content: Understanding of the central importance of language and the social construction of knowledge. Examines issues of diverse perspectives; the changing definitions of literacy, including numeracy, scientific literacy, and visual literacy; an integrated process-oriented approach to reading and writing in the subject field; and basic information about standardized testing and classroom-based assessment. Introduction to literacy issues for students whose first language is not English. Stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their internship sites, participants conduct interviews and apply ethnographic methods and observation systems as they work to assess and document the meaning-making strategies of a selected middle or high school student and advocate for, support, and improve that student's literacy skills. Incorporates a range of technological resources from the school and community into experiences that support literacy learning.

Prerequisites: Admission to Middle-Level/High School Program.

Credits: 3 semester hours.

**ED 553 Classroom Teaching and Learning I (Middle-Level/High School)**

Content: Professional seminar in support of students' fall practicum. Topics include teacher identity, professionalism, socialization, reflective practice, renewal/support for teachers, and the creation of democratic learning communities. Examines federal and Oregon law prohibiting discriminatory practices in schools. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.

Prerequisites: Admission to Middle-Level/High School Program.

Credits: 4 semester hours.

**ED 554 Classroom Teaching and Learning II (Middle-Level/High School)**

Content: Professional seminar to support student interns' practice teaching in schools, including supervision, self-evaluation, and reflection on ethical behavior and professional development. Examination of a professional identity continues, emphasizing respect for diverse peoples, ideas, and cultures. Addresses standards-based assessment practices, including those congruent with Oregon education reform, teaching as an occupation and profession, the legal context of teaching, and rationales for educational practices.

Prerequisites: Current enrollment in Middle-Level/High School Preservice Program internship.

Credits: 7 semester hours.

**ED 563 Classroom Management and Inclusion**

Content: Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, and creating classroom rules and procedures within democratic learning communities. Examines motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioristic interventions, and working with parents. Explores school and classroom practices in response to the cultural, developmental, and exceptional needs of children and adolescents. Sections focus on theory and practice appropriate for the developmental levels and cultural contexts of either early childhood/elementary classrooms or middle-level/high school classrooms.

Prerequisites: Admission to a preservice program.

Credits: 2 semester hours.

**ESOL 535 English Language Learners: Theory and Practice**

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

Prerequisites: Enrollment in the final term of a preservice teacher education program.

Credits: 2 semester hours.

**ED 546 Classroom Teaching and Learning III (Middle-Level/High School)**

Content: Continued support for student interns' intensive practice teaching in schools, including classroom management practices, supervision, self-evaluation, and reflection on professional development.

Prerequisites: Admission to Middle-Level/High School Program. Demonstration of "emerging" or better rating on the Intern Teaching Profile formative assessment by mentor and supervisor, or, in the event of any rating of "unsatisfactory" on the ITP, a written plan of assistance with faculty approval.

Credits: 1 semester hour.

**Subject-Area "Teaching to Adolescents" Courses**

**ART 579 Teaching Art to Adolescents**

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

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

Credits: 4 semester hours.

**LA 579 Teaching Language Arts to Adolescents**

Content: Student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from those first responses into analysis of both the text and their reading of it. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts; articulation of objectives and linking them to teaching and assessment. Participants write the teaching plan for their first required inquiry/work sample.

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

Corequisites: None.

Credits: 4 semester hours.

**MATH 579 Teaching Mathematics to Adolescents**

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

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

Credits: 3-4 semester hours.

### **MUE 579 Teaching Music to Adolescents**

Content: Attitudes, skills, resources, and problem-solving techniques needed by the music specialist to teach instrumental or vocal music at the middle and high school levels. Disciplinary topics include rehearsal techniques, recruiting, motivation, assessment, budget and administration, sequential instruction, scheduling, and public performance.

Emphasis on tailoring curricular priorities and selecting instructional materials responsive to student differences, interests, developmental levels, and cultural backgrounds. Attention to helping participants reflect upon their own experience and professional practice with the aim of developing a personal philosophy of music education.

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

Corequisites: For students seeking an Initial Teaching License, MUE 544.

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 laboratory technologies in science teaching. Includes planning, organization, and assessment of science teaching and learning. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment. Introduces students to the importance of science as the work of a particular cultural community with shared values and linguistic norms while examining research about the challenge students may face in making a "cultural border crossing" into science. Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views of Novak, Mintzes, and Wandersee as well as Driver, Posner, Aikenhead, and other leaders in science education research. Participants complete an interview assessment of students' prior knowledge and write the teaching plan for their first required inquiry/work sample, being careful to include in this plan reflection on research previously conducted on the learning of concepts that are central to the work sample unit.

Prerequisites: Admission to Middle-Level/High School 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. Focuses on different ways of organizing instruction and assessing learning in secondary and middle school content areas. Students examine historical and contemporary issues in teaching social studies, including terminology, philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs and articulation of objectives, linking them to teaching and assessment. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Students also learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Participants write the teaching plan for their first required inquiry/work sample. Prerequisites: Admission to Middle-Level/High School Preservice Program or consent of instructor.

Credits: 4 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. Participants 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. Students complete both required Inquiry Work Samples.

Prerequisites: ART 579.

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. Participants 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. Students complete two required inquiry work samples.

Prerequisites: Admission to Middle-Level/High School 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. Participants 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. Students complete two inquiry work samples as part of the course.

Prerequisites: Admission to Middle-Level/High School Program.

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. Participants 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. Students complete two required inquiry work samples.

Prerequisites: Admission to Middle-Level/High School 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 will be modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions. Candidates complete two required inquiry/work samples.

Prerequisites: Admission to Middle-Level/High School Program.

Credits: 3 semester hours.

## Master of Education in Educational Studies

This program of study is available only to candidates admitted to the preservice Early Childhood/Elementary or Middle Level/High School program who, in consultation with their cohort 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.

The M.Ed. program of study is individualized based upon the progress the candidate has made in the program. Individuals who earn this degree will generally have four semester hours of their internship hours replaced by and . All individuals completing this program of study will have 40 semester hours of credit earned at Lewis & Clark.

### Degree Requirements

A minimum of 40 semester hours, distributed as follows:

#### Required Courses for Track I: Early Childhood/ Elementary

All courses required for the Early Childhood/Elementary Preservice Program, minus courses determined by the advisor and program director, depending on when during the year the candidate and advisor decide that the candidate will not complete the M.A.T. program leading to a recommendation for an Oregon Initial Teaching License. At a minimum the candidate will have four semester hours of practicum replaced by the following two courses:

ED 500/ED 615 Educational Research	2
ED 509/ED 624 Master's Project Seminar (if a work sample has not been successfully completed)	2

#### Required Courses for Track II: Middle-Level/High School

All courses required for the Middle-Level/High School Preservice Program, minus courses determined by the advisor and program director, depending on when during the year the candidate and advisor decide that the candidate will not complete the M.A.T. program leading to a recommendation for an Oregon Initial Teaching License. At a minimum the candidate will have four semester hours of practicum replaced by the following two courses:

ED 500/ED 615 Educational Research	2
ED 509/ED 624 Master's Project Seminar (if a work sample has not been successfully completed)	2

### Electives

Any remaining semesters of coursework chosen jointly by the advisor and student. A full list of education courses is available in this catalog.

### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

## Ed.S. Courses

### ED 500 Educational Research

Content: 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 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: To be taken at end of master's program.

Credits: 2 semester hours.

## ESOL/Bilingual Education

Designed for educators holding an Oregon teaching license, Lewis & Clark's ESOL/Bilingual Education Endorsement program explores the principles, theories, research, and practices relevant to the needs of students acquiring English as a second or additional language. To meet the needs of professionals, we offer program courses in the evenings, on weekends, during the summer, and, in some cases, at school sites. Candidates join colleagues and Lewis & Clark faculty to engage in small 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/Bilingual Endorsement program enter schools prepared to:

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

An additional assessment is required for those seeking to earn the bilingual component of the ESOL/Bilingual Endorsement. A cadre of native and near-native speaker specialists in targeted languages assess bilingual candidates in a written and oral examination. The reading and writing portion of the exam assesses language necessary for teaching academic content as well as understanding cultural practices specific to that language. The oral portion of the exam assesses the candidate's ability to discuss content-area subjects, explain instructional practices, and interact appropriately with adults from the language community.

### Licensing Agencies

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

## ESOL/Bilingual Education Endorsement

There are two pathways for students interested in obtaining the endorsement in ESOL.

### Track I

Track I is for those who are seeking their Continuing Teaching License and who are currently working in schools as licensed teachers. Students in Track I may pursue their endorsement in conjunction with the M.Ed. in Curriculum and Instruction degree at Lewis & Clark, or other master's degree programs for inservice teachers.

### Track I Endorsement Requirements

14 semester hours, including practicum  
Passing score on the ORELA: ESOL subject-area exam

### Track I Required Courses

ESOL 500/ESOL 600 Historical and Legal Foundations of Educating ESOL/Bilingual Students	3
ESOL 501/ESOL 601 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual Students	3
ESOL 502/ESOL 602 Focus on Culture and Community in Teaching ESOL/Bilingual Students	3
ESOL 505/ESOL 605 ESOL/Bilingual Practicum (Early Childhood/Elementary) or ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School) or ESOL 606 ESOL/Bilingual Practicum (Middle-Level/High School)	2
ESOL 507/ESOL 607 Language Acquisition and Development	3

### Track II

Track II is open only to students currently enrolled in a Lewis & Clark teacher education preservice program, who want to complete part of the endorsement requirements during their preservice program. Track II does not lead to the Continuing Teaching License.

### Track II Endorsement Requirements

A minimum of 12 semester hours, including practicum  
Passing score on the ORELA: ESOL subject-area exam

### Track II Required Courses

*The following Track II courses can be taken in conjunction with a MAT preservice program:*

- ESOL 535 English Language Learners: Theory and Practice (2.0 s.h.), if student is in the Middle-Level High School preservice program.
- ESOL 535A English Language Learners: Theory (1.0 s.h.) and ESOL 535B English Language Learners: Theory in Practice (1.0 s.h.), if the student is in the Early Childhood/Elementary preservice program.

- One of the following:

ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual Students 2-3  
 or CORE 505 Immigrants in the United States: Opportunities and Challenges  
 or CORE 568 Tapping Community Resources to Support Minority Populations

*The following Track II courses should be taken after successful completion of ED 546 Classroom Teaching and Learning III (Middle-Level/High School) or ED 516 Intern Practicum III (Early Childhood/Elementary) in a preservice M.A.T. program at Lewis & Clark:*

ESOL 500/ESOL 600 Historical and Legal Foundations of Educating ESOL/Bilingual Students 3  
 ESOL 505/ESOL 605 ESOL/Bilingual Practicum (Early Childhood/Elementary) 2  
 or ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School)  
 or ESOL 606 ESOL/Bilingual Practicum (Middle-Level/High School)  
 ESOL 507/ESOL 607 Language Acquisition and Development 3

### Continuing Teaching License

Teachers holding an Initial I or II Oregon teaching license and who are seeking the Continuing Teaching License are invited to combine this license with one of our endorsement programs. The requirements for the Continuing Teaching License are embedded in the following endorsement programs:

- ESOL/Bilingual
- Reading
- Special Education

By applying to an endorsement program, you are automatically applying to our Continuing Teaching License program. To be recommended to the Oregon Teacher Standards and Practices Commission (TSPC) for an Oregon Continuing Teaching License, you must:

- Be admitted to and complete the required course work, portfolio, and practica in one of the above-listed endorsement programs
- Have a master's degree in education or a closely related field
- Have five years of licensed teaching in a K-12 school

Please note that the NES/ORELA or PRAXIS II subject area test, or the appropriate TSPC-approved alternative assessment, is required in order to apply to TSPC for the endorsement. Completion of the required tests is not a requirement for the Continuing Teaching License.

### Track I 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 Education courses page in this catalog.

#### ESOL 500 Historical and Legal Foundations of Educating ESOL/Bilingual 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/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.  
 Prerequisites: None.  
 Credits: 3 semester hours.

#### ESOL 501 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual 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: ESOL 507/607 or LA 500/634.  
 Credits: 3 semester hours.

#### ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual 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/Bilingual Practicum (Early Childhood/Elementary)**

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. Prerequisites: ESOL 501/601 or ESOL 535A and 535B. Credits: 2 semester hours.

**ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School)**

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. Prerequisites: ESOL 501/601 or ESOL 535. Credits: 2 semester hours.

**ESOL 507 Language Acquisition and Development**

Content: Theories of first- and second-language acquisition (written and spoken), including the relationship between the first language and the acquisition of other languages, and the relationship of language to cognitive development. Introduces formal and informal language assessment tools, and English-language proficiency standards. Provides an understanding of language acquisition and development as it is used to promote school environments that honor diverse perspectives, maximize language-learning potential, and ensure respect for communities whose languages or varieties differ from standard school English. Prerequisites: None. Credits: 3 semester hours.

**Track II 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 Education courses page in this catalog.

**ESOL 535 English Language Learners: Theory and Practice**

Content: This course is designed to prepare secondary preservice teachers for meeting the linguistic and academic needs of English Language Learners, by providing an overview of language acquisition theory and program components. Students will learn how to identify and use appropriate second language assessment tools, create language and content objectives, and design lessons that target various levels of language proficiency. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations. Prerequisites: Enrollment in the final term of a preservice teacher education program. Credits: 2 semester hours.

**ESOL 535A English Language Learners: Theory**

Content: This course is designed to prepare elementary 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: Enrollment in the final term of a preservice teacher education program. Credits: 1 semester hour.

**ESOL 535B English Language Learners: Theory in Practice**

Content: This course is designed to prepare elementary 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 502 Focus on Culture and Community in Teaching ESOL/Bilingual 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.

**CORE 505 Immigrants in the United States: Opportunities and Challenges**

Content: Through research on immigration, documentary film, and interviews, teachers and counselors gain knowledge and understanding about the diverse experiences and lived reality of first- and second-generation immigrants in the United States today. Topics for discussion include acculturation, identity, language, social and cultural capital, economics, and transnational movement.

Prerequisites: None.

Credits: 2 semester hours.

**CORE 568 Tapping Community Resources to Support Minority Populations**

Content: Counselors and educators explore the impact of complex factors such as culture, race, and ethnicity on schools and communities. Utilizing current research and culturally responsive approaches, topics include the achievement gap, access-to post-secondary options, and professional journeys. Strategies include best practices, critical self-reflection, and establishing supportive networks to nurture our work. The course includes additional off-campus community-based activities.

Prerequisites: None.

Credits: 2 semester hours.

# Reading Endorsement: Language and Literacy Program

Lewis & Clark's Language and Literacy Program applies a dynamic view of literacy to reading and writing instruction in the schools. The program's theoretical base owes much to the work of Linda Rief, Stephanie Harvey, Ellin Keene, Stephen Krashen, Donald Graves, Louise Rosenblatt, and others who believe that reading, writing, listening, and speaking are all language processes. Language users interact with text—oral, written, and visual—to construct meaning and create meaningful stories.

The Language and Literacy Program builds on the knowledge that language, in all its richness of form and function, is the foundation from which effective literacy evolves. The program takes an integrated and holistic approach to the teaching of reading, writing, listening, and speaking. Students and teachers develop flexible strategies to support the reader's construction of meaning from text. Adopting the stance of teacher-researchers, students and faculty explore issues in the teaching of reading and writing. What is literacy? How does our own literacy affect our instruction of language arts? What are the politics of literacy? What can we learn from current research in thought, language, reading, and writing?

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

The courses in the Language and Literacy Program lead to the Reading Endorsement, allowing candidates to teach reading pre-K-12. The program can be completed in 18 months of part-time coursework or may be completed in conjunction with a master of arts in education (M.Ed.) degree through the Curriculum and Instruction program.

## Licensing Agencies

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

## Reading Endorsement

### Endorsement Requirements

A minimum of 14-15 semester hours

A passing score on the Praxis II Reading Specialist test

## Required Courses

LA 500/LA 634 Language Acquisition and Development or ESOL 507 Language Acquisition and Development or ESOL 607 Language Acquisition and Development	3
LA 534/LA 614 Reading Comprehension: Theory and Practical Application	3
ED 532/ED 625 Practicum I: Assessing Reading Strategies	3
LA 502/LA 620 Practicum II: Innovations in Reading, pre-K-12	3

(Although courses are not arranged in a fixed sequence, LA 500/ ESOL 507 is considered the foundation course and LA 502 the culmination of the program.)

## Elective Courses

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

LA 501/LA 632 Researching and Teaching the Language Arts	3
LA 515 Drama for Learning and Social Action	2
LA 523 Teaching Writing to Adolescents	2
LA 530 Children's Writing	3
LA 531/LA 610 Writing and the Writing Process	2

*Note:* Other electives may be approved by the faculty advisor. A full list of Language Arts elective courses is available in in this catalog. Courses offered through Lewis & Clark's Northwest Writing Institute and the Oregon Writing Project enrich the programs of M.Ed. students working toward the Reading endorsement. These courses can be found in this catalog in the Community Engagement Curriculum section. Interested students should consult their advisors for more information about courses in creative writing that can be integrated into their programs.

## Summer Studies - Reading Endorsement

Over the course of two summers, licensed educators may undertake degree-applicable coursework for a graduate endorsement in Reading, which may be pursued in conjunction with a master's degree or a Continuing Teaching License. Summer studies coursework is offered in four- to six-week blocks of full-time study.

## Continuing Teaching License

Teachers holding an Initial I or II Oregon teaching license and who are seeking the Continuing Teaching License are invited to combine this license with one of our endorsement programs. The requirements for the Continuing Teaching License are embedded in the following endorsement programs:

- ESOL/Bilingual
- Reading
- Special Education

By applying to an endorsement program, you are automatically applying to our Continuing Teaching License program. To be recommended to the Oregon Teacher Standards and Practices Commission (TSPC) for an Oregon Continuing Teaching License, you must:

- Be admitted to and complete the required course work, portfolio, and practica in one of the above-listed endorsement programs
- Have a master's degree in education or a closely related field
- Have five years of licensed teaching in a K-12 school

Please note that the NES/ORELA or PRAXIS II subject area test, or the appropriate TSPC-approved alternative assessment, is required in order to apply to TSPC for the endorsement. Completion of the required tests is not a requirement for the Continuing Teaching License.

## 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 courses (on campus and off) on the Department of Education courses page in this catalog.

### LA 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 and ESOL/Bilingual Education endorsements. The initial course in the Reading 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 first- and second-language acquisition (written and spoken), including the relationship between the first language and the acquisition of other languages, and the relationship of language to cognitive development. Introduces formal and informal language assessment tools, and English-language proficiency standards. Provides an understanding of language acquisition and development as it is used to promote school environments that honor diverse perspectives, maximize language-learning potential, and ensure respect for communities whose languages or varieties differ from standard school English.

Prerequisites: None.

Credits: 3 semester hours.

### LA 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.

### ED 532 Practicum I: Assessing Reading Strategies

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

Prerequisites: None.

Credits: 3 semester hours.

### LA 502 Practicum II: Innovations in Reading, pre-K-12

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 Language and Literacy Program must be taken at the end of the sequence.

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

Credits: 3 semester hours.

## Language Arts

### LA 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 and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

### 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 502 Practicum II: Innovations in Reading, pre-K-12

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 Language and Literacy Program must be taken at the end of the sequence.

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

Credits: 3 semester hours.

### LA 504 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. Also listed as WCM 504/604 and CORE 514.

Prerequisites: None.

Credits: 1 semester hour.

### LA 507 Essay

Content: Participants examine a range of forms from memoir to expository essays inspired by language, cultural issues, and the natural sciences. Approaches explored will include those often associated with fiction: character, setting, and point of view.

Prerequisites: None.

Credits: 1-2 semester hours.

### 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 selected accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

### LA 512 The Gift

Content: In this course, we will consider ways of seeing and knowing and how both are affected by the circumstances of culture and history. We will consider privilege and marginality, care and power. We will also consider the effects of race, class and gender on knowing and being known. All of the issues raised in this class will be explored in light of our work as the deliverers of social service.

Prerequisites: None.

Credits: 1 semester hour.

### LA 514 Writers in Danger

Content: This workshop engages the global perils of the writing life. In collaboration with the PEN Freedom to Write committee, we will examine the case files of international writers currently silenced or imprisoned, then advocate for the writer's relief, and at the same time provide further research on the political conflicts underlying the writer's predicament. These enhanced files are returned to PEN to further the work of monitoring freedom of expression around the world. Also listed as WCM 514/614.

Prerequisites: None.

Credits: 2 semester hours.

**LA 515 Drama for Learning and Social Action**

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

Prerequisites: None.

Credits: 2 semester hours.

**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, 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 me your story" can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

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: 1-2 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: Students seeking a certificate in Documentary Studies must complete 6 semester hours in approved Documentary Studies' courses or consent of course instructor.

Credits: 1-2 semester hours.

**LA 523 Teaching Writing to Adolescents**

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

Prerequisites: None.

Credits: 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 530 Children's Writing**

Content: Teaching writing to children. Explores ways to create an environment for teaching writing as a process. Teachers read from whole language and writing process theorists and examine ways to implement writing instruction that is responsive to elementary students' individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 3 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 Middle-Level/High School Program.

Prerequisites: None.

Credits: 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 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.

### **LA 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: 2 semester hours.

### **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 semester hour.

### **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 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**LA 545 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 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 557 Teaching the Literature of Nature**

Content: Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them.

Prerequisites: None.

Credits: 2 semester hours.

**LA 561 Multicultural Literature (Grades 5-12)**

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

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. Participants 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. Students complete two required inquiry work samples.

Prerequisites: Admission to Middle-Level/High School 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 570 Readers' Workshop: Coming of Age**

Content: Intensive seminar in which students experience a variety of formats for discussion of and written response to literature. Participants read selections of adult literature based on an author or theme, as well as titles of their choice. Through active participation in the workshop, students explore the transactional nature of reading, and ways to implement teaching approaches introduced in elementary-, middle-, and high-school classrooms in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

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.

Corequisites: None.

