

# Graduate Course Catalog

## 2017-2018

Lewis & Clark  
Graduate School of  
Education and Counseling



# TABLE OF CONTENTS

About .....	2
Tuition and Fees .....	4
Admissions .....	5
Degrees Offered .....	11
Faculty and Staff .....	12
Counseling Psychology .....	14
Marriage, Couple, and Family Therapy .....	15
Professional Mental Health Counseling .....	22
Professional Mental Health Counseling - Specialization in Addictions .....	27
School Psychology .....	33
Eating Disorders Certificate .....	37
Ecopsychology Certificate .....	38
Courses .....	40
Educational Leadership .....	51
Educational Leadership Doctoral Program .....	52
Educational Administration .....	56
School Counseling .....	63
Student Affairs Administration .....	69
Courses .....	71
Teacher Education .....	105
Elementary - Multiple Subjects .....	106
Secondary .....	112
Educational Studies .....	119
Curriculum and Instruction .....	120
ESOL Endorsement .....	121
Reading Intervention Endorsement .....	124
Special Education .....	132
Teacher Leadership for Equity and Social Justice .....	137
Oregon Writing Project .....	141
Courses .....	142
Other .....	170
Convocation .....	170
Oregon Writing Project Courses .....	171
Writing and Creative Media Courses .....	172
Equity Certificate for School Leaders .....	178
Graduate Policies and Procedures .....	179
Academic Performance and Professional Conduct .....	179
Registration .....	183
Billing and Payment .....	188

Financial Assistance .....	190
Campus Safety .....	193
Index .....	194

# ABOUT

## Welcome to Our Community

The Lewis & Clark Graduate School of Education and Counseling offers graduate degree, licensure, certificate, and additional endorsement programs for prospective and for practicing teachers, Pre-K-12 education leaders, school counselors, school psychologists, student affairs professionals in higher education, addiction counselors, licensed professional counselors, and marriage, couple, and family therapists. Our students are diverse in age, culture, income, sexual orientation/gender identity, prior experience, and educational background. To meet our students' needs, classes are offered days, evenings, and weekends and are located on campus, off campus, and at work sites.

The graduate school is committed to serving every student by providing a learning environment built around the values and practices associated with critical thinking, individual growth, and social justice. Our programs combine rigorous academic work with challenging field-based experiences; students spend over 200,000 hours working in schools and mental health agencies each year, beginning in their first semester of study. The curriculum reflects the theories, techniques, research, modes of application, and contemporary reform movements within each professional field. Our graduates are change agents who transform society through education and counseling.

Graduate school faculty are recognized for their academic scholarship and engaging instruction, as well as for the ongoing service they provide in their respective fields. Faculty employ effective instructional approaches 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 enjoys ongoing relationships with a wide range of professional and community organizations, including schools, agencies, clinics, nonprofit organizations, and legislative bodies. Diverse continuing education experiences for educators, counselors, writers, and community members are also offered through the courses and programming available in the Center for Community Engagement ([https://graduate.lclark.edu/programs/continuing\\_education](https://graduate.lclark.edu/programs/continuing_education)).

## Vision

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

## Mission

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

## The 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.

## Accreditation

Lewis & Clark College is accredited by the Northwest Commission on Colleges and Universities (**NWCCU**). Lewis & Clark is a member of the American Council on Education, the College Entrance Examination Board, the Northwest Five Consortium, 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 are approved and accredited by their respective associations and agencies:

- Council for Accreditation of Counseling and Related Educational Programs (<http://www.cacrep.org>) (**CACREP**)\*
- Commission on Accreditation for Marriage and Family Therapy Education ([http://www.aamft.org/imis15/content/coamfte/About\\_COAMFTE.aspx](http://www.aamft.org/imis15/content/coamfte/About_COAMFTE.aspx)) (**COAMFTE**)
- National Association of School Psychologists (<http://www.nasponline.org>) (**NASP**)\*\*
- National Council for Accreditation of Teacher Education (<http://www.ncate.org>) (**NCATE**\*\*\*)
- Oregon Board of Licensed Professional Counselors and Therapists (<http://www.oblpct.state.or.us>) (**OBLPCT**)
- Oregon Teacher Standards and Practices Commission (<http://www.oregon.gov/tspc/Pages>) (**TSPC**)

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

\*\*The School Psychology Program at Lewis & Clark Graduate School of Education and Counseling has achieved National Recognition by the National Association of School Psychologists (NASP) under the aegis of the National Council for Accreditation of Teacher Education (NCATE). The status of National Recognition indicates that the program has substantially met the standards of NASP and is a mark of distinction for the program. The program is listed on the NCATE website as Nationally Recognized.