Credits: 1-2 semester hours.

**LA 579 Teaching Language Arts to Adolescents**

Content: Student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from those first responses into analysis of both the text and their reading of it. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts; articulation of objectives and linking them to teaching and assessment. Participants write the teaching plan for their first required inquiry/work sample.

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

Corequisites: None.

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 591 Envisioning a Sustainable Society**

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

Prerequisites: None.

Credits: 2 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: 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: 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 607 Essay**

Content: Participants examine a range of forms from memoir to expository essays inspired by language, cultural issues, and the natural sciences. Approaches explored will include those often associated with fiction: character, setting, and point of view.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 610 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 Middle-Level/High School Program.

Prerequisites: None.

Credits: 2 semester hours.

**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 selected accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**LA 612 The Gift**

Content: In this course, we will consider ways of seeing and knowing and how both are affected by the circumstances of culture and history. We will consider privilege and marginality, care and power. We will also consider the effects of race, class and gender on knowing and being known. All of the issues raised in this class will be explored in light of our work as the deliverers of social service.

Prerequisites: None.

Credits: 1 semester hour.

**LA 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.

**LA 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.

**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, 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 620 Practicum II: Innovations in Reading, pre-K-12**

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 Language and Literacy Program must be taken at the end of the sequence.

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

Credits: 3 semester hours.

**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 622 Reading the Landscape**

Content: Uncover the web of relationships among people, their communities, and their landscapes they inhabit as revealed through local stories. Learn how to create place-based curriculum and anchor experiences to community resources amidst the regional landscapes of the Pacific Northwest. Discover the unique contributions to curriculum design offered by local museums, historical societies, and citizen organizations. Experience inquiry that demonstrates how the concept of a watershed integrates subjects.

Prerequisites: None.

Credits: 1-2 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 632 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 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 Special Educator, Reading, and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 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; manage portfolios and other exhibition forms.

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 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: Consent of instructor and submission of application for Independent Study Practicum to academic department office.

Credits: 1-5 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.

Corequisites: 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 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: Participants must submit an application to be accepted into this program.

Corequisites: None.

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: 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.

## Special Education

Special educators require skills in adapting general education curricula and making them accessible to students with disabilities at all grade levels. Building on the teaching skills required to create reflective, collaborative classrooms, special educators develop instructional strategies to help each individual student "learn how to learn."

Program participants examine issues of learning and teaching such as language acquisition, cultural bias and sensitivity, assessment paradigms and practices, behavior management, instructional adaptation, legal requirements, and family support. This special education program emphasizes the application of theoretically sound and experimentally validated instructional practices for working with students who present a range of learning challenges across the domains of cognitive, language, motor, and emotional development from prekindergarten through 12th grade. Participants in this program work with their colleagues and leaders in the field of special education to examine current research, both "best accepted" and promising practices for helping students improve their academic achievement and increase socially acceptable behavior.

Through courses and field experiences focused on the needs of special education students we help good teachers become knowledgeable and skilled special educators.

### Licensing Agencies

Lewis & Clark's graduate programs leading to licensure and endorsement are approved under the National Council for Accreditation of Teacher Education (NCATE) and the Oregon Teacher Standards and Practices Commission (TSPC).

### Special Education Endorsement

The Special Education Endorsement Program was developed to help teachers and administrators work more effectively with students who are eligible for special education. Educators who hold a current Oregon Initial or Continuing teaching license and want to teach in special education may complete the 18-semester hour program and the required special education NES test to apply to the Oregon Teaching Standards and Practices Commission (TSPC) for the Special Education Endorsement (for information about the Basic/Standard Exceptional Learner Endorsement, see below). Endorsement course work can also include the requirements for the Oregon Continuing Teaching License, thus allowing the teacher to simultaneously earn the Special Education Endorsement and the Continuing Teaching License.

### Endorsement Requirements

A minimum of 18 semester hours, including practicum  
 A passing score on the Special Education subject-area NES exam

### Required Endorsement Courses

#### Summer I

SPED 510/SPED 626 Educating Students With Special Needs: Learning and Legal Issues	2
SPED 511/SPED 629 Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders	2
SPED 516/SPED 628 Interventions for Severely Challenged Students	2

#### Fall

SPED 513/SPED 632 Assessment and Diagnosis for Students With Special Needs	3
SPED 545/SPED 645 Practicum I	1

#### Spring

SPED 514/SPED 633 Curriculum and Instruction for Students With Special Needs	3
SPED 546/SPED 646 Practicum II	1

#### Summer II

SPED 517/SPED 627 Teaching Reading to Students with Special Needs	2
SPED 535/SPED 635 Current Issues in Special Education	2

### Basic and Standard Exceptional Learner I Endorsements

Teachers who hold a Basic or Standard Oregon teaching license may complete the Exceptional Learner I Endorsement through the same 18-semester-hour program as those who hold the Initial I teaching license. Within six years these individuals must also complete an additional 10 semester hours of coursework, as required by TSPC, to obtain the Standard Exceptional Learner I endorsement. For more information about this option, please contact program director Christine Moore.

### Master of Education: Special Education With Endorsement

Students seeking the master of education degree with a special education endorsement will complete a 37-semester-hour program, the first 18 hours of which coincide with the Special Education Endorsement program of study. The remaining 19 hours of the M.Ed. program are designed collaboratively with an advisor. Students work with an advisor to incorporate reading, math, ESOL, and other courses into their degree.

The program also prepares teachers who currently hold an Initial I Teaching License in Oregon to earn their Continuing Teaching License.\* To be recommended for an Oregon Continuing Teaching License, you must:

- be admitted to and complete this program of study, including recommendation for degree candidacy
- have five years of licensed teaching in a K-12 school.

\*Teachers holding a Basic or Standard teaching license can earn their Basic and Standard Exceptional Learner I endorsements, as well as the Standard Teaching License, by completing the requirements for this master's degree program.

### Degree Requirements

A passing score on the special education subject-area NES exam

A minimum of 37 semester hours, distributed as follows:

The 18 semester hours required for the Special Education endorsement

Additional special education courses are based on student need and adviser recommendation and may include:

SPED 520/SPED 620 Advanced Instructional Decision Making	3
SPED 521/SPED 621 Effective Program Development for Students with Serious Emotional and Behavioral Disorders	3
SPED 522/SPED 622 Program Development for Severely Challenged Students	2
SPED 523/SPED 623 Special Topics Seminar	2
SPED 631 School-Based Consultation	2
LA 500/LA 634 Language Acquisition and Development	3

Additional courses as determined with advisor may include courses in the Reading or ESOL endorsement programs. Courses in other areas of education and counseling may be considered.

### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation.

### Continuing Teaching License

Teachers holding an Initial I or II Oregon teaching license and who are seeking the Continuing Teaching License are invited to combine this license with one of our endorsement programs. The requirements for the Continuing Teaching License are embedded in the following endorsement programs:

- ESOL/Bilingual
- Reading
- Special Education

By applying to an endorsement program, you are automatically applying to our Continuing Teaching License program. To be recommended to the Oregon Teacher Standards and Practices Commission (TSPC) for an Oregon Continuing Teaching License, you must:

- Be admitted to and complete the required course work, portfolio, and practica in one of the above-listed endorsement programs
- Have a master's degree in education or a closely related field
- Have five years of licensed teaching in a K-12 school

Please note that the NES/ORELA or PRAXIS II subject area test, or the appropriate TSPC-approved alternative assessment, is required in order to apply to TSPC for the endorsement. Completion of the required tests is not a requirement for the Continuing Teaching License.

### Endorsement Courses (On Campus)

#### SPED 510 Educating Students With Special Needs:

##### Learning and Legal Issues

Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop and 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 Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders

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 510/626 or consent of instructor.

Credits: 2 semester hours.

#### SPED 516 Interventions for Severely Challenged Students

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

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

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

Content: Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Emphasis is placed on accountability measures and progress monitoring; current assessment instruments/practices; curriculum-based assessment/curriculum-based measurement; and response to intervention (RTI) with information relevant to special education eligibility, specially designed instruction (SDI) and student progress. Participants design a progress-monitoring paradigm which includes selecting, administering, and scoring individual academic assessments; interpreting scores/profiles; and providing SDI recommendations across grade levels and academic areas.

Prerequisites: SPED 510/626 or advisor consent required.

Corequisites: SPED 545/645.

Credits: 3 semester hours.

**SPED 545 Practicum I**

Content: Public-school-based field experience provides each participant with observation and feedback concerning the application of essential skills, which are required to meet the Oregon special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the endorsement candidate and practicum supervisor with pre- and post-observation analysis. Participants are required to document time spent providing all aspects of the special education process with the emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/626.

Corequisites: SPED 513/632.

Credits: 1 semester hour.

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

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Based on state standards (Oregon Assessment of Knowledge and Skills), participants review and adapt general education curricula appropriate to their authorization level 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 and measurement data to craft effective as well as substantively and procedurally correct individual education plans (IEPs); and specially designed instruction based on student achievement data. Candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632 or consent of advisor.

Corequisites: SPED 546/646.

Credits: 3 semester hours.

**SPED 546 Practicum II**

Content: Clinical field experience to provide each candidate with observation and feedback concerning essential skills required by the special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis. Observations in Practicum I (SPED 545) have provided formative assessment of a candidate's demonstrated knowledge, skills, and dispositions related to special education practice. This course provides summative assessment of the candidate. Candidates document time spent providing all aspects of the special education process with emphasis on progress monitoring, individual education plans (IEPs) and specially designed instruction (SDI).

Prerequisites: SPED 510/626, SPED 545.

Corequisites: SPED 514/633.

Credits: 1 semester hour.

**SPED 517 Teaching Reading to Students with Special Needs**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include the causes and correlates of reading difficulties, research-validated reading curricula, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with specially designed instruction (SDI) in reading based on the general education curricula.

Prerequisites: SPED 514/SPED 633 or consent of advisor.

Credits: 2 semester hours.

**SPED 535 Current Issues in Special Education**

Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants' backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon.

Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director.

Credits: 2 semester hours.

## **Endorsement Courses (Off Campus)**

### **SPED 626 Educating Students With Special Needs: Learning and Legal Issues**

Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop and 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 Behavior Change Interventions for Students With Serious Emotional and Behavioral Disorders**

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

Prerequisites: SPED 510/626 or consent of instructor.

Credits: 2 semester hours.

### **SPED 628 Interventions for Severely Challenged Students**

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

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

### **SPED 632 Assessment and Diagnosis for Students With Special Needs**

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

Prerequisites: SPED 510/626 or consent of advisor.

Corequisites: SPED 545/645.

Credits: 3 semester hours.

### **SPED 645 Practicum I**

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

Prerequisites: SPED 510/621.

Corequisites: SPED 513/632.

Credits: 1 semester hour.

### **SPED 633 Curriculum and Instruction for Students With Special Needs**

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

Prerequisites: SPED 513/SPED 632 or consent of advisor.

Corequisites: SPED 546/646.

Credits: 3 semester hours.

### **SPED 646 Practicum II**

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

Prerequisites: SPED 510/621.

Corequisites: SPED 514/633.

Credits: 1 semester hour.

**SPED 627 Teaching Reading to Students With Special Needs**

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

Prerequisites: SPED 514/633 or consent of advisor.

Credits: 2 semester hours.

**SPED 635 Current Issues in Special Education**

Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants' backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon.

Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director.

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, state standards and state assessment, 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. Students visit and review programs that use different intervention models. Emphasis on schools or programs with positive behavioral interventions and supports (PBIS). Participants study and review delivery systems ranging from a consultation model to a therapeutic day-treatment program. Emphases on creating democratic communities that respond sensitively to 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 Severely Challenged Students**

Content: Current practices with demonstrated effectiveness for developing and performing interventions with 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 severely disabled children. Topics include services that bridge the transition from school to the community and workplace as well as transition services for younger children.

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

Credits: 2 semester hours.

**LA 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 and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

## Master of Education Degree Courses (On Campus)

### SPED 620 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 needs. Focus is on the integration of relevant general education curricula, state standards and state assessment, and research in instructional practices with demonstrated efficacy for students with high-incidence and low-incidence disabilities. Prerequisites: SPED 514/633 or consent of advisor. Credits: 3 semester hours.

### SPED 621 Effective Program Development for Students With Serious Emotional and Behavioral Disorders

Content: Examination of key components of effective programs. Students visit and review programs that use different intervention models. Participants study and review delivery systems ranging from a consultation model to a therapeutic day-treatment program. Emphases on creating democratic communities that respond sensitively to students' social/emotional and developmental needs and are culturally sensitive. Focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders. Prerequisites: SPED 511/SPED 629 or consent of advisor. Credits: 3 semester hours.

### SPED 622 Program Development for Severely Challenged Students

Content: Current practices with demonstrated effectiveness-in developing and intervening programs for children with severe disabilities. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to severely disabled children. Topics include services that bridge the transition from school to community/workplace as well as transition services for younger children. Prerequisites: SPED 516/SPED 628. Credits: 2 semester hours.

### SPED 623 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: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program. Credits: 2 semester hours.

### SPED 631 School-Based Consultation

Content: Identifying and applying the consultation and collaboration skills needed to support special education students in the classroom. Topics include communication strategies, conflict resolution skills, problem-solving techniques, progress monitoring, collaborative decision-making processes, staff development, facilitating consultation and collaboration efforts, and developing effective interpersonal communication. Students learn skills for use in general education classroom settings and skills for helping teachers develop and use assessment methods, curricula, and instructional strategies with demonstrated effectiveness in improving student outcomes. Prerequisites: SPED 510/626. Credits: 2 semester hours.

### LA 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 Special Educator, Reading, and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

## Curriculum and Instruction

Lewis & Clark offers an engaging, individually designed course of study for elementary, middle, and secondary teachers wishing to engage in advanced study and improve their teaching practice. The 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. The degree may include endorsements in areas such as reading (the Language and Literacy Program), ESOL/bilingual education, or special education. Teachers who hold an Oregon Initial I Teaching License may pursue the Oregon Continuing Teaching License as part of their M.Ed. program.

Subject-matter and endorsement areas may include art, ESOL/bilingual education, language arts, mathematics, music, reading, science (biology, chemistry, integrated science, or physics), social studies, and special education.

## Master of Education in Curriculum and Instruction

### Degree Requirements

A minimum of 36 semester hours, distributed as follows:

### Required Courses

ED 500/ED 615 Educational Research	2
ED 509/ED 624 Master's Project Seminar	2

### Elective Courses

30 semester hours of coursework chosen jointly by the advisor and student. Students completing an ESOL or reading endorsement will be required to take LA 501 Researching and Teaching the Language Arts (3 semester hours).

### Graduate Core Requirement

A minimum of 2 semester hours and one Core convocation

**A full list of education courses is available in this catalog.**

## Required Courses

**A full list of education courses is available here.**

### ED 500 Educational Research

Content: 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 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: To be taken at end of master's program.

Credits: 2 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 online course schedule, WebAdvisor, available at [graduate.lclark.edu/dept/gradreg](http://graduate.lclark.edu/dept/gradreg).

### **ED 500 Educational Research**

Content: 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 semester hours.

### **ED 501 Constructive Assessment in the Classroom**

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

Prerequisites: None.

Credits: 2 semester hours.

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

Content: Most effective practices for working with students at risk for school failure in the areas of classroom management, instruction, social and study skill development, behavior change, and school-wide management. Participants discuss classroom cases and review current research in these areas and in human development, exceptionality, and educating youth with diverse needs and backgrounds. Emphasis on examining classroom environments to ensure students work in democratic communities that show respect for all students, involve meaningful instructional activities, and show respect for students' cultural backgrounds. Final projects involve developing individual and school programs for assisting students with special needs.

Prerequisites: None.

Credits: 3 semester hours.

### **ED 507 Teaching and Learning in Middle and Secondary School**

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

Prerequisites: 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: To be taken at end of master's program.

Credits: 2 semester hours.

### **ED 511 Practicum: Field Observation**

Content: This course provides candidates in the Early Childhood/Elementary Preservice Program opportunities to observe teaching and learning in a variety of school contexts. Students will attend guided visits to schools with different demographics and program models in order to better understand the range of environments in which teaching and learning take place in local communities.

Prerequisites: Admission to Early Childhood/Elementary Program.

Corequisites: ED 514.

Credits: 1 semester hour.

### **ED 514 Intern Practicum I (Early Childhood/Elementary)**

Content: Part-time internship placement in an elementary classroom. In addition to observing classroom instruction, the intern serves as apprentice to the mentor teacher, working with individuals and small groups of students. Interns also observe and work with small groups at their second authorization level. Campus seminars devoted to reflective discussions of teaching, learning, and assessment practices in diverse contexts are scheduled throughout the semester.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

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

Content: Intensive intern teaching experience. Each student-teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Interns also complete observation and teaching at their second authorization level. The intern also attends a campus seminar each week that is devoted to reflective discussion of teaching, learning, and assessment practices in diverse contexts as well as school law, child abuse, and discrimination.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 6 semester hours.

**ED 516 Intern Practicum III (Early Childhood/Elementary)**

Content: Intensive intern teaching experience. Each student-teacher intern assumes full-time teaching responsibility under the supervision of a mentor teacher and a Lewis & Clark faculty supervisor. This experience builds on the intern teaching begun during the previous semester. Interns also complete observation and teaching at their second authorization level. The intern works full-time in school site and also attends a campus seminar devoted to reflective discussion of teaching, learning, and assessment practices in a diverse context.

Prerequisites: None.

Credits: 1 semester hour.

**ED 520A Professional Portfolio I**

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

Prerequisites: Initial License and admission to a Continuing Teaching License program, or consent of the department chair.

Credits: 1 semester hour.

**ED 520B Professional Portfolio II**

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

Prerequisites: Initial License, admission to a Continuing Teaching License program, ED 520A/620A.

Credits: 1 semester hour.

**ED 521A Inquiry Into Practice I**

Content: "Community of learners" forum for teachers enrolled in the Continuing Teaching License Program. A series of three seminars offers practicing teachers opportunities to investigate and document their teaching. Participants meet Oregon's advanced teaching competencies through reading, discussion, peer collaboration, and authentic assessments and documentation. Seminars center on themes of best practices. Includes the following three courses, which must be taken in consecutive order: Inquiry Into Practice I, Inquiry Into Practice II, Inquiry Into Practice III. Inquiry Into Practice I focuses on development of a professional portfolio, the teacher as researcher, evaluation/assessment, and diversity and multicultural education.

Prerequisites: Instructor consent.

Credits: 1-2 semester hours.

**ED 521B Inquiry Into Practice II**

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

Prerequisites: ED 521A/621A.

Credits: 1-2 semester hours.

**ED 521C Inquiry Into Practice III**

Content: "Community of learners" forum for teachers enrolled in the Continuing Teaching License Program. Each of these seminars offers practicing teachers opportunities to investigate and document their teaching. Participants meet Oregon's advanced teaching competencies through reading, discussion, peer collaboration, and authentic assessments and documentation. Seminars center on themes of best practices. Includes the following three courses, which must be taken in consecutive order: Inquiry Into Practice III- Building and maintaining professional community, sustaining and nourishing the teacher within, presentation of a professional portfolio.

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

Credits: 1-2 semester hours.

**ED 522 Educating Native American Students**

Content: This course is designed to introduce experienced teachers to a variety of factors that contribute to the educational success or failure of indigenous students in the United States and elsewhere. It will explore in detail innovative instructional practices that contribute to higher levels of student engagement and success.

Prerequisites: None.

Credits: 2 semester hours.

**ED 523 Teaching and Assessment**

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

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 1 semester hour.

**ED 525 Professional Development for Instructional Leaders**

Content: Application of research on professional development, teaching, and learning for instructional leaders. Participants examine approaches to teacher learning that cultivate long-term sustained support between colleagues, including mentoring, peer coaching, professional portfolios, collaborative teaching and research, and reflective practices. Topics include research on adult development, learning theory, instructional theory, and comprehensive programs for at-risk students. This research provides a basis for developing systematic professional development programs that are sensitive to changing school cultures and that cultivate staff and student diversity and continuous learning. Appropriate for students considering careers in educational administration. Prerequisites: Consent of advisor.  
Credits: 3 semester hours.

**ED 531 New Teacher Mentor Workshop**

Content: The Mentor Workshop is designed to model for veteran teachers a unique way to mentor new teachers. Veteran teachers are trained to facilitate new teacher conversations during the school year which provides support in a safe environment for new teachers to deal with issues pertinent to them. Prerequisites: None.  
Credits: 1 semester hour.

**ED 532 Practicum I: Assessing Reading Strategies**

Content: Seminar practicum for classroom teachers and reading specialists at all grade levels. Topics include a language orientation for diagnosing reading problems, diverse causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies responsive to individual differences, interests, and developmental levels. Participants consider reading issues for students at all four license levels (early childhood, elementary, middle level, and high school). Prerequisites: None.  
Credits: 3 semester hours.

**ED 537 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.  
Corequisites: ED 501.  
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 542 Critical Friends Group Coaches Training**

Content: A Critical Friends Group (CFG) is a professional-learning community of teachers, school leaders, counselors, school psychologists, and classified staff that commits to collaborating on a long-term basis with the goal of increasing student achievement. CFGs provide a forum for professional development that focuses on developing collegial relationships and encouraging reflective practice. Participation in CFGs build facilitative leadership skills, engages school communities in work worth doing, fosters a focused school community, and builds a collaborative and reflective culture in schools. Through consistent meetings, CFG participants work together to improve practice, to examine curriculum and student work, to identify school culture that affect student achievement, and to observe each other at work. By examining student and adult work through collaborative reflection, educators hold themselves accountable for continuous improvement in teaching. Prerequisites: None.  
Credits: 1-2 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: Consent of instructor and submission of application for Independent Practicum to academic department office.  
Credits: 1-5 semester hours.

**ED 546 Classroom Teaching and Learning III (Middle-Level/High School)**

Content: Continued support for student interns' intensive practice teaching in schools, including classroom management practices, supervision, self-evaluation, and reflection on professional development. Prerequisites: Admission to Middle-Level/High School Program. Demonstration of "emerging" or better rating on the Intern Teaching Profile formative assessment by mentor and supervisor, or, in the event of any rating of "unsatisfactory" on the ITP, a written plan of assistance with faculty approval.  
Credits: 1 semester hour.

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

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

Prerequisites: None.

Credits: 2-3 semester hours.

**ED 548 Classroom Assessment: Work Sample**

Content: Teachers construct an evaluation profile of the learning of one of the classes they teach, documenting the relationship between what they teach and what their students are learning. This demonstrates the teacher's ability to set learning objectives responsive to individual differences, interests, developmental levels, and cultural contexts; to teach a body of content; and to show how students have learned. The teacher assembles and analyzes a work sample to illustrate his or her ability to assess, document, and advocate for the successful learning of all students and school stakeholders. This activity meets the Teacher Standards and Practices Commission requirements for standard licensure.

Prerequisites: Admission to the Early Childhood/Elementary Program or consent of instructor.

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: Admission to a preservice program.

Credits: 2 semester hours.

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

Content: Understanding of the central importance of language and the social construction of knowledge. Examines issues of diverse perspectives; the changing definitions of literacy, including numeracy, scientific literacy, and visual literacy; an integrated process-oriented approach to reading and writing in the subject field; and basic information about standardized testing and classroom-based assessment. Introduction to literacy issues for students whose first language is not English. Stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their internship sites, participants conduct interviews and apply ethnographic methods and observation systems as they work to assess and document the meaning-making strategies of a selected middle or high school student and advocate for, support, and improve that student's literacy skills. Incorporates a range of technological resources from the school and community into experiences that support literacy learning.

Prerequisites: Admission to Middle-Level/High School Program.

Credits: 3 semester hours.

**ED 552 Adolescent Development, Learning, and Exceptionality**

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

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

Credits: 2 semester hours.

**ED 553 Classroom Teaching and Learning I (Middle-Level/High School)**

Content: Professional seminar in support of students' fall practicum. Topics include teacher identity, professionalism, socialization, reflective practice, renewal/support for teachers, and the creation of democratic learning communities. Examines federal and Oregon law prohibiting discriminatory practices in schools. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.

Prerequisites: Admission to Middle-Level/High School Program.

Credits: 4 semester hours.

**ED 554 Classroom Teaching and Learning II (Middle-Level/High School)**

Content: Professional seminar to support student interns' practice teaching in schools, including supervision, self-evaluation, and reflection on ethical behavior and professional development. Examination of a professional identity continues, emphasizing respect for diverse peoples, ideas, and cultures. Addresses standards-based assessment practices, including those congruent with Oregon education reform, teaching as an occupation and profession, the legal context of teaching, and rationales for educational practices.

Prerequisites: Current enrollment in Middle-Level/High School Preservice Program internship.

Credits: 7 semester hours.

**ED 555A Experience and Meaning**

Content: Reflective, collaborative examination of information and ideas from the previous 12 months of study. Returns to some of the issues examined the previous summer—including equity, school finance, educational politics, teacher organizations, and professionalism—and reexamines them with the perspective of experience in courses and in the schools. Students develop reflective papers that integrate and critique their learning.

Prerequisites: Completion of a preservice internship.

Credits: 1-2 semester hours.

**ED 555B Experience and Meaning**

Content: Reflective, collaborative examination of information and ideas from the previous 12 months of study. Returns to some of the issues examined the previous summer—including equity, school finance, educational politics, teacher organizations, and professionalism—and reexamines them with the perspective of experience in courses and in the schools. Students develop reflective papers that integrate and critique their learning.

Prerequisites: Completion of a preservice internship.

Credits: 1-2 semester hours.

**ED 556 The Work of Paulo Freire**

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

Prerequisites: None.

Credits: 2 semester hours.

**ED 559 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: Admission to Early Childhood/Elementary 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: Admission to Early Childhood/Elementary Program or consent of instructor.

Credits: 2 semester hours.

**ED 562 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. Mathematics instructional strategies and assessments for elementary grades that are individually and culturally responsive 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.

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

Credits: 2 semester hours.

**ED 563 Classroom Management and Inclusion**

Content: Placing classroom management in perspective, understanding students' personal and academic needs, creating positive teacher-student and peer relationships, and creating classroom rules and procedures within democratic learning communities. Examines motivation theory, teaching methods that prevent discipline problems, problem-solving, behavioristic interventions, and working with parents. Explores school and classroom practices in response to the cultural, developmental, and exceptional needs of children and adolescents. Sections focus on theory and practice appropriate for the developmental levels and cultural contexts of either early childhood/elementary classrooms or middle-level/high school classrooms.

Prerequisites: Admission to a preservice program.

Credits: 2 semester hours.

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

Content: Literacy processes and children's language and literacy development from birth through the middle grades. Focus is on theoretical foundations of literacy, meaning construction across-symbol systems, early reading and writing behavior, meaningcentered instructional practices, and basic knowledge and instructional practices relating to word recognition skills and comprehension processes. Introduces students to a range of individually and culturally responsive instructional assessment approaches and materials to promote literacy learning, as well as the concept of media literacy. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

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

Content: Continuation of ED 565. Focus on individually and culturally responsive curriculum and instructional practices for literacy development in grades K-8. Gives increased attention to fluent readers, instruction in the intermediate and middle grades, classroom organization and implementation, methods for assessing students' reading and writing performance, diagnosis of individual needs, and strategies for linking assessment results with appropriate curriculum and instruction across the content areas.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: 3 semester hours.

**ED 567 Language Arts and Literature, pre-K-8**

Content: Exploration of literature and the development of a theoretical framework and exemplary practices for teaching the language arts. Introduces and promotes use of child and adolescent literature for enjoyment and for development of thought, language, literacy, and multicultural perspectives in the classroom. Explores the language arts curriculum with emphasis on understanding the processes and skills involved in growing language competence, learning a wide range of methods and techniques to foster language development, language skills, and individually and culturally responsive approaches and ways of assessing children's competence and development.

Prerequisites: Admission to Early Childhood/Elementary Program.

Credits: semester hours.

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

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

Prerequisites: None.

Credits: 2 semester hours.

**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: Admission to Early Childhood/Elementary Program.

Credits: 1 semester hour.

**ED 570 Teaching the Literature of Nature**

Content: Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them.

Prerequisites: None.

Credits: 2 semester hours.

**ED 572 Native American Sociopolitics: History and Effects**

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

Prerequisites: None.

Credits: 2 semester hours.

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

Content: Exploration of the creative process incorporating studio work and lectures. Through the language of visual art, students explore ideas about being creative and learn how to integrate the discipline and practice of art in ways that extend their understanding and enhance their capacity to solve problems. Participants employ a variety of techniques, mediums, technologies, and artistic forms--photography, video, drawing, painting, environmental art, sculpture, writing--to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work, readings, discussion.

Prerequisites: None.

Credits: 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: Current employment, or on temporary leave, as a public or private school K-2 teacher.

Corequisites: None.

Credits: 2 semester hours.

**ED 591 Oregon Writing Project: Teacher Research**

Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students' writing.

Prerequisites: ED 592/692.

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: Participants must submit an application and have an interview to be accepted into this program.

Corequisites: None.

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 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-director Katharine Johnson 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: None.

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/districts. Participants will examine current research from writing and coaching fields to learn 147 effective coaching practices; develop grade 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/district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED-692, ED 594/ED-694.

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 592/692.

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

Credits: 1-5 semester hours.

**ED 601 Reflective Teacher**

Content: Exploration of the "heart of the teacher" through personal stories; reflections on classroom practice; and insights from poets, storytellers, and diverse cultural traditions. Based on an 18-month calendar with five retreats organized around the themes of agriculture and the seasons. This course may be repeated. Prerequisite: Admission to Courage to Teach Program.

Prerequisites: Admission to Courage to Teach Program.

Credits: 2 semester hours.

**ED 602 Reflective Teacher**

Content: Exploration of the "heart of the teacher" through personal stories; reflections on classroom practice; and insights from poets, storytellers, and diverse cultural traditions. Based on an 18-month calendar with five retreats organized around the themes of agriculture and the seasons. This course may be repeated. Prerequisite: Admission to Courage to Teach Program.

Prerequisites: Admission to Courage to Teach Program.

Credits: 2 semester hours.

**ED 611 Prac 2nd Level Authorization**

Content: This course provides candidates in the Early Childhood/Elementary Preservice Program an opportunity to receive credit for a portion of their second level authorization observations. The observations are also intended to provide candidates with opportunities to observe instructional "best practices" in literacy, mathematics, and support for second language learners.

Prerequisites: Admission to the Early Childhood/Elementary Program.

Corequisites: ED 514.

Credits: 1 semester hour.

**ED 615 Educational Research**

Content: 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 semester hours.

**ED 619 Constructive Assessment in the Classroom**

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

Prerequisites: None.

Credits: 2 semester hours.

**ED 620A Professional Portfolio I**

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

Prerequisites: Initial License and admission to a Continuing Teaching License program, or consent of the department chair.

Credits: 1 semester hour.

**ED 620B Professional Portfolio II**

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

Prerequisites: Initial License, admission to a Continuing Teaching License program, ED 520A/620A.

Credits: 1 semester hour.

**ED 621A Inquiry Into Practice I**

Content: "Community of learners" forum for teachers enrolled in the Continuing Teaching License Program. A series of three seminars offers practicing teachers opportunities to investigate and document their teaching. Participants meet Oregon's advanced teaching competencies through reading, discussion, peer collaboration, and authentic assessments and documentation. Seminars center on themes of best practices. Includes the following three courses, which must be taken in consecutive order: Inquiry Into Practice I, Inquiry Into Practice II, Inquiry Into Practice III. Inquiry Into Practice I focuses on development of a professional portfolio, the teacher as researcher, evaluation/assessment, and diversity and multicultural education.

Prerequisites: Instructor consent.

Credits: 1-2 semester hours.

**ED 621B Inquiry Into Practice II**

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

Prerequisites: ED 521A/621A.

Credits: 1-2 semester hours.

**ED 621C Inquiry Into Practice III**

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

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

Credits: 1-2 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: To be taken at end of master's program.

Credits: 2 semester hours.

**ED 625 Practicum I: Assessing Reading Strategies**

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

Prerequisites: None.

Credits: 3 semester hours.

**ED 631 New Teacher Mentor Workshop**

Content: The Mentor Workshop is designed to model for veteran teachers a unique way to mentor new teachers. Veteran teachers are trained to facilitate new teacher conversations during the school year which provides support in a safe environment for new teachers to deal with issues pertinent to them.

Prerequisites: None.

Credits: 1 semester hour.

**ED 633 Revisiting the Teacher's Heart: A Retreat for Educators With One to Five Years of Experience**

Content: This two-and-a-half day retreat will engage participants in conversations that touch on the ideals and commitments that originally drew them to become professional educators and create a space in which people can explore the delights and frustrations they have encountered as beginning teachers. Through the incorporation of silence, reflection, and creative expression, the retreat will provide an opportunity for personal and professional renewal.

Prerequisites: Participants must have taught at least one and no more than five years in public schools.

Credits: 1 semester hour.

**ED 635 Earth Crisis Curriculum**

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

Prerequisites: Consent of Instructor.

Credits: 1-2 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.

Corequisites: ED 501.

Credits: 1 semester hour.

**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 640 Critical Friends Group Coaches Training**

Content: A Critical Friends Group (CFG) is a professional-learning community of teachers, school leaders, counselors, school psychologists, and classified staff that commits to collaborating on a long-term basis with the goal of increasing student achievement. CFGs provide a forum for professional development that focuses on developing collegial relationships and encouraging reflective practice. Participation in CFGs build facilitative leadership skills, engages school communities in work worth doing, fosters a focused school community, and builds a collaborative and reflective culture in schools. Through consistent meetings, CFG participants work together to improve practice, to examine curriculum and student work, to identify school culture that affect student achievement, and to observe each other at work. By examining student and adult work through collaborative reflection, educators hold themselves accountable for continuous improvement in teaching.

Prerequisites: None.

Credits: 1-2 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 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: Consent of Oregon Writing Project program coordinator.

Credits: 2 semester hours.

**ED 691 Oregon Writing Project: Teacher Research**

Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students' writing.

Prerequisites: ED 592/692.

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: Participants must submit an application and have an interview to be accepted into this program.

Corequisites: None.

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 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-director Katharine Johnson 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: None.

Credits: 1-2 semester hours.

**ED 695 Oregon Writing Project: Writing in Schools**

Content: This is an inquiry course designed to improve the teaching of writing. In this course, 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/districts. Participants will examine current research from writing and coaching fields to learn 147 effective coaching practices; develop grade 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/district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/692 and ED 594/694.

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 592/692.

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: 1-4 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: 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—photography, video, drawing, painting, environmental art, sculpture, writing—to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work, lectures, guest speakers, and field trips.  
Prerequisites: None.  
Credits: 2 semester hours.

**ART 514 Painting Workshop**

Content: Opportunities for art teachers to experiment with various painting processes. Students work primarily from still life, landscape, and the figure, with emphasis on observation and interpretation of the subject. Students explore central disciplinary knowledge and practices related to line, shape, value, composition, color, and so on to develop their perceptual and technical skills and become more successful problem solvers. Through group and individual critique students reflect upon, assess, and articulate their work in an ongoing dialogue with their classmates.  
Prerequisites: None.  
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 the 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 emphasis on diversity in today's secondary art classroom.  
Prerequisites: 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: Consent of instructor.  
Credits: 2 semester hours.

**ART 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: Consent of instructor and submission of application for Practicum Study to academic department office.  
Credits: 1 semester hour.

**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. Participants 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. Students complete both required Inquiry Work Samples.  
Prerequisites: ART 579.  
Credits: 3 semester hours.

**ART 579 Teaching Art to Adolescents**

Content: Overview of the instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to art history, criticism, and aesthetics to the production of a variety of media. Pays attention to the organizational factors involved in teaching art, including materials ordering and management. Includes planning, organization, and assessment practices aimed at supporting the successful learning of all students. Emphasizes instruction to enhance the experience of students with varied interests, developmental levels, and cultural backgrounds. Central to the class are visits to the classrooms of art teachers throughout the Portland area to investigate the range of teaching and technological resources used to support student learning in this field. Participants write the teaching plan for their first required inquiry/work sample. Prerequisites: Admission to Middle-Level/High School 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: 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: 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/Bilingual Education**

**ESOL 500 Historical and Legal Foundations of Educating ESOL/Bilingual 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/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities. Prerequisites: None. Credits: 3 semester hours.

**ESOL 501 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual 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: ESOL 507/607 or LA 500/634.

Credits: 3 semester hours.

**ESOL 502 Focus on Culture and Community in Teaching ESOL/Bilingual 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/Bilingual Practicum (Early Childhood/Elementary)**

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.

Prerequisites: ESOL 501/601 or ESOL 535A and 535B.

Credits: 2 semester hours.

**ESOL 506 ESOL/Bilingual Practicum (Middle-Level/High School)**

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.

Prerequisites: ESOL 501/601 or ESOL 535.

Credits: 2 semester hours.

**ESOL 507 Language Acquisition and Development**

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

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 510 Teaching for Equity Using the SIOP Model**

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

Prerequisites: None.

Credits: 1 semester hour.

**ESOL 535 English Language Learners: Theory and Practice**

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

Prerequisites: Enrollment in the final term of a preservice teacher education program.

Credits: 2 semester hours.

**ESOL 535A English Language Learners: Theory**

Content: This course is designed to prepare elementary 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: Enrollment in the final term of a preservice teacher education program.

Credits: 1 semester hour.

**ESOL 535B English Language Learners: Theory in Practice**

Content: This course is designed to prepare elementary 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 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: 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: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

**ESOL 600 Historical and Legal Foundations of Educating ESOL/Bilingual 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/bilingual teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 601 Strategies and Materials for Teaching Content and Literacy to ESOL/Bilingual 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: LA 500/634 or ESOL 507/607.

Credits: 3 semester hours.

**ESOL 602 Focus on Culture and Community in Teaching ESOL/Bilingual 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/Bilingual Practicum (Early Childhood/Elementary)**

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. Prerequisites: ESOL 501/601 or ESOL 535A and 535B. Credits: 2 semester hours.

**ESOL 606 ESOL/Bilingual Practicum (Middle-Level/High School)**

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. Prerequisites: ESOL 501/601 or ESOL 535. Credits: 2 semester hours.

**ESOL 607 Language Acquisition and Development**

Content: Theories of first- and second-language acquisition (written and spoken), including the relationship between the first language and the acquisition of other languages, and the relationship of language to cognitive development. Introduces formal and informal language assessment tools, and English-language proficiency standards. Provides an understanding of language acquisition and development as it is used to promote school environments that honor diverse perspectives, maximize language-learning potential, and ensure respect for communities whose languages or varieties differ from standard school English. Prerequisites: None. Credits: 3 semester hours.

**ESOL 610 Teaching for Equity Using the SIOP Model**

Content: This course will provide intensive training in a research-based model of sheltered instruction. Participants will learn how to improve the academic achievement of English language learners in K-12 school settings through the use of the Sheltered Instruction Observation Protocol (SIOP) model for teaching language and content. This introductory course will address research, theory, and classroom practice that will enable teachers to better meet the academic, program, and equity needs of their students. Prerequisites: None. Credits: 1 semester hour.

**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: 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: 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 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 and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

### 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 502 Practicum II: Innovations in Reading, pre-K-12

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 Language and Literacy Program must be taken at the end of the sequence.

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

Credits: 3 semester hours.

### LA 504 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. Also listed as WCM 504/604 and CORE 514.

Prerequisites: None.

Credits: 1 semester hour.

### LA 507 Essay

Content: Participants examine a range of forms from memoir to expository essays inspired by language, cultural issues, and the natural sciences. Approaches explored will include those often associated with fiction: character, setting, and point of view.

Prerequisites: None.

Credits: 1-2 semester hours.

### 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 selected accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

### LA 512 The Gift

Content: In this course, we will consider ways of seeing and knowing and how both are affected by the circumstances of culture and history. We will consider privilege and marginality, care and power. We will also consider the effects of race, class and gender on knowing and being known. All of the issues raised in this class will be explored in light of our work as the deliverers of social service.

Prerequisites: None.

Credits: 1 semester hour.

### LA 514 Writers in Danger

Content: This workshop engages the global perils of the writing life. In collaboration with the PEN Freedom to Write committee, we will examine the case files of international writers currently silenced or imprisoned, then advocate for the writer's relief, and at the same time provide further research on the political conflicts underlying the writer's predicament. These enhanced files are returned to PEN to further the work of monitoring freedom of expression around the world. Also listed as WCM 514/614.

Prerequisites: None.

Credits: 2 semester hours.

**LA 515 Drama for Learning and Social Action**

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

Prerequisites: None.

Credits: 2 semester hours.

**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, 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 me your story" can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

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: 1-2 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: Students seeking a certificate in Documentary Studies must complete 6 semester hours in approved Documentary Studies' courses or consent of course instructor.

Credits: 1-2 semester hours.

**LA 523 Teaching Writing to Adolescents**

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

Prerequisites: None.

Credits: 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 530 Children's Writing**

Content: Teaching writing to children. Explores ways to create an environment for teaching writing as a process. Teachers read from whole language and writing process theorists and examine ways to implement writing instruction that is responsive to elementary students' individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 3 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 Middle-Level/High School Program.

Prerequisites: None.

Credits: 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 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.

### **LA 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: 2 semester hours.

### **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 semester hour.

### **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 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**LA 545 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 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 557 Teaching the Literature of Nature**

Content: Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them.

Prerequisites: None.

Credits: 2 semester hours.

**LA 561 Multicultural Literature (Grades 5-12)**

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

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. Participants 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. Students complete two required inquiry work samples.

Prerequisites: Admission to Middle-Level/High School 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 570 Readers' Workshop: Coming of Age**

Content: Intensive seminar in which students experience a variety of formats for discussion of and written response to literature. Participants read selections of adult literature based on an author or theme, as well as titles of their choice. Through active participation in the workshop, students explore the transactional nature of reading, and ways to implement teaching approaches introduced in elementary-, middle-, and high-school classrooms in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

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.

Corequisites: None.

Credits: 1-2 semester hours.

**LA 579 Teaching Language Arts to Adolescents**

Content: Student-centered view of teaching literature and composition to adolescents. Participants read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory in the field of literature, participants learn how they can encourage students to respond to texts and also lead adolescents from those first responses into analysis of both the text and their reading of it. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts; articulation of objectives and linking them to teaching and assessment. Participants write the teaching plan for their first required inquiry/work sample.

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

Corequisites: None.

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 591 Envisioning a Sustainable Society**

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

Prerequisites: None.

Credits: 2 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: 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: 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 607 Essay**

Content: Participants examine a range of forms from memoir to expository essays inspired by language, cultural issues, and the natural sciences. Approaches explored will include those often associated with fiction: character, setting, and point of view.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 610 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 Middle-Level/High School Program.

Prerequisites: None.

Credits: 2 semester hours.

**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 selected accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**LA 612 The Gift**

Content: In this course, we will consider ways of seeing and knowing and how both are affected by the circumstances of culture and history. We will consider privilege and marginality, care and power. We will also consider the effects of race, class and gender on knowing and being known. All of the issues raised in this class will be explored in light of our work as the deliverers of social service.

Prerequisites: None.

Credits: 1 semester hour.

**LA 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.

**LA 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.

**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, 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 620 Practicum II: Innovations in Reading, pre-K-12**

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 Language and Literacy Program must be taken at the end of the sequence.

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

Credits: 3 semester hours.

**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 622 Reading the Landscape**

Content: Uncover the web of relationships among people, their communities, and their landscapes they inhabit as revealed through local stories. Learn how to create place-based curriculum and anchor experiences to community resources amidst the regional landscapes of the Pacific Northwest. Discover the unique contributions to curriculum design offered by local museums, historical societies, and citizen organizations. Experience inquiry that demonstrates how the concept of a watershed integrates subjects.