\*\*\*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. July 1, 2013, marked the *de facto* consolidation of the **National Council for Accreditation of Teacher Education (NCATE)** and the **Teacher Education Accreditation Council (TEAC)**, making the **Council for the Accreditation of Educator Preparation (CAEP)** the new, sole specialized accreditor for educator preparation. CAEP accreditation is specific to educator preparation and is different from regional accreditation ([http://en.wikipedia.org/wiki/Regional\\_accreditation](http://en.wikipedia.org/wiki/Regional_accreditation)). It is the educator preparation provider, specifically, that receives CAEP accreditation—not the larger organization or institution of higher education that may house the provider. Under *de facto* consolidation, NCATE and TEAC are subsidiaries of CAEP, maintaining their recognition by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) for the purpose of maintaining the accreditation of educator preparation providers until such time as said providers come up for accreditation under CAEP.

# TUITION AND FEES

## Tuition

- 500 and 700 level courses (held on campus): **\$901 per semester hour**
- 600 level courses (held off campus): **\$801 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 (<https://webadvisor.lclark.edu>). Course and section fees will be reversed if the section is dropped before or on the first day of class. After the first day of class, course and section fees are nonrefundable and will not be prorated.

## Late Add/Drop Fee

After the Add/Drop Period (ADP), students wishing to change their class registration must complete a Late Add/Drop form and pay a late fee. Please see the grid below for details:

	Before and during ADP	After the end of ADP but before the first day of the class	On the first day of the class after ADP	After the first day of class after ADP
Adding a course	Complete this transaction using WebAdvisor* at no charge.	Complete this transaction using WebAdvisor* at no charge.	Complete this transaction using WebAdvisor* at no charge.	Use the Late Add/Drop form; \$25 fee per transaction.
Dropping a course	Complete this transaction using WebAdvisor* at no charge.	Use the Late Add/Drop form; \$25 fee per transaction.	Use the Late Add/Drop form; you will be charged a percentage of the tuition based on the day the registrar receives the form.	Use the Late Add/Drop form; you will be charged a percentage of the tuition based on the day the registrar receives the form.

\* Access Webadvisor at [http://graduate.lclark.edu/offices/registrar/online\\_services](http://graduate.lclark.edu/offices/registrar/online_services)

## Advance Deposits

A nonrefundable deposit of \$200 is required from students who intend to enroll in programs in the Counseling Psychology, Educational Leadership, or Teacher Education departments at Lewis & Clark's Graduate School of Education and Counseling. This deposit will be applied against the first semester charges on the student's account.

Students participating in the Graduate School's international courses must pay a nonrefundable deposit at the time of registration. The faculty sponsor of each course can provide additional details about the international course deposit requirement.

## Special Fees

The following fees apply only to graduate students:

- *Application to graduate study*: \$50. (This fee is waived for alumni of the graduate school.)
- *K-12 Career and Licensing*: For Lewis & Clark graduates with a placement file established prior to 2002: 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. Students may also be required to register for and pay the associated fees for tests and performance assessments required for program completion and professional licensure in their fields-of-study.

The Oregon Teacher Standards and Practices Commission (TSPC) charges a separate fee for teachers, administrators, school counselors, and school psychologists applying for licenses, endorsements, specializations, and renewal or reinstatement of licenses. The Oregon Board of Licensed Professional Counselors and Therapists (LPCT) also charges a separate fee for new licenses.