Prerequisites: None.

Credits: 1-2 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 632 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 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 Special Educator, Reading, and ESOL/Bilingual Education endorsements. The initial course in the Reading Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 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; manage portfolios and other exhibition forms.

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 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: Consent of instructor and submission of application for Independent Study Practicum to academic department office.

Credits: 1-5 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.

Corequisites: 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 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: Participants must submit an application to be accepted into this program.

Corequisites: None.

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: 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.

## Mathematics

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

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; probability distributions; sampling; prediction; estimation; correlation; regression. Students will have an opportunity to analyze data sets from a variety of sources, including the National Center for Education Statistics (NCES) and the U.S. Census Bureau. Texas Instruments graphing calculators and Fathom statistical software will be used throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

**MATH 522 Experiencing Geometry**

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

Prerequisites: None.

Credits: 2 semester hours.

**MATH 525 Mathematics as Problem Solving**

Content: Helping K-12 mathematics educators incorporate mathematical problem solving throughout their curriculum. Content knowledge from geometry, measurement, number, and probability and statistics provide a context for this perspective on mathematics in everyday life. The National Council of Teachers of Mathematics standards and Oregon benchmarks serve as a framework for curriculum planning and assessment. These standards encourage teachers to engage their students through teaching approaches that foster meaningful learning, respond to individual differences, and respect cultural contexts. Emphasizes problem solving, communication of mathematics, and conceptual understanding of mathematics.

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 ways of helping all K-12 students master such skills prior to high school graduation. Participants will review relevant research, explore the history of algebra in the American curriculum, and examine strategies that foster the teaching and learning of algebra throughout a student's mathematical career.

Prerequisites: None.

Credits: 2 semester hours.

**MATH 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**MATH 549 Algebra and Geometry for Early Childhood/Elementary 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, which an emphasis on developing strategies for equitable teaching of algebra to all students.

Prerequisites: Admission to the Early Childhood/Elementary 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. Participants 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. Students complete two inquiry work samples as part of the course.

Prerequisites: Admission to Middle-Level/High School Program.

Credits: 3 semester hours.

**MATH 579 Teaching Mathematics to Adolescents**

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

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

Credits: 3-4 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 590 Multicultural History of Mathematics**

Content: Study of the ways in which mathematics has been developed and practiced across cultures, situating the subject in a global and human context. Includes an investigation of non-Western contributions to mathematics typically taught in schools, as well as culturally based practices and findings not found within the mainstream. Participants learn how to promote diverse perspectives in a learning environment responsive to contributions to mathematical thought from many different peoples of the world. Helps teachers to broaden their conception of content knowledge through opportunities to focus on the mathematics of selected cultural groups and time periods (e.g., African pyramids, Babylonian altars, Pythagorean theorems, Incan quipu). Emphasis on how mathematics connects learners with their communities. Provides the background necessary to integrate historical perspectives, topics, and approaches into mathematics teaching. Open to any student or teacher with an interest in mathematics and willingness to engage in reflection.

Prerequisites: None.

Credits: 2 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: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

**MATH 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: Consent of instructor and submission of application for Independent Practicum 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 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: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 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.

## Music Education

### MUE 544 Practicum in Music Education

Content: Part-time internship placement in an instrumental and/or vocal music program at the middle and/or high school level. Each participant observes classroom instruction, serves as an apprentice to a mentor teacher, and works with individuals and small groups of students. Team-teaching and conducting may be involved under supervision. Placement complements and provides the teaching assignment in ED 554, ensuring ample experience at both the middle school and high school levels. Students complete one of two work samples.

Prerequisites: Consent of instructor and submission of application for Independent Practicum to academic department office. Placement fee may be applicable.

Corequisites: For preservice candidates, MUE 579.

Credits: 1-4 semester hours.

### MUE 579 Teaching Music to Adolescents

Content: Attitudes, skills, resources, and problem-solving techniques needed by the music specialist to teach instrumental or vocal music at the middle and high school levels. Disciplinary topics include rehearsal techniques, recruiting, motivation, assessment, budget and administration, sequential instruction, scheduling, and public performance.

Emphasis on tailoring curricular priorities and selecting instructional materials responsive to student differences, interests, developmental levels, and cultural backgrounds. Attention to helping participants reflect upon their own experience and professional practice with the aim of developing a personal philosophy of music education.

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

Corequisites: For students seeking an Initial Teaching License, MUE 544.

Credits: 4 semester hours.

### MUE 580 Instrumental and Choral Ensemble Seminar/Lab

Content: Advanced rehearsal techniques for teaching band, orchestra, and chorus in the schools. Includes an in-depth study of disciplinary knowledge related to rehearsal techniques, literature selection, performance preparation, administrative strategies, instrumental pedagogy, and current trends in curriculum in a performance lab setting.

Prerequisites: None.

Credits: 1 semester hour.

### MUE 582 History, Development, and Current Trends in Music Education

Content: Major curriculum developments in music education from the 1700s to the present, including prevalent philosophies of music education, curriculum content, application of learning theories, and instructional goals, objectives, and assessment. Surveys dominant approaches to teaching music—Orff, Kodaly, Manhattanville, Dalcroze, Music Learning Theory (Gordon)—with emphasis on their application at the elementary level. Discussion of current trends in music education focuses on such issues as standards and assessment, multiculturalism and ethnocentrism, interdisciplinary education, and thematic teaching.

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

Credits: 3 semester hours.

### MUE 584 M.A.T. Seminar in Music Education

Content: Opportunity for M.A.T. music students to integrate what they have learned throughout the program. In consultation with the instructor, students design a project that defines and answers a question related to their teaching or intellectual and professional development. Required of all inservice music students seeking a master's degree.

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

Credits: 2 semester hours.

### MUE 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.

### MUE 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.

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

Credits: 1-5 semester hours.

### MUE 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.

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

Credits: 1-5 semester hours.

**MUE 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.

**MUP 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 music educators under the supervision of experienced field and campus supervisors.

Prerequisites: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**MUP 550 Music Performance Instruction and Learning - Trumpet**

Content: Individual studio instruction on tone production, technical aspects, range development, interpretive skills, and literature for trumpet performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 551 Music Performance Instruction and Learning - Viola**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for viola performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 552 Music Performance Instruction and Learning - Cello**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for cello performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 553 Music Performance Instruction and Learning - Bass**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for string bass performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher. Students may elect to concentration on classical or jazz styles and techniques.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 554 Music Performance Instruction and Learning - Guitar**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for guitar performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher. Students may elect to concentration on classical, jazz, or folk styles and techniques.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 555 Music Performance Instruction and Learning - Flute**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for flute and piccolo performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 556 Music Performance Instruction and Learning - Oboe**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for oboe and English horn performance. Reed-making and pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 557 Music Performance Instruction and Learning - Violin**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for violin performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 558 Music Performance Instruction and Learning - Clarinet**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for clarinet and bass clarinet performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 559 Music Performance Instruction and Learning - Saxophone**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for saxophone performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer. Students may elect to concentrate on classical or jazz styles and techniques.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 560 Music Performance Instruction and Learning - Bassoon**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for bassoon performance. Reed adjustment and pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher. Concentrated study on contrabassoon is an option.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 561 Music Performance Instruction and Learning - French Horn**

Content: Individual studio instruction on tone production, range development, technical aspects, interpretive skills, and literature for French horn performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 562 Music Performance Instruction and Learning - Low Brass**

Content: Individual studio instruction on tone production, range development, technical aspects, interpretive skills, and literature for trombone, euphonium, or Tuba performance.

Pedagogical methods and materials will also be emphasized.

Course content focuses on the student's individual needs as both a performer and a teacher of one or more low brass instruments.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 563 Music Performance Instruction and Learning - Percussion**

Content: Individual studio instruction on tone production, technical aspects, interpretive skills, and literature for all percussion instruments. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher. Students may elect to concentrate on classical or jazz styles and techniques. Focused study on drum set is an option.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 571 Music Performance Instruction and Learning - Piano**

Content: Individual studio instruction on technical aspects, interpretive skills, and literature for piano performance.

Pedagogical methods and materials will also be emphasized.

Course content focuses on the student's individual needs as both a performer and a teacher and may concentrate on classical or jazz style and techniques.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 574 Music Performance Instruction and Learning - Voice**

Content: Individual studio instruction on tone production, diction, interpretive skills and literature for vocal performance. Pedagogical methods and materials will also be emphasized. Course content focuses on the student's individual needs as both a performer and a teacher and may concentrate on a variety of musical styles.

Prerequisites: None.

Credits: 1 semester hour.

**MUP 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.

**MUP 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.

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

Credits: 1-5 semester hours.

**MUP 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 music educators under the supervision of experienced field and campus supervisors.

Prerequisites: None.

Credits: 1-5 semester hours.

**MUP 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.

**MUP 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.

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

Credits: 1-5 semester hours.

**MUP 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.

**MUS 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 music educators under the supervision of experienced field and campus supervisors.

Prerequisites: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**MUS 585 Advanced Conducting Seminar**

Content: Opportunity for improvement of conducting skills beyond undergraduate conducting courses. Individualized instruction allows students to focus in specific areas such as stick technique, use of the left hand, advanced patterns and meters, rehearsal strategies, score preparation, conducting accompaniments, conducting musical theater and vocalists, transpositions, and unusual notation. Students may elect to study with a choral, orchestral, or band specialist and may have opportunities to conduct one of Lewis & Clark's undergraduate ensembles.

Prerequisites: Two or more semester hours of undergraduate conducting or comparable experience.

Credits: 1 semester hour.

**MUS 586 Brass and Percussion Pedagogy**

Content: Teaching approaches associated with the brass family and their fundamentals—fingerings, embouchures, hand positions, and performance. Students observe the teaching of brass instruments during class and learn the relationship of one brass instrument to another.

Prerequisites: None.

Credits: 2 semester hours.

**MUS 588 Woodwind Pedagogy**

Content: Teaching approaches associated with the woodwind family and their fundamentals—fingerings, embouchures, hand positions, acoustics, breathing, maintenance and repair, equipment, accessories, methods, and materials. Discography for flute, oboe, clarinet, bassoon, and saxophone.

Prerequisites: None.

Credits: 2 semester hours.

**MUS 589 Vocal Pedagogy**

Content: Methods and materials for the school choral director, with emphasis on skills for assessing vocal problems of the solo voice, rather than the ensemble.

Prerequisites: None.

Credits: 1 semester hour.

**MUS 595 Conducting**

Content: Basic beat patterns, the function of the left hand, gestures, tempo, dynamics, and fundamental score reading.

Prerequisites: None.

Credits: 2 semester hours.

### **MUS 596 Composition**

Content: Musical gesture, repetition, and contrast. Students compose exercises and pieces, perform works, and study contemporary music and ideas.

Prerequisites: None.

Credits: 2 semester hours.

### **MUS 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: 1-3 semester hours.

### **MUS 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: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

### **MUS 640 Concert, Stage, and Band Literature Workshop**

Content: This workshop attracts elementary through collegiate band directors to perform and evaluate newly published band compositions and arrangements. Participants increase their knowledge of standard band literature repertoire.

Three half-days are devoted to music for jazz band with the remaining time covering all levels of concert band music. More than 100 concert band compositions and 75 jazz arrangements will be read throughout the week. Most are geared to middle and high school programs, but the curriculum is appropriate for any band director looking to strengthen his or her teaching repertoire. The final day includes seminars focusing on assessment and adjudication for middle school bands and jazz pedagogy. An Oregon Band Directors Association Adjudication Workshop will run concurrently during the afternoon for all interested participants.

Prerequisites: None.

Credits: 1-2 semester hours.

### **MUS 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: 1-3 semester hours.

### **MUS 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.

### **MUS 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: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

### **MUS 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 and Science Education**

### **SCI 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

### **SCI 555 Field Natural History**

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

Prerequisites: None.

Corequisites: None.

Credits: 1 semester hour.

**SCI 557 Teaching the Literature of Nature**

Content: Exploration of the genre of nature writing, focusing primarily on American authors but occasionally including texts from other regions of the world. Participants consider ways this literature can be taught to students in elementary, middle, and high school. Attention is also paid to the way nature writers can teach us to be more aware of our surroundings and conscious of the need to protect them.

Prerequisites: None.  
Credits: 2 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. Participants 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. Students complete two required inquiry work samples.

Prerequisites: Admission to Middle-Level/High School 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 laboratory technologies in science teaching. Includes planning, organization, and assessment of science teaching and learning. Pays attention to differentiation of instruction for various purposes and student needs, articulation of objectives and linking them to teaching and assessment. Introduces students to the importance of science as the work of a particular cultural community with shared values and linguistic norms while examining research about the challenge students may face in making a "cultural border crossing" into science. Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views of Novak, Mintzes, and Wandersee as well as Driver, Posner, Aikenhead, and other leaders in science education research. Participants complete an interview assessment of students' prior knowledge and write the teaching plan for their first required inquiry/work sample, being careful to include in this plan reflection on research previously conducted on the learning of concepts that are central to the work sample unit.

Prerequisites: Admission to Middle-Level/High School 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: Admission to Early Childhood/Elementary 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 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: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

**SCI 612 Field Geology Oregon for Teachers**

Content: Introductory field techniques for conducting geological inquiry. Introduces non-geologists to the nature of geological reasoning and also provides experienced earth science instructors with background about Oregon geology. Oregon's volcanic landforms and the fossil record of the John Day country in north central Oregon are featured. Participants reside at the study sites, experiencing an intense week of intellectual and physical activity. Immersion in geologic content knowledge happens on several levels: basic concepts, geology of Oregon, and approaches to solving field problems in geology. Students develop confidence in their capacity to solve geologic problems of the local landscape at a novice level. They also develop very basic skills in using maps, compasses, and GPS.

Prerequisites: None.

Credits: 2-3 semester hours.

**SCI 620 Reading the Landscape**

Content: Uncover the web of relationships among people, their communities, and the their landscapes they inhabit as revealed through local stories. Learn how to create place-based curriculum and anchor experiences to community resources amid amidst the regional landscapes of the Pacific Northwest. Discover the unique contributions to curriculum design offered by local museums, historical societies, and citizen organizations. Experience inquiry that demonstrates how the concept of a watershed integrates subjects.

Prerequisites: None.

Credits: 1-2 semester hours.

**SCI 621 Ecoscapes**

Content: Please see the section comments below for an individual section description. "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.

Prerequisites: None.

Credits: 2 semester hours.

**SCI 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**SCI 675 Oregon Field Geology West**

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

Prerequisites: None.

Credits: 2 semester hours.

**SCI 676 Oregon Field Geology East**

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

Prerequisites: None.

Credits: 2 semester hours.

**SCI 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.

**SCI 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.

**SCI 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.

**SCI 921 Ecoscapes International**

Content: "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.

Prerequisites: None. Fee.

Credits: 2 semester hours.

**SCI 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.

**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 531 Multicultural Literature (Grades 5-12)**

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

Prerequisites: None.

Credits: 2 semester hours.

**SS 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**SS 547 Race, Culture, and Power**

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

Prerequisites: None.

Credits: 2-3 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 will be modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions. Candidates complete two required inquiry/work samples.  
Prerequisites: Admission to Middle-Level/High School Program.  
Credits: 3 semester hours.

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

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: Admission to Early Childhood/Elementary Preservice 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. Focuses on different ways of organizing instruction and assessing learning in secondary and middle school content areas. Students examine historical and contemporary issues in teaching social studies, including terminology, philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to differentiation of instruction for various purposes and student needs and articulation of objectives, linking them to teaching and assessment. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Students also learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Participants write the teaching plan for their first required inquiry/work sample.  
Prerequisites: Admission to Middle-Level/High School Preservice Program or consent of instructor.  
Credits: 4 semester hours.

**SS 585 Political Geography of the Middle East**

Content: Overview of the Middle East in an international context. Considers the legacy of colonialism and the impact of the new imperialism; socioeconomic, political, and cultural dynamics within the region; the Israeli-Palestinian conflict; the role of energy resources; and the clash of paradigms. Covers the U.S. invasion of Iraq and Afghanistan as well as U.S. hegemony and counter-hegemonic resistance to it. Considers the region as a focal point for intercapitalist rivalries.  
Prerequisites: None.  
Credits: 2 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 591 Envisioning a Sustainable Society**

Content: Consideration of cultural changes needed in response to the environmental crisis. Explores how modern industrial societies are premised on uninhibited growth, the planetary limits that challenge this possibility, the implications of a fundamental shift in our material conditions, and what it all may mean for those who work in public institutions. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems. Engages 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 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: Consent of instructor and submission of application for Independent Study to academic department office.

Credits: 1-5 semester hours.

**SS 621 Ecoscapes**

Content: "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.

Prerequisites: None.

Credits: 2 semester hours.

**SS 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: Consent of instructor and submission of application for Independent Practicum to academic department office.

Credits: 1-5 semester hours.

**SS 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.

**SS 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.

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

Credits: 1-5 semester hours.

**SS 921 Ecoscapes International**

Content: "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous, outdoor activity.

Prerequisites: None.

Credits: 2 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 Special Education Students in the General Education Classroom**

Content: Understanding the requirements of special education legislation litigation, and specially designed research-based instruction is an essential first step in the process of ensuring that general education classrooms provide appropriate instruction for special education students. The goals of this course will be to translate education policies and procedures into effective classroom practice. Particular emphasis will be placed on providing appropriate information for student Individual Education Plans (IEPs), interpreting IEPs for students in your classroom, and the processes, procedures, and techniques for providing appropriate adaptations for all students with disabilities.

Prerequisites: SPED 524.

Corequisites: ED 515.

Credits: 1 semester hour.

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

Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues.

Students develop and 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 Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders**

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 510/626 or consent of instructor.

Credits: 2 semester hours.

### **SPED 513 Assessment and Diagnosis for Students With Special Needs**

Content: Assessment, diagnosis, and eligibility for special education as defined by federal and state law. Emphasis is placed on accountability measures and progress monitoring; current assessment instruments/practices; curriculum-based assessment/curriculum-based measurement; and response to intervention (RTI) with information relevant to special education eligibility, specially designed instruction (SDI) and student progress. Participants design a progress-monitoring paradigm which includes selecting, administering, and scoring individual academic assessments; interpreting scores/profiles; and providing SDI recommendations across grade levels and academic areas.

Prerequisites: SPED 510/626 or advisor consent required.

Corequisites: SPED 545/645.

Credits: 3 semester hours.

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

Content: Research-validated curriculum and specially designed instruction (SDI) for students with disabilities. Based on state standards (Oregon Assessment of Knowledge and Skills), participants review and adapt general education curricula appropriate to their authorization level 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 and measurement data to craft effective as well as substantively and procedurally correct individual education plans (IEPs); and specially designed instruction based on student achievement data. Candidates will demonstrate all skills necessary to facilitate an IEP meeting including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632 or consent of advisor.

Corequisites: SPED 546/646.

Credits: 3 semester hours.

### **SPED 516 Interventions for Severely Challenged Students**

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

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

**SPED 517 Teaching Reading to Students with Special Needs**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities. Topics include the causes and correlates of reading difficulties, research-validated reading curricula, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with specially designed instruction (SDI) in reading based on the general education curricula.

Prerequisites: SPED 514/SPED 633 or consent of advisor.

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, state standards and state assessment, 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. Students visit and review programs that use different intervention models. Emphasis on schools or programs with positive behavioral interventions and supports (PBIS). Participants study and review delivery systems ranging from a consultation model to a therapeutic day-treatment program. Emphases on creating democratic communities that respond sensitively to 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 Severely Challenged Students**

Content: Current practices with demonstrated effectiveness for developing and performing interventions with 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 severely disabled children. Topics include services that bridge the transition from school to the community and workplace as well as transition services for younger children.

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: 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: Inclusion of special education students in general education classrooms for a significant portion of the school day is a common enough practice to be considered a national trend. Special education students can bring challenges to the classroom teacher in all areas of educational practice, perhaps most specifically in instruction and management. This course will focus on the policy and procedures that govern special education and the adaptations in classroom practice necessary to ensure their success.

Prerequisites: ED 561.

Corequisites: ED 514.

Credits: 1 semester hour.

**SPED 535 Current Issues in Special Education**

Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants' backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon.

Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director.

Credits: 2 semester hours.

**SPED 544 Practicum**

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

Prerequisites: SPED 510/626 and 513/632 and consent of instructor and submission of application for Independent Practicum to academic department.

Corequisites: SPED 514/633.

Credits: 1 semester hour.

### **SPED 545 Practicum I**

Content: Public-school-based field experience provides each participant with observation and feedback concerning the application of essential skills, which are required to meet the Oregon special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the endorsement candidate and practicum supervisor with pre- and post-observation analysis. Participants are required to document time spent providing all aspects of the special education process with the emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/626.

Corequisites: SPED 513/632.

Credits: 1 semester hour.

### **SPED 546 Practicum II**

Content: Clinical field experience to provide each candidate with observation and feedback concerning essential skills required by the special education standards associated with the Special Education Endorsement and the Continuing Teaching License. Observations are collaboratively scheduled by the participant and practicum supervisor with pre- and post-observation analysis. Observations in Practicum I (SPED 545) have provided formative assessment of a candidate's demonstrated knowledge, skills, and dispositions related to special education practice. This course provides summative assessment of the candidate. Candidates document time spent providing all aspects of the special education process with emphasis on progress monitoring, individual education plans (IEPs) and specially designed instruction (SDI).

Prerequisites: SPED 510/626, SPED 545.

Corequisites: SPED 514/633.

Credits: 1 semester hour.

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

Credits: 1-5 semester hours.

### **SPED 620 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 needs.

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

Prerequisites: SPED 514/633 or consent of advisor.

Credits: 3 semester hours.

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

Content: Examination of key components of effective programs. Students visit and review programs that use different intervention models. Participants study and review delivery systems ranging from a consultation model to a therapeutic day-treatment program. Emphases on creating democratic communities that respond sensitively to students' social/emotional and developmental needs and are culturally sensitive. Focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.

Prerequisites: SPED 511/SPED 629 or consent of advisor.

Credits: 3 semester hours.

### **SPED 622 Program Development for Severely Challenged Students**

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

Prerequisites: SPED 516/SPED 628.

Credits: 2 semester hours.

**SPED 623 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: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.

Credits: 2 semester hours.

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

Content: Analysis of the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. With the focus on progress monitoring and accountability, topics include history, current policies and procedures, the practice of special education based on scientific research, incorporation of technology, and legal issues. Students develop and 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 627 Teaching Reading to Students With Special Needs**

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

Prerequisites: SPED 514/633 or consent of advisor.

Credits: 2 semester hours.

**SPED 628 Interventions for Severely Challenged Students**

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

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

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

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

Prerequisites: SPED 510/626 or consent of instructor.

Credits: 2 semester hours.

**SPED 631 School-Based Consultation**

Content: Identifying and applying the consultation and collaboration skills needed to support special education students in the classroom. Topics include communication strategies, conflict resolution skills, problem-solving techniques, progress monitoring, collaborative decision-making processes, staff development, facilitating consultation and collaboration efforts, and developing effective interpersonal communication. Students learn skills for use in general education classroom settings and skills for helping teachers develop and use assessment methods, curricula, and instructional strategies with demonstrated effectiveness in improving student outcomes.

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

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

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

Prerequisites: SPED 510/626 or consent of advisor.

Corequisites: SPED 545/645.

Credits: 3 semester hours.

**SPED 633 Curriculum and Instruction for Students With Special Needs**

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

Prerequisites: SPED 513/SPED 632 or consent of advisor.

Corequisites: SPED 546/646.

Credits: 3 semester hours.

**SPED 635 Current Issues in Special Education**

Content: Provides an integrated summary of current content, pedagogy, learning, and legal issues that have direct impact on the practice of special education in k-12 public schools. The faculty and endorsement candidates jointly select topics for additional emphasis based on participants' backgrounds and cumulative experiences in the Special Education Endorsement program. Focus is on application of all components of special education standards in Oregon.

Prerequisites: Completion of all coursework for the Special Education Endorsement or consent of program director.

Credits: 2 semester hours.

**SPED 644 Practicum**

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

Prerequisites: SPED 510/626, and 513/632 Corequisite: SPED 514/633.

Corequisites: SPED 633 (Required).

Credits: 1 semester hour.

**SPED 645 Practicum I**

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

Prerequisites: SPED 510/621.

Corequisites: SPED 513/632.

Credits: 1 semester hour.

**SPED 646 Practicum II**

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

Prerequisites: SPED 510/621.

Corequisites: SPED 514/633.

Credits: 1 semester hour.

**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: 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.

## Core Program

### Graduate Core Program

The graduate Core program brings together students and faculty from education and counseling psychology professions in interdisciplinary exploration of fundamental issues affecting personal development and professional life. This blurring of disciplinary borders encourages participants to consider new ways of researching, learning, and solving real-world problems common across social service professions. Core seminars and courses are designed to inspire competent, responsive service to diverse populations and to help shape a more just, inclusive, and compassionate regional and global culture.

Core studies begin with a fall Convocation focused on the ways creativity, compassion, and commitment play into the professional lives of educators and counselors. The Convocation provides an opportunity for students to learn more about the graduate school, the work of its faculty, and the purposes and possibilities of the Core program. Student involvement in Core continues with a series of 1- and 2-semester-hour courses that offer additional opportunities to explore the relationship between the central values of the graduate school as expressed in its mission and motto and the helping professions.

Students fulfill Core program requirements by participating in the fall Convocation and completing 2 semester hours of courses selected from among the Core offerings.

### Core Curriculum

#### CORE 500 Convocation

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.

#### CORE 501 Graduate Seminars

Content: These experimental courses include a range of topics: Audio Postcards, Rethinking the Line Between Us, and Field Notes: Observations and Reflections in the Natural World. Offered in varied formats to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

#### CORE 504 Journey Through Change

Content: This course will explore the change process through Joseph Campbell's and William Bridges' writings. Each individual, family, and organization is on a journey through change and struggles with challenges regarding how to change, grow, and heal. Some struggle successfully while others give up and revert back to old habits and styles. An awareness of the change process and the process of mentoring is a key component to understanding one's power. The stages of mentoring in education and mental health will be delineated. The class will be an engaging combination of short lectures, exercises, and videos.

Prerequisites: None.

Credits: 1 semester hour.

#### CORE 505 Immigrants in the United States: Opportunities and Challenges

Content: Through research on immigration, documentary film, and interviews, teachers and counselors gain knowledge and understanding about the diverse experiences and lived reality of first- and second-generation immigrants in the United States today. Topics for discussion include acculturation, identity, language, social and cultural capital, economics, and transnational movement.

Prerequisites: None.

Credits: 2 semester hours.

#### CORE 506 Displacement: Living and Learning in Native America

Content: Participants learn from the historic and contemporary experiences of the people indigenous to the United States. Drawing from essays, poetry, and short fiction, this course considers the implications of Native American experience for professionals in counseling and education.

Prerequisites: None.

Credits: 1 semester hour.

#### CORE 507 Maps of Return and Recovery: Native American Resilience

Content: With particular attention to the experiences of contemporary Native American people, supports exploration of the paths of resilience. Ways taken for returning and recovering are evident in the use of maps as a theme in contemporary Native American literature. Following this theme, the course involves imaginative and actual investigation of recovery and its map—maps that are sometimes testimony, sometimes instruction, sometimes prophecy.

Prerequisites: None.

Credits: 1 semester hour.

#### CORE 508 Great Tribal Leaders of Modern Times

Content: Spanning the fields of Native American studies, multicultural studies, American history, political science, and sociology, this course focuses on video interviews of tribal leaders who have worked to preserve tribal self-determination, treaty rights, and the constitutionally protected status of sovereign governments. The leaders speak of federal policies from the 1940s to the present that altered and often destroyed tribal identities, such as those of the removal, termination, and assimilation eras.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 509 Spirituality, Religious Diversity, and Professional Practice**

Content: We explore the nature of spiritual and religious experience as a source of meaning for individuals, communities, and cultures, the diversity of these experiences, and the new religious diversity of American society. We inquire into the experience of persons from differing world religious traditions, and practice authentic dialogue with them. Through exploration and reflection we examine the implications of spiritual consciousness and religious diversity for living and working as helping professionals.

Prerequisites: None.

Credits: 1-2 semester hours.

**CORE 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*. There 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.

**CORE 513 The Work of Paulo Freire**

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

Prerequisites: None.

Credits: 2 semester hours.

**CORE 514 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. Also listed as LA 504/604 and WCM 504/604.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 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.

**CORE 519 Amish/Las Vegas: Polarities in American Lifestyles**

Content: These two subgroups are symbolic of the polarities within ourselves and our society. Las Vegas represents instant gratification, materialism, risk, impulse, excitement, and individualism. The Amish symbolize simplicity, plainness, selflessness, community, slow change, and humility. This course explores both subcultures and reflects on the everyday societal, familial, educational, and personal tensions that mirror these polarities. It uses interdisciplinary-focused lectures, directed discussions, and videos to illustrate the need to understand how culture affects our daily lives.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 526 Narrative and Voice: Themes of Gender and Culture**

Content: Examines the central need to make meaning from the predicaments and possibilities of human life through story. Readings draw from different cultural traditions in psychology, anthropology, literature, and biography. Participants explore gender and culture as meaning systems that affect individual responses in cognitive, social, and moral realms, drawing connections among their own biographies, individuals they serve, and lives addressed in selected narratives.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 530 Daily Writing in 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.

**CORE 532 Writing Culture: (Title)**

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.

**CORE 534 The Informed Life: The Path of Creativity**

Content: Exploration of the integral role of creativity in our personal and professional lives, investigating questions like: What is creativity? What is the role of creativity in human survival? How can we energize our existence through new paths of creative development? Students explore many aspects of creativity, including its sources, the value of risk-taking and failure, the necessity of creativity in organizations, the cultural contexts of creativity, the key role of humor, and ways to include a creative lens in everyday endeavors. Readings are selected by students from a wide range of disciplines.

Prerequisites: None.

Credits: 1-2 semester hours.

**CORE 537 Seminar in Moral Development, Ethics, and Imagination**

Content: Exploration of how children and adolescents develop ethical judgment, imagination, and a sense of justice and compassion. Memoir, literary narratives, poetry, environmental studies, music, film, reflective journal writing, and case studies from participants' experience with youth in many contexts will guide our explorations. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 538 Race, Culture, and Power**

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

Prerequisites: None.

Credits: 2 semester hours.

**CORE 540 Envisioning a Sustainable Society**

Content: This course is designed to encourage an extended conversation about the health and longevity of industrial societies and steps that could be taken to enhance their sustainability. Rapid economic change coupled with the impact of human technologies on planetary systems is threatening the stability of both social and natural environments. In coming decades, people who work in public schools and mental health institutions are likely to encounter the consequences of these events. They could also play a role in shaping a society that is less ecologically damaging and more respectful of human needs poorly met by most contemporary economic and political systems.

Prerequisites: None.

Credits: 2 semester hours.

**CORE 542 Drama for Learning and Social Action**

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

Prerequisites: None.

Credits: 1-2 semester hours.

**CORE 543 Ways of Seeing/Ways of Knowing**

Content: How individuals construct and are formed by their cultures. Each individual's way of knowing and seeing is influenced by his or her ethnicity, gender, social class, sexual orientation, and learning history. Examines factors that create an individual's experience of what is valuable, aesthetic, acceptable, or taboo. Readings, films, field trips, discussion, and writing help participants articulate their perspectives on self and culture.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 545 The Contemplative Dimension of Education and Counseling**

Content: Drawing from multidisciplinary and culturally diverse sources, students will look deeply at how the contemplative/mindfulness process can nurture a commitment to engaged compassion in their teaching and/or counseling practice. Combining reflection, readings, journaling, dialogue, and hands-on learning activities, students will be introduced to historical and contemporary overviews of contemplative philosophy and practice. Embracing the paradox of co-existing truths, we will consider this issue from multiple perspectives ranging from quantum physics to Buddhist philosophy to recent findings in neuroscience. This course also incorporate readings from "The Impossible Will Take a Little While."

Prerequisites: None.

Credits: 1 semester hour.

**CORE 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. Also listed as WCM 546/646 and LA 526.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 547 Visual Metaphor**

Content: An exploration of folk and fairy tales both through visual and oral storytelling. Students will choose an ancient story that connects with their personal life. Character, theme, and story elements will be explored. This exploration will include a consideration of cultural bias, values, and beliefs that underlie our interactions with each other in our personal and professional lives, key aspects of any service-oriented profession.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 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 me your story" can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 565 Communicating with Compassion to Connect and Heal a Broken World**

Content: Nonviolent communication, as developed by Marshall B. Rosenberg, provides a framework and a set of skills to address human problems from the most intimate relationships to global political conflicts. We will use this concept to explore the applications of nonviolent communication in both personal and professional settings. Offering a way to enter into "power with" relationships, rather than "power over" relationships, is a powerful antidote to a competitive, judgmental, and disconnected world.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 566 Facilitating Change: User Friendly Research and Practical Strategies**

Content: The nature of change, the stages of change, and systems for assisting self and others to make progress with respect to change. Course draws on research (Prochaska, Norcross, and Di Clemente) that has applicability across professions, as well as practical relevance for daily living. Students will have opportunities to apply principles to actual or hypothetical situations in their personal and/or professional lives.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 567 When a Nation Wages War: War and Peace Alongside Spiritual Perspectives**

Content: When a nation wages war, change invades our lives and something shifts within us. Any normal incident can turn into a crisis. War uncovers deeply felt passions and leads to difficult questions. Compassion, commitment, and community building—essential elements for surviving war and for making peace—are key aspects in determining what response students will bring to this topic. By being spiritually present to issues of and questions about war and peace, helping professionals can better walk with students and clients during these war-saturated times.

Prerequisites: None.

Credits: 1 semester hour.

**CORE 568 Tapping Community Resources to Support Minority Populations**

Content: Counselors and educators explore the impact of complex factors such as culture, race, and ethnicity on schools and communities. Utilizing current research and culturally responsive approaches, topics include the achievement gap, access to post-secondary options, and professional journeys. Strategies include best practices, critical self-reflection, and establishing supportive networks to nurture our work. The course includes additional off-campus community-based activities.

Prerequisites: None.

Credits: 2 semester hours.

**CORE 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.

**CORE 615 Graduate Seminars**

Content: These experimental courses include a range of topics: Audio Postcards, Rethinking the Line Between Us, and Field Notes: Observations and Reflections in the Natural World. Offered in varied formats to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

**CORE 620 Reading the Landscape**

Content: This course explores relationships among people, their communities, and the landscapes they inhabit. Participants will examine the social and cultural aspects of a community and learn how to conduct an assessment that identifies attitudes, values, and behaviors. The unique contributions and educational opportunities offered by local museums, historical societies, public agencies, and citizen organizations will be combined with inquiry into local stories that explore history, culture, aesthetics, geology, and ecology. The focus will be on sustainability and community engagement in natural resource issues, looking at the benefits of ecotherapy and the potential of shared responsibility for community well-being.

Prerequisites: None.

Credits: 1-2 semester hours.

**CORE 621 Ecoscapes**

Content: "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous outdoor activity.

Prerequisites: None.

Credits: 12 semester hours.

**CORE 902 Culture and Community: [location]**

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: 1-2 semester hours.

**CORE 921 Ecoscapes International**

Content: "Ecoscapes" integrates appreciation of place, governance of "the commons," and understanding of ecological theory. In a commons, either the property itself or the rights of its use are held in common or allocated by the community according to a set of rules. Immersed in a landscape and with a focus on ecological restoration, students strive to cultivate local knowledge about a commons. Expect moderately strenuous outdoor activity.

Prerequisites: None.

Credits: 12 semester hours.

## Community Engagement Curriculum

A number of specialized courses for both Lewis & Clark graduate students and community members are available through the programs of the Center for Community Engagement, including the Northwest Writing Institute, the Oregon Writing Project, and the Indigenous Ways of Knowing Program. We encourage adults to think creatively, act knowledgeably, and live reflectively.

Through the Center for Community Engagement, the Graduate School of Education and Counseling works in collaboration with community partners to address critical community needs in education and counseling. We strive to enhance the effectiveness of professionals as agents of change; support the self-organizing capacities of groups, organizations, and communities working toward social justice; and help meet the needs of marginalized communities with a commitment to address issues of race, class, gender, sexual orientation, power, privilege, language, and ability. The center builds and supports alliances and networks, creates connections with social service organizations and schools, and seeks out, explores, and reflects the diversity that exists within communities. Connecting theory and practice, we prepare a cadre of new education and counseling change agents by integrating outreach into graduate coursework and involving graduate students in outreach activities.

*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 at [www.lclark.edu/graduate/offices/registrar](http://www.lclark.edu/graduate/offices/registrar).

### Subject-Area Courses:

- Indigenous Ways of Knowing (IWOK) Courses
- Oregon Writing Project Courses
- Writing and Creative Media Courses (offered through the Northwest Writing Institute)

### Indigenous Ways of Knowing (IWOK) Courses

#### **CORE 506 Displacement: Living and Learning in Native America**

Content: Participants learn from the historic and contemporary experiences of the people indigenous to the United States. Drawing from essays, poetry, and short fiction, this course considers the implications of Native American experience for professionals in counseling and education.

Prerequisites: None.

Credits: 1 semester hour.

#### **CORE 507 Maps of Return and Recovery: Native American Resilience**

Content: With particular attention to the experiences of contemporary Native American people, supports exploration of the paths of resilience. Ways taken for returning and recovering are evident in the use of maps as a theme in contemporary Native American literature. Following this theme, the course involves imaginative and actual investigation of recovery and its map—maps that are sometimes testimony, sometimes instruction, sometimes prophecy.

Prerequisites: None.

Credits: 1 semester hour.

#### **CORE 508 Great Tribal Leaders of Modern Times**

Content: Spanning the fields of Native American studies, multicultural studies, American history, political science, and sociology, this course focuses on video interviews of tribal leaders who have worked to preserve tribal self-determination, treaty rights, and the constitutionally protected status of sovereign governments. The leaders speak of federal policies from the 1940s to the present that altered and often destroyed tribal identities, such as those of the removal, termination, and assimilation eras.

Prerequisites: None.

Credits: 1 semester hour.

#### **CPSY 518 Northwest Native History: Complicated Legacies**

Content: This elective course is designed to introduce graduate students in Education, Counseling and Education Leadership to a sociopolitical history that demonstrates some of the factors contributing to the complex historical legacy of indigenous students in the United States.

Prerequisites: None.

Credits: 2 semester hours.

#### **CPSY 521 Counseling Native American Communities**

Content: Assists counselors in developing deep understanding and capacity for supporting the mental health of Native American individuals, families and communities. Through careful consideration of the research bearing on contemporary Native American experience alongside stated concerns of regional and global indigenous leaders, this course will explore in detail the practices and sensibilities that support cultural and personal health.

Prerequisites: None.

Credits: 2 semester hours.

#### **ED 522 Educating Native American Students**

Content: This course is designed to introduce experienced teachers to a variety of factors that contribute to the educational success or failure of indigenous students in the United States and elsewhere. It will explore in detail innovative instructional practices that contribute to higher levels of student engagement and success.

Prerequisites: None.

Credits: 2 semester hours.

**ED 572 Native American Sociopolitics: History and Effects**

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

Prerequisites: None.

Credits: 2 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: Current employment, or on temporary leave, as a public or private school K-2 teacher.

Corequisites: None.

Credits: 2 semester hours.

**ED 591 Oregon Writing Project: Teacher Research**

Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students' writing.

Prerequisites: ED 592/692.

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: Participants must submit an application and have an interview to be accepted into this program.

Corequisites: None.

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 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-director Katharine Johnson 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: None.

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/districts. Participants will examine current research from writing and coaching fields to learn-147effective coaching148 practices; develop grade 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/district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED-692, ED 594/ED-694.

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 592/692.

Credits: 3 semester hours.

**Oregon Writing Project Courses (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: Consent of Oregon Writing Project program coordinator.

Credits: 2 semester hours.

**ED 691 Oregon Writing Project: Teacher Research**

Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students' writing.

Prerequisites: ED 592/692.

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: Participants must submit an application and have an interview to be accepted into this program.

Corequisites: None.

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 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-director Katharine Johnson 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: None.

Credits: 1-2 semester hours.

**ED 695 Oregon Writing Project: Writing in Schools**

Content: This is an inquiry course designed to improve the teaching of writing. In this course, 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/districts. Participants will examine current research from writing and coaching fields to learn-147effective coaching148 practices; develop grade 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/district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/692 and ED 594/694.

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 592/692.

Credits: 3 semester hours.

**Writing and Creative Media Courses (on campus), offered through the Northwest Writing Institute**

**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.No.

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 514 Writers in Danger**

Content: This workshop engages the global perils of the writing life. In collaboration with the PEN Freedom to Write committee, we will examine the case files of international writers currently silenced or imprisoned, then advocate for the writer's relief, and at the same time provide further research on the political conflicts underlying the writer's predicament. These enhanced files are returned to PEN to further the work of monitoring freedom of expression around the world.

Prerequisites: None.

Credits: 2 semester hours.

### **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 519 Writing for Radio**

Content: Radio commentaries bring individual voices to broad audiences, and join the concision of poetry to social and environmental concerns. In this workshop, we will write to a series of prompts at the intersection of personal and community life, and bring one short essay to production-ready qualities of clarity, engagement, and brevity.

Prerequisites: None.

Credits: 1-2 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: 1-2 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, 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.

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 536 Visual Thinking**

Content: We are visual creatures, taking pleasure in color and image, in sinuous line and tactile texture—but what is the role of language in our seeing, and how is our use of language enriched by our visual experience? This workshop, for teachers at all levels, will focus on the interplay between visual and verbal languages as a window to learning.

Prerequisites: None.

Credits: 1 semester hour.

### **WCM 540 Writing for ESL Students**

Content: "What is different about here," said an immigrant of 15, "is how I must say things." The English language can be a great wall, a border hard to cross. For English language learners, writing can be the gate, the welcoming road. Recognizing that people achieve understanding as they write together, this class will explore activities that break down learning barriers and foster a sense of inclusion and expression.

Prerequisites: None.

Credits: 1 semester hour.

### **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: 1-2 semester hours.

### **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.

## **Writing and Creative Media Courses (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 collaborate 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, 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 selected accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

### **WCM 612 Ways of Seeing: 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 614 Writers in Danger**

Content: This workshop engages the global perils of the writing life. In collaboration with the PEN Freedom to Write committee, we will examine the case files of international writers currently silenced or imprisoned, then advocate for the writer's relief, and at the same time provide further research on the political conflicts underlying the writer's predicament. These enhanced files are returned to PEN to further the work of monitoring freedom of expression around the world.

Prerequisites: None.

Credits: 2 semester hours.

### **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 619 Writing for Radio**

Content: Radio commentaries bring individual voices to broad audiences, and join the concision of poetry to social and environmental concerns. In this workshop, we will write to a series of prompts at the intersection of personal and community life, and bring one short essay to production-ready qualities of clarity, engagement, and brevity.

Prerequisites: None.

Credits: 1-2 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: 1-2 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, 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.

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.

Corequisites: coreq:.

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 636 Visual Thinking**

Content: We are visual creatures, taking pleasure in color and image, in sinuous line and tactile texture—but what is the role of language in our seeing, and how is our use of language enriched by our visual experience? This workshop, for teachers at all levels, will focus on the interplay between visual and verbal languages as a window to learning.

Prerequisites: None.

Credits: 1 semester hour.

### **WCM 640 Writing for ESL Students**

Content: "What is different about here," said an immigrant of 15, "is how I must say things." The English language can be a great wall, a border hard to cross. For English as a Second Language learners, writing can be the gate, the welcoming road. Recognizing that people achieve understanding as they write together, this class will explore activities that break down learning barriers and foster a sense of inclusion and expression.