# ADMISSIONS

## Admission Criteria

The Graduate School of Education and Counseling provides a rigorous academic experience that prepares students to be leaders and advocates of socially just and equitable practices in their chosen fields. Program faculty and the graduate admissions committee carefully consider many factors when evaluating candidates: prior academic experience and record, communication skills, references, interpersonal skills, professional experience, cross-cultural readiness, and program-specific requirements. An individual's personal integrity and professional fitness are also relevant to the admissions process.

Meeting the minimum entrance requirements of a given program does not guarantee admission. Conditional admission may be granted to applicants who meet certain admission requirements at the minimal level if other indicators suggest probable success in the program of study.

## Admission Process

Prospective students who wish to enter a degree, licensure, endorsement, or certificate program at the Lewis & Clark Graduate School of Education and Counseling are required to submit an application of admission. Applicants must hold a baccalaureate degree (for some programs a master's degree is also required) earned from a regionally accredited college or university in the United States or the foreign equivalent. Required application materials include the following:

- Completed, signed, and dated application form—online (<https://www.applyweb.com/apply/lced/menu.html>)
- \$50 application fee
- Current professional resume
- Essay(s) as required by each program of study
- Letters of recommendation and completed recommendation forms as required by each program of study
- Official transcripts from **all** undergraduate and graduate schools attended (this includes community colleges, study abroad, and professional programs; transcripts must be received in sealed envelopes or must be official e-transcripts); graduates of a non-U.S. system are required to provide officially evaluated and translated copies of their transcripts (official evaluations and translations are done by outside agencies)
- Required minimum undergraduate GPA of 2.75 unless indicated otherwise by the individual program
- Test scores as required by the individual program of study

Note: See the Program-Specific Admission Information section for additional admissions requirements specific to each program.

It is the applicant's responsibility to complete the application process in a complete, accurate, and honest manner. Providing false information or failing to provide critical information relevant to the application may result in denial of admission, withdrawal of admission, and/or disciplinary action after matriculating to the graduate school. The graduate school, in its discretion and in accordance with national and state laws, may require that an applicant complete a criminal history background check before making admissions decisions or allowing enrollment in certain courses.

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

Admissions Office  
Lewis & Clark Graduate School of Education and Counseling  
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

Programs include:

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

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

### Application Deadlines

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

#### Marriage, Couple, and Family Therapy

Fall start: January 15

#### Professional Mental Health Counseling—Specialization in Addictions

Fall start: February 1

#### Professional Mental Health Counseling

Fall start: February 1

#### School Psychology

Fall start: December 15

### Application Requirements for MA and EdS Degree Programs\*

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

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

### Interview

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

### Testing

Applicants to the School Psychology program will be required to take the Graduate Record Examination (GRE) general test. Official test scores must not be more than 10 years old and must be received by the application deadline. The GRE testing requirement is waived if the

applicant holds a master's degree or higher from a regionally accredited institution or foreign equivalent.

### GPA Requirements

All Counseling Psychology programs: 2.75 undergraduate degree

## Educational Leadership Department: Program-Specific Admission

Programs include:

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

### Application Deadlines

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

#### Educational Administration

- Master of Education in Educational Administration with Preliminary Administrator License
- Educational Specialist in Administration with Preliminary and Professional Administrator Licenses
- Preliminary Administrator License
- Professional Administrator License

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

#### Doctor of Education in Leadership

Summer admission only: February 15

#### School Counseling

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

Summer start: February 1

Fall start: February 1

#### Student Affairs Administration

Fall start: January 15

### Application Requirements: EDUCATIONAL ADMINISTRATION AND EDUCATIONAL LEADERSHIP

Applicants to most Educational Administration programs must have a minimum of three years of current licensed teaching, school counseling, or school psychology experience. Employment Verification form(s) must be completed by the school district's human resources office and submitted with the application. Evidence of the applicant's license or

certification is required. Please contact a program advisor if you do not meet these requirements.

- **Master of Education in Educational Administration with Preliminary Administrator License Program**

Applicants must arrange for an interview with the faculty after all admissions materials have been submitted.

- **Preliminary Administrator License Program**

Applicants must hold a regular teaching or personnel service (school counseling, school psychology, or school social work) license from the state of Oregon. Applicants must document three years of licensed teaching, school counseling, school psychology, or school social work experience.