Prerequisites: None.

Credits: 1 semester hour.

### **WCM 645 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.

**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 me your story" can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

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 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: 1-2 semester hours.

**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.

## Documentary Studies

Documentary Studies at the Northwest Writing Institute creates a community of seekers who shape untold stories, celebrate local heroes, and connect new technologies with the oldest human magic in storytelling. We offer individual courses open to Lewis & Clark graduate students (a teacher or counselor who wants to make these electives part of their degree), as well as participants from the community (an artist, parent, veteran, neighborhood activist, or other citizen with a story to tell). The program sends participants as writers and documentarians into local communities and other landscapes of custom and culture. We teach the documentary arts of writing, video and film, audio recording, and digital storytelling. Our workshops bring together ethnography and creative expression, encouraging work that crosses cultural boundaries in search of stories that reveal, connect, and heal communities. Documentary methods will help individuals and communities engage issues of race, class, ethnicity, gender, and social justice.

### Certificate in Documentary Studies

Participants in the eight-credit certificate program pursue five credits of required coursework, including an introduction to documentary studies; courses in fieldwork, interviewing, and writing; an exploration of the ethical issues involved in bearing witness; and a final capstone project. Three electives in a chosen medium complete the requirements. Partial scholarships are available.

#### Certificate Requirements

A minimum of 8 semester hours in Writing & Creative Media

#### Required Courses (at least five semester hours chosen from the following)

WCM 501/WCM 601 Introduction to Documentary Studies	1
WCM 504/WCM 604 Bearing Witness: Writing, Documentary Studies, Social Justice	1
WCM 522/WCM 622 Imaginative Writing Seminar: Works in Progress	1-2
WCM 530/WCM 630 Daily Writing in the Spirit of William Stafford	1-2
WCM 545/WCM 645 Exploring Life Stories: The Art of the Interview	1-2

#### Elective Courses (at least three semester hours chosen from the following)

WCM 510/WCM 610 Memoir	1-2
WCM 511/WCM 611 Audio Postcards: Creativity, Compassion, Commitment	1
WCM 516/WCM 616 Telling Lives	1

WCM 520/WCM 620 Telling Your Story in Documentary Film	1-1.5
WCM 531/WCM 631 Digital Storytelling	1
WCM 532/WCM 632 Writing Culture	1-2
WCM 548/WCM 648 Healing Power of Story	1

### Courses (on campus)

#### 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 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 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 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 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: 1-2 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, 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.

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 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 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.

## Courses (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 collaborate 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 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.

### **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 selected accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

### **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 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: 1-2 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, 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.

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 645 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.

### **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 me your story" can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

Prerequisites: None.

Credits: 1 semester hour.

## 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 over 25 years, OWP has been a vital resource for teachers across the 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 Lewis & Clark's Graduate School of Education and Counseling as well as the Center for Community Engagement. This program is aimed specifically at developing teacher expertise in coaching writing for students as well as faculties.

K-12 educators enrolled in the Teaching of Writing Graduate program take 16 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 curriculum. 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 16 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 591/ED 691 Oregon Writing Project: Teacher Research	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 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 on the Community Engagement Curriculum page.

### 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 on the Community Engagement Curriculum page.

#### Summer Institute

##### 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: Participants must submit an application and have an interview to be accepted into this program.

Corequisites: None.

Credits: 7 semester hours.

#### Practicum

##### 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 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-director Katharine Johnson 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: None.

Credits: 1-2 semester hours.

## Certificate Courses

### **ED 591 Oregon Writing Project: Teacher Research**

Content: In this practical, hands-on course, teachers will follow a question that has arisen out of their classroom practice about writing: a problem, an issue, a nagging concern. Teachers will also explore the work of other teacher researchers in the National Writing Project Network. This inquiry-centered approach will allow teachers to conduct research in their own classrooms as they develop their questions, plan their methodology, gather data and analyze their students' writing.

Prerequisites: ED 592/692.

Credits: 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/districts. Participants will examine current research from writing and coaching fields to learn 147 effective coaching practices; develop grade 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/district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED-692, ED 594/ED-694.

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 592/692.

Credits: 3 semester hours.

## Admission

### Admission Criteria

The Graduate School of Education and Counseling welcomes applications from prospective students who embrace the school's vision "to learn, to serve, and to lead through deep engagement with the self and the world." Program faculty and the Graduate Admissions Committee carefully consider many factors when evaluating candidates: prior academic experience and record, writing ability, references, interpersonal skills, professional experience, and program-specific requirements. An individual's personal integrity and professional fitness are also relevant to the admissions process.

Meeting the minimum entrance requirements of a given program does not guarantee admission. Conditional admission may be granted to applicants who meet certain admission requirements at the minimal level if other indicators suggest probable success in the program of study.

### Admission Process

Prospective students who wish to enter a degree, licensure, or endorsement program at the Lewis & Clark Graduate School of Education and Counseling are required to submit an application of admission. Applicants must hold a baccalaureate degree (for some programs a master's degree is also required) earned from a regionally accredited college or university in the United States or the foreign equivalent. Required application materials include the following:

- Completed, signed, and dated application form (online or paper)
- \$50 application fee
- Current professional resume
- Essay(s) as required by each program of study
- 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); 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
- Required test scores

Note: See the Program-Specific Admission Information section for additional admissions requirements specific to each program.

It is the applicant's responsibility to complete the application process in a complete, accurate, and honest manner. Providing false information or failing to provide critical information relevant to the application may result in denial of admission, withdrawal of admission, and/or disciplinary action after matriculating to the graduate school. The graduate school, in its discretion 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.

All application documents, as well as online application information, are available at [www.lclark.edu/graduate/offices/admissions](http://www.lclark.edu/graduate/offices/admissions). Application forms and information may also be obtained by contacting the graduate school:

Admissions Office  
Lewis & Clark Graduate School of Education and Counseling  
0615 S.W. Palatine Hill Road, MSC 87  
Portland, Oregon 97219-7899  
503-768-6200  
503-768-6205 fax  
[gseadmit@lclark.edu](mailto:gseadmit@lclark.edu)

### Counseling Psychology Department: Program-Specific Admission

- **Master of Arts**
  - Marriage, Couple, and Family Therapy
  - Professional Mental Health Counseling—Addictions
  - Professional Mental Health Counseling
  - Psychological and Cultural Studies (not available for new entering students)
- **Educational Specialist in School Psychology**
- **Master of Science in Counseling Psychology** (Note: Application to the M.S. program is available only to current students enrolled in one of the Counseling Psychology department's M.A. programs.)

#### Application Deadlines

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

#### Marriage, Couple, and Family Therapy

Summer: January 15  
Fall: January 15

#### Professional Mental Health Counseling—Addictions

Spring: October 1  
Summer: February 1  
Fall: February 1

#### Professional Mental Health Counseling

Summer: February 1  
Fall: February 1

#### School Psychology

Summer: February 1  
Fall: February 1

#### Application Requirements

- **Degree programs (M.A. and Ed.S.)**

Admissions decisions are based on a holistic assessment of an applicant's potential to be a competent, ethical, and compassionate practitioner. GPA and GRE scores, which can be indicators of ability to perform academic work,

are required as part of the application; however, they are considered in conjunction with the personal essay, information on relevant service and life experience, letters of reference, and, in some cases, interviews.

Note: application to the M.S. program is available only to current students enrolled in one of the Counseling Psychology department's M.A. programs.

- **School Psychology Initial License-Only program**  
(Note: This program is not accepting applications for 2011-2012)

Applicants must hold a master's or doctoral degree from a regionally accredited institution or foreign equivalent in counseling, psychology, special education, or a related field to qualify for admission.

#### Interview

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

#### Testing

Applicants to Professional Mental Health Counseling, Professional Mental Health Counseling—Addictions, and School Psychology programs are required to take the Graduate Record Examination (GRE) general test. Official test scores must not be more than 10 years old and must be received by the application deadline. The GRE testing requirement is waived if the applicant holds a master's degree or higher from a regionally accredited institution or foreign equivalent.

In addition, applicants to the Ed.S. in School Psychology program must provide scores from one of the basic skills tests: Praxis I, CBEST, or WEST-B. (Exception: Candidates who currently hold an Oregon teaching license or a doctoral degree are not required to submit basic skills test scores.)

#### GPA Requirements

All Counseling Psychology programs: 2.75 undergraduate degree

### Educational Leadership Department: Program-Specific Admission

- **Master of Education**
  - Educational Administration (with Initial Licensure)
  - School Counseling (with Initial Licensure)—Track I and Track II
- **Educational Specialist**
  - Administration (with Initial and Continuing Administrator Licensure)
  - Advanced Leadership (not available for new entering students)
- **Doctor of Education**
  - Educational Leadership
- **Licensure**
  - Initial Administrator License
  - Continuing Administrator License

-Initial School Counseling License—Track I and Track II

#### Application Deadlines

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

#### Educational Administration

Applications for master's degree, educational specialist, and license-only programs will be reviewed by faculty and the Graduate Admissions Committee on a **rolling basis**. The Graduate Admissions Committee meets every month except August.

#### Doctor of Education in Leadership

Summer admission only: March 1

#### School Counseling

Summer: February 1

Fall: February 1

#### 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. A copy of the applicant's license or certificate must also be included. Please contact an advisor if you do not meet these requirements.

- **Master of Education in Educational Leadership with Initial Administrator License program**

Applicants must arrange for an interview with the faculty after all admissions materials have been submitted.
- **Initial Administrator License program**

Applicants must hold a regular teaching, school counseling, or school psychology license from the state of Oregon. Applicants must document three years of licensed teaching, school counseling, or school psychology experience.
- **Continuing Administrator License program**

Applicants must hold an Initial Administrator License and arrange for an interview with faculty if they did not attend the Initial Administrator License Program at Lewis & Clark.
- **Educational Specialist in Administration program**

Applicants must have a master's degree from a regionally accredited institution or the foreign equivalent and must hold a regular teaching, school counseling, or school psychology license from the state of Oregon. Applicants must document three years of licensed teaching, school counseling, or school psychology experience. Applicants may be required to arrange an interview with faculty.
- **Doctor of Education in Leadership program**

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 towards this requirement.

### Testing

No testing is required for admission to the Educational Leadership programs. However, Lewis & Clark must have 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

#### • Track I program in School Counseling

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. A copy of the applicant's teaching license must also be included.

#### • Track II program in School Counseling

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

#### • Licensure Programs

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

### Interview

Qualified applicants from Oregon and southwest Washington will be invited to attend an interview session. Telephone interviews may be offered to applicants in other geographic areas.

### Testing

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

### GPA Requirements

All programs: 2.75 undergraduate degree

## Teacher Education Department: Program-Specific Admission

#### • Master of Arts in Teaching with Initial License (Preservice)

- Early Childhood/Elementary
- Middle-Level/High School

#### • Master of Education in Education Studies (not available for new entering students)

#### • Master of Education (Inservice)

- Curriculum and Instruction, with or without endorsement
- Special Education, with endorsement

#### • Endorsements and Licensure (Inservice)

- Endorsement only with Continuing Teaching License (ESOL/Bilingual, Reading, and Special Education)
- Endorsement only without Continuing Teaching License

### Application Deadlines

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

### Preservice program

December 1 (for summer admission only)

### Inservice programs

Applications for the master's degree, license-only, and endorsement programs will be reviewed by faculty and the Graduate Admissions Committee on a rolling basis. The Graduate Admissions Committee meets every month except August.

### Application Requirements: PRESERVICE PROGRAMS

Applicants must submit three letters of recommendation, at least one of which attests to the scope and quality of the applicant's work with youth, whether through formal employment or in a voluntary role. Letters of recommendation should also address academic and teaching potential. Applicants to the Early Childhood/Elementary preservice program must demonstrate competency in mathematics and science. For applicants to the Early Childhood/Elementary program, at least one reference letter must address the candidate's work with children in a K-6 classroom setting. Applicants to the Middle Level/High School program must demonstrate competency in the subject area chosen.

Full admission to the Master of Arts in Teaching with Initial Teaching License preservice program is contingent upon acceptance by a school district for an internship.

### Interview

Qualified applicants will be invited to participate in a group interview as part of the application process. Telephone interviews will be offered to applicants in other geographic areas.

### Testing

Testing is not required for admission into the preservice programs. However, all preservice applicants are strongly encouraged to submit scores from one of the following basic skills tests: Praxis I, CBEST, or WEST-B. Test scores will increase the admissions committee's ability to assess an application. Note: All required testing must be completed before a preservice student may be recommended for an Initial Teaching License in Oregon or any other state.

### GPA Requirements

All preservice programs: 2.75 undergraduate degree

### **Application Requirements: INSERVICE PROGRAMS**

Applicants to endorsement or licensure programs must include a copy of their Oregon teaching license or certificate with their application if they wish to be recommended for an endorsement through the Oregon Teacher Standards and Practice Commission (TSPC). Of the two letters of recommendation required for 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.

For applicants who currently hold an Oregon Initial Teaching License: the program requirements for an Oregon Continuing Teaching license are embedded in all advanced preparation endorsement programs (except mathematics). By applying to an endorsement program you are automatically applying to our Continuing Teaching License program.

### **Testing**

Testing is waived for applicants who have a master's degree upon applying to the program.

### **GPA Requirements**

All inservice programs: 2.75 undergraduate degree

## **Admission Decisions**

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

If admitted, applicants to degree programs may be required to submit a \$200 nonrefundable tuition deposit in order to hold a space in the entering class.

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

Candidates denied admission to the graduate school may not appeal the decision. Specific information regarding an admission decision is confidential and will not be discussed. Denied applicants may reapply to the same program twice and no additional application will be considered.

## **Admission to Academic Certificate Programs**

Applications for academic certificate programs will be reviewed by program faculty and the Graduate Admissions Committee on a rolling basis. The Graduate Admissions Committee meets once a month except in August.

All prospective academic certificate students are required to submit the following:

- Certificate Program Application form (paper)
- Current professional resume
- Statement of purpose (no more than two pages in length)
- Official transcript showing bachelor's degree earned at a regionally accredited institution or the foreign equivalent

Selection of program participants is based on the admission requirements. Applicants will receive written notification of their acceptance, inclusion on a waitlist, or non-

acceptance after the Graduate Admissions Committee has made a decision. Applicants accepted to the program will be sent registration information for the first-semester courses. Waitlisted applicants will be notified if space becomes available and will be given an opportunity to register. Applicants may register for academic certificate programs as a special student.

## **Admission of International Students**

The Lewis & Clark Graduate School of Education and Counseling welcomes applications from international students. Lewis & Clark is authorized under federal law to enroll nonimmigrant students. Graduates of regionally accredited American colleges and universities or of recognized, comparable degree-granting institutions abroad are eligible to apply for graduate study (this typically means the completion of a degree of at least four years' duration beyond the 12th year of secondary school). Graduates of a non-U.S. university system are required to provide officially evaluated and translated copies of their transcripts. Official evaluations and translations are done by outside agencies. Information regarding three such agencies can be found at: [www.wes.org](http://www.wes.org), [www.ierf.org](http://www.ierf.org), and [www.acei1.com](http://www.acei1.com).

International students should have sufficient knowledge of the English language. All nonnative English-speaking students who have not completed an undergraduate degree in the United States must submit evidence of English proficiency. Lewis & Clark recognizes the results of a number of standardized tests for the purpose, including the Test of English as a Foreign Language (TOEFL), the English Language Proficiency Test (ELPT), and the International English Testing System (IELTS). The Graduate Admissions Committee may consider an applicant who has low scores but shows evidence of superior achievement and aptitude.

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 also supply more information regarding English language testing and requirements.

All students from other countries are required to have a medical examination before coming to the United States. They must also enroll in the Lewis & Clark insurance plan or show proof of major medical coverage before registration.

## **Admission of Alumni**

Applicants who have completed a degree, licensure, or endorsement program at Lewis & Clark's Graduate School of Education and Counseling within the last five years who are seeking admission to another licensure or degree program within the same academic program must submit an admissions application, current resume, letter of intent, and letter of recommendation from a current or former supervisor. We also require official transcripts for any coursework under-

taken since the completion of your previous Lewis & Clark Graduate School of Education and Counseling program. The \$50 application fee is waived.

Alumni who are applying to a degree or licensure program outside of their original program must follow the complete application instructions for the new program. 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.

## Special Student Status

With Special Student status, individuals may take a maximum of nine (9) degree-applicable credits prior to formal admission to the Graduate School of Education and Counseling. Registration as a Special Student requires program approval and may be 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.

The following programs require approval prior to registration as a Special Student:

- All certificate programs
- Marriage, Couple, and Family Therapy
- Professional Mental Health Counseling
- Professional Mental Health Counseling—Addictions
- Educational Leadership: Master of Education, Educational Specialist, and license-only programs
- School Counseling
- School Psychology
- Teacher Education - all inservice programs

The following programs do not allow Special Student status:

- Doctor of Education in Leadership
- Teacher Education - preservice Master of Arts in Teaching programs and Master of Education in Educational Studies
- Psychological and Cultural Studies

NOTE: Special Student status does not guarantee formal admission to the Graduate School of Education and Counseling.

### Information for current Lewis & Clark undergraduate students

A Lewis & Clark undergraduate student may also register for graduate level classes as a Special Student. He or she may be eligible to register for designated courses at the graduate school if he or she has completed 93 undergraduate credits, is registered as a full-time student during the semester of cross-registration (taking no fewer than 12 credits)\* at the College of Arts and Sciences, and obtained the consent of the graduate course instructor and graduate registrar. In order to apply credit earned in a graduate course to an

undergraduate major, the student must obtain approval in advance from the major department chair in the College of Arts and Sciences.

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

## Tuition and Fees

### Tuition

- 500 and 700 level courses (held on campus): **\$738 per semester hour**
- 600 level courses (held off campus): **\$638 per semester hour**

The graduate school's tuition and fees are determined annually during the spring semester. Students should anticipate that costs may increase.

### Section and Course Fees

Individual sections or courses may have associated fees. Check to see if your section has a fee by viewing your section using WebAdvisor. Course and section fees will be reversed if the section is dropped before 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:

	<b>Before and during ADP</b>	<b>After the end of ADP, but before the first day of the class</b>	<b>On the first day of the class after ADP</b>	<b>After the first day of class after ADP</b>
<b>Adding a course</b>	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.
<b>Dropping a course</b>	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 .

### Advance Deposits

A nonrefundable deposit of \$200 is required from students who intend to enroll in counseling psychology programs, school counseling programs, teacher education preservice master's degree programs, or the educational leadership doctoral degree program 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.)
- *K-12 Career and Licensing*: For Lewis & Clark graduates with a placement file established prior to January 1, 2003: The first 10 mailings are included in the set-up fee; additional mailings are \$5 per file for files sent within the United States.

Some graduate programs may charge additional fees for fieldwork, materials, or practica.

The Oregon Teacher Standards and Practices Commission (TSPC) charges a separate fee for teachers, administrators, school counselors, and school psychologists applying for new licenses and endorsements and renewal of current licenses. The Oregon Board of Licensed Professional Counselors and Therapists (LPCT) also charges a separate fee for new licenses.

# 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 College'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/](http://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 his or her 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 College.

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 prekindergarten through grade 12 students, youth and adult clients, and peers in classes and field placements; fulfilling respon-

sibilities 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; the requirements and boundaries of confidentiality; and appropriate sensitivity to the public perception of one's actions and activities, including 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 practitioner 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 example, 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.

### 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:

- 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.
- 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.

- 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, 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. 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 her or his absence and will retain the authority to make decisions regarding the student's future in the program.
- The possible outcomes of the student conduct review include: a written response from the student indicating her or his 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 conduct of the student conduct review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.
- 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 degree programs must maintain a B average (3.0) and may not receive any grade lower than a C- in any course and no two grades lower than B- to be considered making satisfactory academic progress. Students in nondegree graduate programs (including license, certificate, and endorsement programs) must maintain a 3.0 GPA to be considered making satisfactory academic progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their program and notified of this action.

### **Grading Policy**

Once a grade is recorded, it is permanent. Unless an instructor agrees 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 agrees 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. 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 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 in 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, she or he may submit a formal written appeal to the chair of the department. This appeal must be submitted within one month of 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 withdrawn from the program, depending on the circumstances. Once withdrawn 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 will provide 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, 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 faculty on the panel will act in an advisory capacity to the program director, who will communicate her or his 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 to dismiss her or him 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.

### 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 examples of their coursework, participate in focus groups, and 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.

The assessment process for all programs contains the following common elements:

- Student learning outcomes for graduate programs are clearly communicated and assessed using fair and unbiased instruments.
- Faculty and others use assessment information for the purpose of program improvement.
- 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, and appropriate national accreditation organizations.
- Aggregate performance data will not include personally identifying information and student names will be removed from all individual samples of student work.
- 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.
- 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.

## 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 his or her advisor by 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:

- Apply for and be granted admission to graduate study. All materials submitted in connection with application for admission become the property of Lewis & Clark.
- Design a formal study program. Students must design a formal program of study with a graduate advisor by soon after being admitted to degree status and before registering for further coursework.
- Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their degree/licensure program.
- 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 should consult with their advisor.
- Apply for degree. Students must complete the degree application according to the schedule outlined in the Applying for Degree Candidacy section of the Registration Policies page. Degree applications are available in the graduate school registrar's office and online.

If progress is unsatisfactory, the student is notified by email and is required to meet with his or her 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

- 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.
- Design a formal study program. Students must design a formal program of study with a graduate advisor soon after being admitted and before registering for further coursework.
- Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their program.
- Complete the approved course of study within the time period established for each program. (This includes required subject-area tests if the student intends to apply to the Oregon Teacher Standards and Practices Commission for a license or endorsement.)

If progress is unsatisfactory, the student is notified by mail and is required to meet with his or her 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 psychology students (except school psychology students—see below) have completed their program of study at Lewis & Clark, they may need to complete additional work (such as internship hours) for licensure eligibility. Counseling psychology 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 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 his or her advisor to consider ways of fulfilling the requirement without the need for a special petition. A petition form is available from the graduate registrar's office.