- **Professional Administrator License Program**

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

- **Educational Specialist in Administration with Preliminary and Professional Administrator Licenses Program**

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

- **Doctor of Education in Leadership 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 toward this requirement.

### Testing

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

### GPA Requirements

All programs: 2.75 undergraduate degree, 3.0 graduate degree

### Application Requirements: SCHOOL COUNSELING

- **Track I Program in School Counseling with Preliminary School Counselor License**

Applicants must have completed two successful years of full-time teaching in a public or regionally accredited private school. An employment verification form must be completed by the school district's human resources office and submitted with the application. Evidence of the applicant's teaching license or certification must also be included.

- **Track II Program in School Counseling with Preliminary School Counselor License**

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

- **Preliminary School Counselor License—Track I and Track II**

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



**Interview**

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

**Testing**

No tests are required for admission to School Counseling programs.

**GPA Requirements**

All programs: 2.75 undergraduate degree

**Application Requirements: STUDENT AFFAIRS ADMINISTRATION****Interview**

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

**Testing**

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

**GPA Requirements**

All programs: 2.75 undergraduate degree

**Teacher Education Department: Program-Specific Admission**

Programs include:

- **Master of Arts in Teaching with Preliminary Teaching License** (Preservice)
  - Elementary—Multiple Subjects
  - Secondary
- **Master of Arts in Teaching with ESOL Endorsement and Preliminary Teaching License** (Preservice)
  - Elementary—Multiple Subjects
  - Secondary
- **Master of Education in Educational Studies** (Preservice, not available for entering students)
- **Master of Education in Curriculum and Instruction** (with endorsement or certificate) (Inservice)
- **Master of Education in Special Education** (with endorsement) (Inservice) - NOTE: No applications for the MEd: Special Education program will be accepted during the 2017-18 academic year. Please see the MEd: Curriculum and Instruction: Special Education program (p. 120).
- **Reading Interventionist Endorsement** (Inservice)
- **ESOL Endorsement** (Inservice)
- **Special Education: Generalist Endorsement** (Inservice)

**Application Deadlines**

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

**Preservice programs**

December 1 priority deadline (for summer admission only)

**Inservice programs**

Applications for the master's degree, endorsement, and certificate programs are reviewed by faculty and the graduate admissions

committee on a rolling basis. The committee meets every month except August.

**Application Requirements: PRESERVICE PROGRAMS**

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 any Elementary—Multiple Subjects preservice program must demonstrate competency in mathematics, science, and writing. For applicants to Elementary—Multiple Subjects programs, at least one reference letter must address the candidate's work with children in a pre-K-6 classroom setting. Applicants to Secondary programs must demonstrate competency in the content area chosen.

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

**Interview**

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

**Testing**

Testing is not required for admission into any preservice programs.

**GPA Requirements**

All preservice programs: 2.75 undergraduate degree

**Application Requirements: INSERVICE PROGRAMS**

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

**Testing**

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

**GPA Requirements**

All inservice programs: 2.75 undergraduate degree

**Admission Decisions**

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

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

If admitted, applicants to degree programs may be required to submit a \$200 nonrefundable tuition deposit in order to hold a space in the entering class.

Applicants who have been admitted to degree programs may request to defer enrollment for one year subject to approval of faculty. If approved, the applicant must submit the \$200 nonrefundable tuition deposit to hold a space in the future entering class. A conditionally admitted student



may request a deferral after this condition has been met and the student is fully admitted.

Candidates denied admission to the graduate school may not appeal the decision. Specific information regarding an admission decision is confidential and will not be discussed. Denied applicants may reapply to the same program once and no additional application will be considered.

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

## Admission to Certificate Programs

### Application Deadlines

#### Eating Disorders Certificate

No deadline, rolling admissions.

#### Ecopsychology Certificate

Spring and Fall start: rolling admissions.

#### Oregon Writing Project Certificate in the Teaching of Writing

No deadline, rolling admissions.

#### Teacher Leadership for Equity and Social Justice Certificate

No deadline, rolling admissions.