### **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:

- A student who is not seeking a Lewis & Clark degree or licensure and is taking courses solely for personal or professional enrichment.
- A student who is interested in pursuing a Lewis & Clark degree or licensure but has not been formally admitted to graduate study.

Special Students are allowed to enroll for a maximum of nine 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, or licensure requirements.

Special Students are not eligible for federal student aid.

## Registration Policies

### Registering for Classes

Registration is accomplished online using WebAdvisor, 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 with WebAdvisor, with the exception of certain changes.

WebAdvisor, along with the latest information and instructions about course registration, can be accessed by visiting the graduate registrar's website at [www.lclark.edu/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 (ADP). No late fees will apply if a student adds a course online on or before the first day of class. After the ADP, students wishing to drop a course must complete a Late Add/Drop form and pay a late fee. Additional charges may be assessed based on the tuition adjustment policy. For details, review the late add/drop grid and the Tuition Adjustment Policy.

### Enrollment Levels

Students must be enrolled full time (6 or more credit hours per semester) to receive grant or scholarship assistance and must be enrolled at least half-time (at least 3 credit hours per semester) to receive assistance in the form of loans or student employment.

### Email

Email is the official method of communication at Lewis & Clark. Once you are admitted to take degree-applicable courses and have paid the nonrefundable tuition deposit, you will receive instruction about how to establish your Lewis & Clark email/network and WebAdvisor accounts. Our internal systems will only use your Lewis & Clark email address for correspondence.

### Cross-Registration

A Lewis & Clark undergraduate may be eligible to register for designated courses at the graduate school if he or she has completed 93 undergraduate credits, is registered as a full-time student\* during the semester of cross-registration (taking no fewer than 12 credits) at the College of Arts and Sciences, and obtained the consent of the graduate course instructor and graduate registrar.

In order to apply credit earned in a graduate course to an undergraduate major, the student must obtain approval in advance from the major department chair in the College of Arts and Sciences.

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

### Transfer of Credit

Transfer of graduate credit from other institutions is evaluated on an individual basis and may include courses using both traditional and alternative modes of delivery. Normally a student is prohibited from transferring more than the equivalent of 10 semester hours of graduate-level credit. The amount of transfer credit accepted by individual programs may vary. Usually only credits earned in the five years prior to admission are considered for transfer credit. Courses requested for transfer into an applicant's degree program at Lewis & Clark must be from a regionally accredited institution and have a minimum grade of B, or a grade of CR or "pass" from an institution that provides documentation that a CR or pass grade represents a grade of B or higher.

To have previous coursework evaluated for transfer credit, students must submit an official transcript or transcripts documenting the coursework. The Graduate School of Education and Counseling must receive any such transcripts within 30 days of formal admission for the student to be considered for transfer credit.

Credit transfer applied to the Oregon Teacher Standards and Practices Commission (TSPC)-approved licensure programs (nondegree) may be exempt from the restrictions described above. Students should consult the appropriate advisor.

### Waiver of Courses

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

- A written or oral examination by a faculty member in the area in which competence is to be assessed (with consent of instructor).
- Demonstration of skill, behavior, or other knowledge that clearly reveals mastery in the area in which competence is to be assessed.
- A written recommendation from an outside authority recognized by Lewis & Clark (such as a licensed principal or superintendent), followed by a thorough review of the recommendation by a faculty member in the area in which competence is to be tested.

All required courses that are waived must be replaced by preapproved elective coursework with equivalent credit. 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 Nondegree Programs

There is no fixed 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.



the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a degree or licensure. The application for independent study must be submitted to the appropriate department office at least one week prior to the last day to register for 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.

## Continuous Enrollment

Students who elect to interrupt their studies must show a justifiable reason to obtain an approved leave of absence from the department chair, and must file their approved leave of absence with the graduate school registrar's office. Students who remain unenrolled for 12 months and who do not have an approved leave of absence may, at the discretion of their program, be required to reseek formal admission.

## Degree Candidacy

The following steps are taken to determine whether an admitted student's performance is satisfactory enough to allow the student to continue in their academic program and to complete requirements for the degree:

- Course grades are examined to determine whether the student is maintaining a 3.0 grade point average and whether the student has earned more than two grades below B- or any grade lower than C-.
- 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.
- Information relevant to each degree/licensure/endorsement concentration is solicited from advisor(s), instructors, and other sources.

Students who do not maintain the required GPA will be withdrawn from the program. Withdrawal decisions may be appealed through the graduate school's Appeal Review Process. Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of appeal review.

## 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

**May degree completion and June commencement participation:**

November 20

**July or August degree completion and June commencement participation:**

February 20

## Commencement

The graduate school holds one commencement ceremony yearly. The 2012 ceremony will be held on June 3, 2012. Degree candidates from the previous December, May degree candidates, and July-August degree candidates who have filed a degree application by the February deadline are eligible to participate.

### Commencement Speaker Selection

In order to select the student commencement speaker, the graduate school will solicit nominations from the graduating class. Students may self-nominate or they may be nominated by their peers. Once nominated, the student is asked to provide a two-to-three page writing sample (not research), and to prepare a one-page outline of the speech with rationale. Nominees will be asked to present a two-to-three minute excerpt of their draft of the speech before a panel composed of representatives from the dean's office, the faculty, the staff, and the Student Union Network. Following presentations, the panel will select a speaker based on the following three criteria:

- Recognized as an outstanding student, both in the classroom and in the larger community.
- Exemplary representative of the graduate student body.
- Excellent speaking ability with well-thought-out speech.

## Transcripts

Transcript requests must be in writing (federal guidelines require your signature to release your academic information). Your request may be mailed, faxed, brought to our 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 you also completed undergraduate coursework at the College of Arts and Sciences (CAS), we will copy and forward your request to the CAS registrar's office at no additional fee. If you have recently completed your coursework, we suggest that you check WebAdvisor to ensure all grades are posted before ordering your transcript.

The request form for a Lewis & Clark graduate transcript is available on our website at [www.lclark.edu/graduate/offices/registrar/transcripts](http://www.lclark.edu/graduate/offices/registrar/transcripts). Please include the following information in your request:

- Your name, address, and phone number
- Social Security Number or L&C ID number
- Date of birth
- Former or other names under which you may have attended
- Approximate dates of attendance
- Degree earned (if applicable) and degree date
- The address(es) and name(s) to which we should send the transcript(s)

- Your signature

Payment can be made by check, money order, or credit card. To pay by credit card (Visa or MasterCard only) include with your request the credit card number, the name on the card, expiration date, amount to be charged and your signature to authorize payment. Checks 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:

Registrar's Office, Rogers Hall, Room 301

0615 SW Palatine Hill Road, MSC 90

Portland, OR 97219-7899

Fax: (503) 768-6035

Email: [gradreg@lclark.edu](mailto: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.

## Billing and Payment Standards

Student and Departmental Account Services produces statements itemizing the activity on student accounts. These statements are delivered electronically. Paper statements are not mailed to students with a Lewis & Clark email address. Notification will be sent to the student's Lewis & Clark email address when a new statement is available for viewing. Once a student has an E-Bill available, he or she may log into the E-Bill system, view current and past statements as well as make student account payments. Access to E-Bill is available through the Student and Departmental Account Services website at [www.lclark.edu/offices/account\\_services](http://www.lclark.edu/offices/account_services).

The first statement of each semester is generated well before the beginning of the semester. Fall semester statements are available in July and spring semester statements are available in November. The fall deadline to settle student accounts typically is in mid-August. The spring deadline to settle student accounts typically is in mid-December. To avoid any late payment penalties, your account must be settled by the first day of the semester in which you are enrolled, **whether or not** you have 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, for one reason or another, a student's account is carrying a balance due after the semester due date. Such balances are immediately due and payable to Lewis & Clark.

In the summer, the school does not generate statements in advance of the semester's start. To avoid any late payment penalties, your account must be settled by the first day of the session(s) in which you are enrolled, **whether or not** you have retrieved your statement.

For a discussion of what it means to settle your account and for details of our accepted methods of payment, please visit the Student and Departmental Account Services website at [www.lclark.edu/offices/account\\_services](http://www.lclark.edu/offices/account_services).

Certain forms of financial aid, such as Federal Direct PLUS Loans for graduate and professional students, Federal Direct Subsidized and Unsubsidized Loans and Federal Perkins 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 "Estimated 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 account shortly after the start of the semester, it may be an indication that you need to take additional action. Please refer to the information provided with the award notification to confirm that you have completed the steps necessary

to receive funding. Contact the Office of Student Financial Services at 503-768-7090 or [sfs@lclark.edu](mailto:sfs@lclark.edu) with any questions.

### Nonpayment of Charges

Students owing money to Lewis & Clark and/or students who have not settled their charges will not be allowed to register or attend classes for future semesters. For an explanation of what it means to settle a student account, please refer to the Student and Departmental Account Services website: [www.lclark.edu/offices/account\\_services](http://www.lclark.edu/offices/account_services). Lewis & Clark reserves the right to withhold grade reports, transcripts, and diplomas. Registration for future terms may be canceled as a result of an outstanding student account balance. Full payment of any balance due is required to facilitate the release of these documents and/or to clear a student for class re-registration. Additionally, past-due balances, not covered by fully processed financial aid, are subject to late fees.

Lewis & Clark reserves the right to assess late fees for all past-due student accounts. Late fees are assessed as follows: balances of \$999 and below are subject to a per-semester \$10 late fee, balances of \$1,000 and above are subject to a per-semester \$100 late fee.

### Dishonored Payments

A \$15 fee will be placed on the student's account for any payment returned to Lewis & Clark, or its payment processing partner, Tuition Management Systems, by the bank. This fee may not be reversed. Student and Departmental Account Services will send notice to the student of the dishonored payment. The student must make restitution and remit payment of the dishonored payment fee within 10 days following this notification. The school reserves the right to refuse a personal check for payment in certain circumstances.

### Audit Fee

Lecture courses may be taken for no credit on a space-available basis. The audit fee is the same as the regular tuition for the course.

### Withdrawal from Lewis & Clark

Students who find it necessary to withdraw from Lewis & Clark are eligible to have their tuition charges adjusted according to the schedule that follows. Course fees will not be adjusted 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. 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

If you receive financial assistance, federal regulations and Lewis & Clark policy require that a calculation be performed to determine the amount of assistance that you are eligible to retain in light of your withdrawal. As a result of this calculation, it may be necessary to return funding previously applied to your student account to the appropriate aid programs. After your charges and financial assistance have been adjusted, if the amount of assistance you are eligible to retain is in excess of what you owe on your student account, these funds will be released to you. Please see the Financial Aid Withdrawal Policy and contact Student Financial Services for details.

## Refund of Credit Balances

Student account refunds will be processed on or after the first day of classes each term and only when a credit actually exists on a student's account. Following the first day of classes, refunds will be released weekly, on Fridays. If the credit is a 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. Estimated financial aid does not qualify for a refund.

**Please Note:** Summer financial aid cannot be posted to student accounts prior to June 1. Therefore, financial aid refunds will not be released until the Friday following June 1. 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 via paper check. Electronic payments will be initiated on Fridays for students who have provided their bank information through WebAdvisor. Paper checks will be printed on Fridays for students who have not enrolled for electronic payment. Refund checks payable to the student will be mailed immediately to the student's preferred mailing address on file with the school.

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 sponsor, credit balances will be refunded to the third-party 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 events that are beyond the student's control and that are unavoidable.

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 with the chair of the student's academic department and the dean of the graduate school. If the appeal is supported, the graduate registrar will present the supported appeal to Lewis & Clark's Administrative Cluster for 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 registrar's office if you have any questions regarding the appeal process.

## Financial Assistance

Lewis & Clark recognizes the challenge many students face in meeting the cost of obtaining a quality graduate education. While the primary responsibility for paying for college rests with the student, Lewis & Clark is committed to working in partnership with students to make 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 85% 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 noncitizens, 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 in this catalog). Students must be enrolled full time (6 or more credit hours per semester) to receive grant or scholarship assistance and must be enrolled at least half-time (at least 3 credit hours per semester) to receive assistance in the form of loans or student employment.

All students who wish to be considered for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). Financial aid is offered on an annual basis, and students must reapply beginning January 1 of each year. To receive priority consideration for financial assistance, students must submit all appropriate financial aid forms no later than March 1. Applications for financial aid received after the March 1 priority filing date are subject to available funds.

The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Students must list Lewis & Clark's Federal School Code of 003197 on their FAFSA in order for Lewis & Clark to receive their FAFSA analysis. It is also important that students complete the FAFSA using the same name and Social Security number registered with the Social Security Administration. Students will receive a Student Aid Report (SAR) from the federal processor as a confirmation that their FAFSA has been processed.

Students should review the information on the SAR for accuracy and keep the document on file for future reference. The SAR may contain comments indicating that the student's application has been selected for a process called verification. This means that Lewis & Clark must verify the accuracy of the information submitted on the FAFSA. Students selected for verification are required to submit additional documents to the Office of Student Financial Services, such as signed copies of federal tax returns and W-2

forms as well as a verification worksheet. Students should not submit additional documentation unless requested to do so.

Not all financial aid is awarded on the basis of demonstrated financial need. Subsidized federal loans, however, are granted only to those students who demonstrate financial need. Financial need is defined as the difference between the cost of attending college and the amount students are expected to contribute toward meeting that cost. The expected family contribution is determined by applying the federally mandated need analysis formula to the information submitted on the FAFSA. Factors such as family size, number of students in college, income, and assets are considered in assessing the student's ability to contribute to his or her educational costs. Students must notify the Office of Student Financial Services of any changes to information submitted on their FAFSA as such changes may influence their eligibility for assistance. All financial information remains confidential. For more information, contact Lewis & Clark's Office of Student Financial Services at 503-768-7090.

### Release of Financial Aid Records and Information

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) Part 99, federal regulations prohibit Student Financial Services 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, Student Financial Services requires enrolled students to sign a release form available in our office or from our website ([www.lclark.edu/offices/student\\_financial\\_services](http://www.lclark.edu/offices/student_financial_services)). To protect students' personal information, when Student Financial Services 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 from the registrar's office. Copies of the act can be viewed online at [www.ed.gov/policy/gen/reg/ferpa/index.html](http://www.ed.gov/policy/gen/reg/ferpa/index.html).

### 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 are 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.

Note: Summer aid cannot be posted to student accounts before June 1, and financial aid refunds will not be available to students until after that date. Please plan accordingly.

## 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 Student Financial Services, even after funds have been disbursed. Situations that may prompt a financial aid award revision and that should promptly be reported to Student Financial Services 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 Stafford, Perkins, and Graduate PLUS Loan funds. Students should contact Student Financial Services 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 sources inside or outside Lewis & Clark 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

Students are required to maintain Satisfactory Academic Progress toward earning their degree and remain in good academic standing to be eligible for financial assistance.

Satisfactory Academic Progress has three components:

- Completion of the required number of credits each academic year (summer through spring)
- Completion of the program within the prescribed number of semesters
- A cumulative GPA of 2.0 or higher.

Students are awarded financial aid based on the number of credits that students in their program typically enroll in over an academic year. In order to maintain Satisfactory Academic Progress, students must complete 75% of these credits over the course of their academic year. Credits earned may vary from semester to semester based on the course offerings and the student's course selection, as long

as the student is enrolled at least half-time (3 credits) each semester. Students should plan their coursework to ensure completion of the program in the prescribed number of semesters.

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

## Failure to Maintain Satisfactory Academic Progress

If students fail to complete the required number of credits, fail to maintain a minimum cumulative GPA of 2.0, and/or exhaust the number of semesters of aid eligibility without completing their degree requirements, they have not met the requirements for Satisfactory Academic Progress, and are not eligible for federal or institutional student aid. They may petition in writing for temporary reinstatement of eligibility by submitting an explanation for why they failed to meet the criteria, along with an academic plan signed by their advisor. The Standards of Progress Committee will review the petition and may grant a probationary period of aid eligibility. If a student has been granted a probationary period of aid eligibility and again fails to meet the standards, the student will be ineligible for further federal financial aid or institutional financial aid until he or she meets the Satisfactory Academic Progress standards.

### *Department of Counseling Psychology*

**Community Counseling (M.A., M.S.)** : Incoming students attending two semesters in the first year of the program are awarded aid on the assumption that they will enroll in 19 credits during the academic year. Students are eligible to receive financial aid for a maximum of 8 semesters, or until degree requirements are met, whichever is earlier.

**Marriage, Couple, & Family Therapy (M.A., M.S.)** : Incoming students attending two semesters in the first year of the program are awarded aid on the assumption that they will enroll in 16 credits during the academic year. Students are eligible to receive financial aid for a maximum of 9 semesters, or until degree requirements are met, whichever is earlier.

**School Psychology (Ed.S.)** : Incoming students attending two semesters in the first year of the program are awarded aid on the assumption that they will enroll in 21 credits over the course of the academic year. Students are eligible to receive financial aid for a maximum of 8 semesters, or until degree requirements are met, whichever is earlier.

**Addiction Studies (M.A., M.S.)** : Incoming students attending two semesters in the first year of the program are awarded aid on the assumption that they will enroll in 16 credits over the course of the academic year. Students are eligible to receive financial aid for a maximum of 8 semesters, or until degree requirements are met, whichever is earlier.

**Psychological and Cultural Studies (M.A., M.S.)** : An academic plan for each year will be required to determine cost and student loan eligibility. Students have 8 semesters of financial aid eligibility.

#### ***Department of Educational Leadership***

**Educational Leadership (M.Ed.)** : Incoming students are required to submit an individual academic plan, signed by their advisor, that outlines their intended coursework over the course of their first academic year in the program. Financial aid will be awarded on the basis of this academic plan. Educational Administration students are eligible to receive financial aid for a maximum of 6 semesters, or until degree requirements are met, whichever is earlier.

**Educational Leadership (Ed.D.)** : Incoming students attending three semesters in the first year of the program will be awarded aid on the assumption that they will enroll in 15 credits over the course of the academic year. Students are eligible to receive financial aid for a maximum of 9 semesters, or until degree requirements are met, whichever is earlier.

**School Counseling (M.Ed.)** : Incoming students enrolling for two semesters in an academic year will be awarded aid on the assumption that they will enroll in 19 credits over the course of the academic year. Students are eligible to receive financial aid for a maximum of 6 semesters, or until degree requirements are met, whichever is earlier.

#### ***Department of Teacher Education***

**Preservice Teacher Education Programs (M.A.T.)** : Incoming students typically enroll in 32-37 credits during the first academic year and will be awarded aid based on the expected credits for their cohort. Preservice M.A.T. students are eligible to receive financial aid for a maximum of 4 semesters, or until degree requirements are met, whichever is earlier.

**Inservice Teacher Education Programs (M.Ed.)** : Incoming students are required to submit an individual academic plan, signed by their advisor, that outlines their intended coursework over the course of their first academic year. Financial aid will be awarded based on this academic plan. Inservice M.Ed. students are eligible to receive financial aid for a maximum of 8 semesters, or until degree requirements are met, whichever is earlier.

### **Financial Aid Withdrawal Policy**

Students who receive financial aid and who completely withdraw from all classes during a semester are subject to a recalculation of eligibility for assistance in accordance with federal regulations. The date that a student initiates the official withdrawal process with the registrar's office will be considered his or her official withdrawal date. This date will be used to determine the charges incurred by the student as well as the aid the student is eligible to use to address those charges. Lewis & Clark will perform a calculation to determine the portion of federal Title IV funds that must be returned to federal aid programs. The formula uses the number of days of attendance to determine how much federal aid the student has earned to address the charges

incurred for the period of enrollment. Students will be eligible to keep the same percentage of institutional aid as the percentage of tuition charged due to their withdrawal.

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

### **Sources of Assistance**

Financial aid includes resources awarded in the form of gifts (grants and scholarships) and self-help (student employment and loans). Lewis & Clark, federal and state governments, employers, and private organizations and businesses provide the funding for these resources. While several student loans are awarded on the basis of demonstrated financial need as determined by the FAFSA analysis, most student loans are available to students regardless of their financial need.

### **Scholarships and Grants**

The Graduate School of Education and Counseling provides a limited number of scholarships to students. Information about the application and selection process for these funds is available online: [www.lclark.edu/graduate/offices/admissions/paying\\_for\\_graduate\\_school/scholarships](http://www.lclark.edu/graduate/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 Office of Student Financial Services. 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 8 to 10 hours per week, and not more than 20 hours per week while classes are in session. Jobs are primarily located on campus and pay \$8.50 to \$9.50 an hour. Graduate students often find that their academic schedules do not allow time to take advantage of the Federal Work-Study Program. However, students who wish to have their eligibility for the program reviewed should contact the Office of Student Financial Services.

### **Student Loan Programs**

Students are encouraged to budget carefully and borrow conservatively. Students typically borrow from one or more of the following loan programs: Federal Perkins loans, Federal Direct loans, and alternative loans (Federal Graduate PLUS loans or private education loans).

#### **Federal Perkins Loans**

These loans, which carry a fixed 5% interest rate, are awarded to students who demonstrate exceptional financial need. Repayment begins nine months after the borrower graduates or drops below half-time attendance and continues up to 10 years. Students who are awarded a Federal Perkins

Loan will be required to complete a promissory note before loan funds can be disbursed. They are also required to participate in an exit interview before leaving Lewis & Clark.

### **Federal Direct Loans**

These loans are available to students regardless of demonstrated financial need. Loans in this program certified after July 1, 2006, carry a fixed 6.8% interest rate. Subsidized loans, awarded to students who demonstrate financial need, do not accrue interest during periods of at least half-time enrollment. Unsubsidized loans accrue interest beginning at the time the loan is disbursed. Interest may be paid during periods of enrollment or may be capitalized and added to the principal amount of the loan when the loan enters repayment. Repayment begins six months after a borrower graduates or drops below half-time enrollment and continues for 10 years. Extended repayment options are available for those who borrow more than \$30,000 cumulatively. The maximum Federal Direct Loan for an academic year is \$20,500, a maximum of \$8,500 of which may be subsidized. For loans disbursed on or after July 1, 2010, net loan processing fees of up to 0.5% are deducted from loan proceeds before disbursement. Federal Direct 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 Loan is a fixed interest rate of 7.9%. The borrower is responsible for all accrued interest in addition to the principal amount borrowed. A 4% origination fee will be charged by the lender. This fee will be deducted from each disbursement of the loan to the college.

*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 Loan before borrowing this loan.

### **Private Education Loans**

Private education loans can be used to cover educational expenses not already covered by federal student loans or any other source of aid. Certain types of private student loans are available to students who do not qualify for federal student loans such as students who are not in a degree program or students who are attending less than half-time. International students may be able to obtain a private education loan with a credit worthy co-signer with U.S. credit history. Loan approval is based on individual creditworthiness. Students who do not meet a lender's credit qualifications may be able to apply with a credit-worthy co-signer.

Interest rates, grace periods, repayment options and fees are determined by the lender and vary considerably from lender to lender. Please refer to the Student Financial Services website at [www.lclark.edu/offices/student\\_financial\\_services](http://www.lclark.edu/offices/student_financial_services) for additional information on private loans.

### **Financial Assistance for Non-Degree-Seeking Students**

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

### **Veterans**

Students qualifying for Veterans Administration benefits should consult the Office of the Registrar of the College of Arts and Sciences, located on the lower level of the Templeton Student Center on the undergraduate campus.

### **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. Student Financial Services cannot

serve as a tax consultant or advisor 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 advisor.

## 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 one can obtain the appropriate information at Lewis & Clark:

- General College Information: Course catalog, Graduate Registrar or Admission Offices, and Online (<http://graduate.lclark.edu/>)
- Financial Aid: Course catalog, Student Financial Services, and online ([http://www.lclark.edu/offices/student\\_financial\\_services](http://www.lclark.edu/offices/student_financial_services))
- Refund Policy: Course catalog, Student and Departmental Account Services, Student Financial Services, and online (<http://www.lclark.edu>)
- Completion or Graduation Rates: Graduate Registrar's Office, Institutional Research, or online (<http://www.lclark.edu>)
- Transfer Out Rates: Graduate Registrar's Office or online (<http://www.lclark.edu/graduate/offices/registrar>)
- Campus Security Report: 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: 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 primary goal of the Office of Campus Safety is the protection of life and property on the Lewis & Clark campus. Other goals are to maintain the peace, to provide services to the campus community, and to enforce various administrative regulations.

Campus Safety coverage is provided 24 hours a day, 365 days a year. The Office of Campus Safety can be reached by dialing extension 7777 for any service call or emergency. Routine business can be taken care of by dialing extension 7855. Campus Safety officers can be quickly dispatched through a two-way radio system to any part of the Lewis & Clark campus.

The staff includes eight uniformed Campus Safety officers, four dispatchers, a Campus Safety Supervisor, and the Director of the Office of Campus Safety.

## Student Resources

### About Portland

([www.lclark.edu/portland](http://www.lclark.edu/portland))

Information about transportation, lodging, things to do, points of distinction, and surrounding area attractions.

### Academic Calendar

([www.lclark.edu/graduate/academics/calendar](http://www.lclark.edu/graduate/academics/calendar))

Important dates for class registration, grading, program completion, and holidays.

### Administrative Services

([www.lclark.edu/graduate/offices/administrative\\_services](http://www.lclark.edu/graduate/offices/administrative_services))

Information about car and bike parking, shuttle schedule, and bus passes; computer lab access; food services; lost and found; book delivery; and other services.

### Advising

Students are assigned permanent advisors in their department following admission to graduate study. Contact your program director for more information.

### Athletics Facilities

([www.lcpioneers.com](http://www.lcpioneers.com))

The College features a full complement of athletics facilities including the Pamplin Sports Center, Griswold Stadium, Huston Sports Complex, and tennis courts.

### Food Service

([www.cafebonappetit.com/lewisandclark](http://www.cafebonappetit.com/lewisandclark))

Campus food options include Food for Thought café (South Campus Conference Center), Fields Dining Room and Trail Room (Templeton Student Center), and Maggie's Café (Roberts Hall). Several vending machines are located on the first floor of Rogers Hall.

### Bookstore

(<http://books.lclark.edu>)

Textbooks, supplies, products, and Lewis & Clark signature items.

### Campus Safety

([www.lclark.edu/about/campus\\_safety](http://www.lclark.edu/about/campus_safety))

Available 24 hours a day to assist with security and safety issues. Escorts are available for students traveling across campus alone during evening hours. For emergencies or service requests (such as escorts) call 503-768-7777.

### Career and Licensing Services

([www.lclark.edu/graduate/career\\_and\\_licensing](http://www.lclark.edu/graduate/career_and_licensing))

Career, licensing, and other professional resources for teachers, school counselors, school psychologists, and educational leaders, and counselors and therapists.

### Center for Community Engagement

([http://www.lclark.edu/graduate/community\\_engagement](http://www.lclark.edu/graduate/community_engagement))

The Center for Community Engagement at the graduate school coordinates partnerships between Lewis & Clark faculty and community members/organizations, runs contin-

uing education courses, and sponsors numerous community events open to graduate students, including film screenings, book signings, workshops, conferences, and other events.

### Chapel

([www.lclark.edu/offices/chapel](http://www.lclark.edu/offices/chapel))

The center for religious worship and expression on campus, it is also used for large lectures, musical concerts and recitals, weddings, conferences, and organ practice.

### Computer Labs

([www.lclark.edu/graduate/student\\_life/computing\\_and\\_media](http://www.lclark.edu/graduate/student_life/computing_and_media))

The graduate school computer lab is located in SCCC 118. Student ID is required for access. Additional computers can be found in the SCCC Open Computer Center and Watzek Library. Each semester, graduate students are allotted 250 sheets of paper for printing in the computer labs; balances can be checked online.

### Computer Purchase Program

([www.lclark.edu/information\\_technology/client\\_services/computer\\_purchase\\_program](http://www.lclark.edu/information_technology/client_services/computer_purchase_program))

New computers and software at a discount.

### Continuing Education

([http://www.lclark.edu/graduate/programs/continuing\\_education](http://www.lclark.edu/graduate/programs/continuing_education))

Through the Center for Community Engagement, the graduate school runs numerous courses serving practicing and aspiring counselors and educators, as well as community members, for continuing education and degree credit. Many courses are open to graduate students for steep discounts.

### Copy Machines

A photocopier is located in the South Campus Conference Center computer lab. Photocopiers are also located in Templeton Student Center, Watzek Library, and the College Copy Center in John R. Howard Hall. Copy cards can be purchased in the Graduate Registrar's office, Student and Departmental Account Services, and the library.

### Counseling Center

([www.lclark.edu/offices/counseling\\_service](http://www.lclark.edu/offices/counseling_service))

Facilitate student learning and growth and provide interventions for those with psychological and emotional problems. The center is open for regular and emergency appointments.

### Dean's Office

([www.lclark.edu/graduate/administration/dean](http://www.lclark.edu/graduate/administration/dean))

The Office of the Dean of the Graduate School of Education and Counseling oversees the academic, development, and outreach mission of the graduate school.

### Fax Machine

Personal faxing service is available through the campus bookstore for a fee.

### Health Center

([www.lclark.edu/offices/student\\_health\\_services](http://www.lclark.edu/offices/student_health_services))

Primary outpatient medical care, educational materials, presentations, and counseling regarding health-related issues.

#### **Housing**

([www.lclark.edu/portland/living\\_off\\_campus](http://www.lclark.edu/portland/living_off_campus))  
Lewis & Clark College does not offer school-sponsored housing for graduate students. Housing options in the Portland area are posted online.

#### **Information Technology**

([www.lclark.edu/information\\_technology](http://www.lclark.edu/information_technology))  
Computing, network, and digital media services, as well as training and support services for faculty, staff, and students.

#### **Instructional Media Services**

([www.lclark.edu/information\\_technology/instructional\\_media\\_services](http://www.lclark.edu/information_technology/instructional_media_services))  
Audiovisual and multimedia services, including classroom equipment support, equipment loan, multimedia production facilities, consulting and training, and special event support.

#### **Library**

([library.lclark.edu](http://library.lclark.edu))  
The Aubrey R. Watzek Library is open 24 hours on weekdays during fall and spring terms (hours are shortened during summer term), and has individual and group study space, wired and wireless Internet connection, research computers, and audio and video stations.

#### **Medical Coverage/Insurance**

([www.lclark.edu/offices/student\\_health\\_services/insurance](http://www.lclark.edu/offices/student_health_services/insurance))  
Health insurance is available for purchase through Student and Departmental Account Services for fall and spring semesters.

#### **Ombuds Office**

([www.lclark.edu/offices/ombuds](http://www.lclark.edu/offices/ombuds))  
The Ombuds Office is a confidential and informal place where you can talk about a campus-related concern with a neutral person. The office is committed to supporting and advocating fair processes and open communication.

#### **President's Office**

([www.lclark.edu/about/leadership/president](http://www.lclark.edu/about/leadership/president))  
The president is the academic and administrative head of the college, with responsibility for the financial management of the college and final authority for decisions related to faculty tenure and college employees.

#### **Provost's Office**

([www.lclark.edu/about/leadership/provost](http://www.lclark.edu/about/leadership/provost))  
Supports faculty, staff, and college operations (including Admissions, Campus Safety, Information Technology, Library, Mail Room, and Student Financial Services).

#### **Registrar's Office**

([www.lclark.edu/graduate/offices/registrar](http://www.lclark.edu/graduate/offices/registrar))

Supports past, current, and future graduate students through registration, records, and evaluation. Protects the integrity of the college through fair and consistent application of the academic rules and regulations established by the faculty, administration, state, and federal government.

#### **South Campus Conference Center (SCCC)**

([www.lclark.edu/visit/directions/maps/graduate\\_campus](http://www.lclark.edu/visit/directions/maps/graduate_campus))  
The SCCC features classrooms, food service, lounge, campus telephone, computers, printer, and copy machine.

#### **Student and Departmental Account Services**

([www.lclark.edu/offices/account\\_services](http://www.lclark.edu/offices/account_services))  
Student account billing and collections, payroll and direct deposit, refunds on student accounts, student account analysis, and parking fee, fine, and bus pass transactions.

#### **Student Financial Services**

([http://www.lclark.edu/offices/student\\_financial\\_services/](http://www.lclark.edu/offices/student_financial_services/))  
Administers federal, state, and institutional scholarship/grant programs, coordinates student employment opportunities, and certifies loan eligibility for students and parents.

#### **Student Support Services**

([www.lclark.edu/offices/student\\_support\\_services](http://www.lclark.edu/offices/student_support_services))  
Support, advising, and advocacy for students with disabilities.

#### **Student Union Network (SUN)**

([www.lclark.edu/graduate/student\\_life/resources/student\\_union\\_network](http://www.lclark.edu/graduate/student_life/resources/student_union_network))  
On-campus advocacy, organized social gatherings, and other events designed to enhance academic and professional development. Membership is open to all graduate students.

#### **Transportation and Parking**

([www.lclark.edu/graduate/offices/administrative\\_services/parking\\_and\\_transportation](http://www.lclark.edu/graduate/offices/administrative_services/parking_and_transportation))  
Information about parking permits and vehicle registration, parking regulation enforcement, bicycle and pedestrian access, traffic access, parking citation appeals, and shuttle services.

#### **Writing Studio**

([www.lclark.edu/graduate/offices/writing\\_assistance](http://www.lclark.edu/graduate/offices/writing_assistance))  
The Writing Studio is a place to discuss writing assignments and projects. Individual conferences provide assistance with course assignments, and professional writing projects, and job-search-related writing.

# Lewis & Clark College Administration

## Faculty

**Jacqueline Abbott**, instructor in counseling psychology. Dr.P.H. 1984 Loma Linda University. M.A. 1978 San Diego State University. B.A. 1976 San Diego State University.

**Kasi Allen**, assistant professor of education. Ph.D. 1997, B.A. 1986 Stanford University.

**Janet Bixby**, associate dean and associate professor of education. Ph.D. 2001 University of Wisconsin at Madison. M.Ed. 1989 Harvard University. A.B. 1986 Harvard University/Radcliffe College.

**Andraé L. Brown**, assistant professor of counseling psychology. Ph.D. 2004 Seton Hall University, Ed.S. 2003 Seton Hall University, M.Ed. 1999 University of Maryland Eastern Shore, B.S. 1997 Elizabeth City State University.

**Kimberly Campbell**, assistant professor of education. Ed.D. 2004 Portland State University, M.A.T. 2002, B.A. 1979 Lewis & Clark College.

**Carolyn S. Carr**, chair and professor, Department of Educational Leadership. Ph.D. 1992 University of Texas at Austin, M.Ed. 1978 University of Texas at Austin, B.A. 1966 University of Texas at Austin.

**Sherri Carreker**, instructor in education, director of the Center for Community Engagement and Professional Studies. M.Ed. 1980 University of Louisville. B.A. 1971 Mercer University.

**Linda Christensen**, instructor in education and director of the Oregon Writing Project. M.A. 1981 University of Portland, B.A. 1973 Humboldt State University.

**Mary Clare**, professor of counseling psychology. Ph.D. 1986 University of Nebraska at Lincoln. M.A. 1980, B.A. 1978 Austin College.

**Paul Copley**, instructor in education. M.A. 1972 California State University, Long Beach. B.A. 1967 Lewis & Clark College.

**Andie Cunningham**, instructor in education. M.A.T. 2000 Lewis & Clark College. B.S. 1985 Colorado State University.

**Thomas Doherty**, instructor in counseling psychology. Psy.D. 2002 Antioch New England Graduate School. B.A. 1987 Columbia University.

**Carol Doyle**, associate professor of counseling psychology. Ph.D. 1996 University of Nevada. M.Div. 1981 Boston University School of Theology. B.A. 1978 California State University at Fresno.

**Margaret Eichler**, assistant professor of counseling psychology. Ph.D. 2002, M.A. 1993, B.A. 1991 University of Nevada at Reno.

**Sara Exposito**, assistant professor of education. Ph.D. 2004, M.A. 2001 Claremont Graduate University. B.A. 1984 California State University at Los Angeles.

**Alejandra Favela**, assistant professor of education. Ph.D. 2004 Claremont Graduate University/San Diego State University. M.A. 1994 London School of Economics. B.A. 1992 University of California at Berkeley.

**Betty Flad**, assistant professor of educational leadership. Ed.D. 1989, M.A.T. 1969 Portland State University. B.S. 1967 Oregon State University.

**Scott Fletcher**, dean and professor of education. Ph.D. 1997 University of Colorado-Boulder. M.A. 1985 University of Wisconsin-Madison. B.A. 1981 Ripon College.

**Mollie Galloway**, assistant professor of educational leadership. Ph.D. 2003 Stanford University. B.A. 1998 Johns Hopkins University.

**Jan Glenn**, instructor in education. M.A. 1972 Stanford University. B.A. 1969 University of California at Berkeley.

**Ruth Gonzalez**, assistant professor of counseling psychology. Ph.D. 1990 University of Northern Colorado. M.S. 1979 University of Nebraska, Omaha. B.S. 1974 Texas A & M University.

**Linda Griffin**, assistant professor of education. Ed.D. 2006 Northern Arizona University. M.A. 1994 University of Arizona. B.A. 1981 University of California.

**Mike Howser**, assistant professor of educational leadership. Ph.D. 1989 University of Oregon. M.S. 1976, B.S. 1971 Portland State University.

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

**Stella Beatriz Kerl-McClain**, associate professor of counseling psychology. Ph.D. 1995, M.A. 1991 University of Texas at Austin. B.A. 1988 University of Washington.

**Katherine Kondylis**, instructor in education. M.A. 1997 Pacific Oaks College NW. B.A. 1993 University of Colorado.

**Jerry Kuykendall**, instructor in education. M.S. 1977, B.S. 1965 Oregon State University.

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

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

**Teresa McDowell**, chair and associate professor of counseling psychology. Ed.D. 2003 Northern Illinois University. M.A. 1985 Pacific Lutheran University. B.S. 1973 Northern Arizona University.

**Dawn Montgomery**, assistant professor of educational leadership. Ed.D. 2007 Lewis & Clark. M.A. 1980, B.A. 1979 University of Oregon.

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

**Peter Mortola**, associate professor of counseling psychology. Ph.D. 1998, M.A. 1993 University of California at Santa Barbara. B.A. 1981 University of California at Berkeley.

**Joanne B. Mulcahy**, assistant professor and co-director, Northwest Writing Institute. Ph.D. 1988, B.A. 1977 University of Pennsylvania. M.A. 1983 University of Wisconsin at Madison.

**Laura Pedersen**, associate professor and director of School Counseling Program. Ph.D. 1999 University of Florida. Ed.M. 1986 Harvard University. B.A. 1982 Amherst College.

**Sebastian Perumbilly**, instructor of counseling psychology. M.A. 2005 University of Connecticut. M.A. 2001 Holy Apostles College and Seminary. Th.B. 1996 St. Pius X College and Seminary.

**Boyd Pidcock**, associate professor of counseling psychology. Ph.D. 1998 Texas Tech University. M.Ed. 1994 Southwest Texas State University. B.A. 1978 University of Houston.

**Amy M. Rees-Turyn**, associate professor of counseling psychology. Ph.D. 1998, M.A. 1995 Ball State University. B.S. 1993 Purdue University.

**Ruth Shagoury**, Mary Stuart Rogers Professor of Education. Ph.D. 1988, M.Ed. 1981 University of New Hampshire. B.A. 1972 Colby College.

**Marcia Silver**, assistant professor and director of Writing Studio. Ph.D. 1995 New York University. M.A. 1978 New York University. B.A. 1961 College of William & Mary.

**Tod Sloan**, professor of counseling psychology. Ph.D. 1982, M.A. 1977 University of Michigan. B.S. 1975 Brigham Young University.

**Gregory Smith**, professor of education. Ph.D. 1989 University of Wisconsin at Madison. M.A. 1976 Southern Oregon University. B.A. 1970 University of Oregon.

**Kim Stafford**, associate professor and co-director, Northwest Writing Institute. Ph.D. 1979, M.A., 1973, B.A. 1971 University of Oregon.

**Cindi Swingen**, instructor in education. M.A. 1997 Lewis & Clark. B.A. 1987 Oregon State University.

**Danielle Torres**, associate professor of school counseling. Ph.D. 2003 University of Oregon. M.A. 1997, B.A. 1995 Pepperdine University.

**Eric Toshalis**, assistant professor of education. Ed.D. 2007, M.T.S. 2001 Harvard University. M.Ed. 1997, B.A. 1992 University of California.

**Marty Voge**, adjunct instructor of education. M.Ed. 1984 Portland State University. M.A.T. 1978 Lewis & Clark. B.A. 1973 Portland State University.

**Zaher Wahab**, professor of education. Ph.D. 1972, M.A. 1972 Stanford University. M.A. 1968 Teachers College, Columbia University. B.A. 1965 American University of Beirut.

**David Ward**, assistant professor of education. Ph.D. 2008 University of British Columbia. M.Ed. 2000 University of British Columbia. B.Ed. 1992 University of British Columbia. B.A. 1990 Trinity Western University.

**Dyan Watson**, assistant professor of education. Ph.D. 2007 Harvard University Graduate School of Education. M. A. 1996 Willamette University. B.A. 1995 Willamette University.

## Professors Emeriti

Dr. Charles R. Ault Jr., education. Ph.D. Cornell University.

Dr. H. William Brelje, education. Ed.D., University of Portland.

Dr. Carolyn Bullard, education. Ph.D., University of Washington.

Dr. Joan Hartzke McIlroy, counseling psychology. Ph.D. University of Colorado at Boulder.

Dr. Glennellen Pace, education. Ph.D., University of Oregon.

Dr. Nancy Nagel, education. Ed.D., Portland State University.

Dr. John K. Richards, education. Mus. D., Philadelphia Conservatory.

Mr. Richard L. Steiner, former dean. M.S., University of Nebraska, Omaha.

Dr. James M. Wallace, education. Ed. D., Harvard University.

Dr. Carol Witherell, education. Ph.D. University of Minnesota.

Dr. Bernard R. Wolff, education. Ed.D., University of Oregon.

## College Administration

President, Barry Glassner  
Provost, Jane Monnig Atkinson  
Ombuds, Valerie White  
Vice President, Secretary and General Counsel, David Ellis  
Vice President for Institutional Advancement, Gregory Volk  
Vice President for Business and Finance and Treasurer of the College, Carl B. Vance  
Associate Vice President for Campus Life, Michael Ford  
Associate Vice President for Public Affairs and Communications, Tom Krattenmaker  
Associate Vice President for Annual Giving and Development Operations, Catherine Crooker  
Associate Vice President for Facilities, Richard J. Bettega  
Associate Vice President for Finance/Controller, George Battistel  
Associate Vice President and Director of Human Resources, Isaac Dixon  
Interim Co-Dean of Students, Jeffrey Feld-Gore and Latricia Brand  
Interim Chief Diversity Officer, Scott Fletcher

## Graduate School Administration

Dean, Scott Fletcher  
Associate Dean, Janet Bixby  
Executive Assistant to the Dean's Office and Director of Alumni Relations, Sara Violante  
Registrar, Curt Luttrell  
Director of Admissions, Becky Haas  
Director of Educational Career, Licensing, and Accreditation Services, Sharon Chinn  
Director of Administrative Services, Lisa Pogue  
Director of Research and Assessment, Barbara Shepperson  
Director of Communications, Hanna Neuschwander

## Graduate School Academic Staff

Core Program Coordinator, Greg Smith  
Chair, Department of Counseling Psychology, Teresa McDowell  
Chair, Department of Teacher Education, Vern Jones  
Chair, Department of Educational Leadership, Carolyn Carr  
Director, Center for Community Engagement, Sherri Carreker  
Program Coordinator, Center for Community Engagement, Chelsea Harper

Managing Editor, *Democracy & Education*, Hanna  
Neuschwander