### Earning a Certificate

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

## Application Requirements:

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

Students are required to submit the following:

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

### Ecopsychology (degree-applicable or continuing education credit)

Students are required to submit the following:

- Application form—online (<https://www.applyweb.com/apply/lced/menu.html>)
- Application fee (waived for alumni of Lewis & Clark)

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

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

Students are required to submit the following:

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

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

## Admission of International Students

The Lewis & Clark Graduate School of Education and Counseling welcomes applications from international students. Lewis & Clark is authorized under federal law to enroll 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 such agencies can be found at: [www.wes.org](http://www.wes.org) (<http://www.wes.org>), [www.ierf.org](http://www.ierf.org) (<http://www.ierf.org>), [ies.aacrao.org](http://ies.aacrao.org) (<http://ies.aacrao.org>), and [www.acei-global.org](http://www.acei-global.org) (<http://www.acei-global.org>).

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), or the Pearson Test of English Academic (PTE Academic).

The U.S. government requires educational institutions to obtain evidence that applicants have adequate funds to pay for their educational and living expenses while studying in the United States. To comply, international students must complete a financial certificate. For information regarding visas and immigration papers, international applicants must contact the Office of International Students and Scholars (ISS). Visit their website at [www.lclark.edu/offices/international](http://www.lclark.edu/offices/international). The Office of International Students and Scholars can 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, certificate, licensure, or endorsement program at Lewis & Clark's Graduate School of Education and Counseling who are seeking admission to another program must follow the complete application instructions for the new program. We also require official transcripts for any coursework undertaken since the completion of the previous Lewis & Clark Graduate School of Education and Counseling Program. The \$50 application fee is waived.

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

## Readmission

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

## Transfer of Credit

Transfer of graduate credit from other institutions is evaluated on an individual basis and may include courses using both traditional and alternative modes of delivery. With prior approval, students may transfer a maximum of the equivalent of 10 semester hours of graduate level credit to a master's degree program and 14 semester hours to the doctoral program in education leadership. The amount of transfer credit accepted by individual programs may vary. Only graduate level credits earned in the last five years prior to admission and not used toward the requirements of a previously awarded degree are considered for transfer credit. Courses requested for transfer into an applicant's degree program at Lewis & Clark must be from a regionally accredited institution and have a minimum grade of B-, except when the issuing institution considers a grade of B- as not passing. In this case the transfer courses must have the minimum passing grade allowed for graduate credit for that institution. A grade of CR or "pass" may be accepted from an institution that provides documentation that a CR or "pass" grade represents a grade of B- or higher.

To have previous course work evaluated for transfer credit, students must submit official transcripts documenting the coursework. The

Graduate School of Education and Counseling must receive any such transcripts within 30 days of formal admission for the coursework to be considered for transfer credit. A student must be formally admitted and actively pursuing a program of study at the graduate school and complete a minimum of one course before transfer coursework is placed on a student's transcript.

## Changing or Adding Programs

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

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

Students who are currently enrolled in or who have recently completed an Educational Administration license-only program or a Teacher Education inservice endorsement program may be eligible to complete an abbreviated admissions process in order to add the new program. Please contact the graduate admissions office for information.

Students who have completed a degree program at the graduate school and would like to enroll in a second degree program will have to apply for admission into the second program. See the Second Graduate Degree policy (p. 186) for details.

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

## Special Student Status

With special student status, individuals may take degree-applicable credits prior to formal admission to a program of the Graduate School of Education and Counseling. Registration as a special student requires program approval and 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. Some programs may have maximum number of credits allowed under special student status. 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
- Student Affairs Administration
- 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

NOTE: Special student status does not guarantee formal admission to the Graduate School of Education and Counseling.

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

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

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

# DEGREES OFFERED

---

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

## Degrees

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

- Educational Leadership (p. 52): EdD
- Educational Administration (p. 56): MEd, EdS
- Marriage, Couple, and Family Therapy (p. 15): MA, MS
- Professional Mental Health Counseling (p. 22): MA, MS
- Professional Mental Health Counseling—Specialization in Addictions (p. 27): MA, MS
- School Counseling (p. 63): MEd
- School Psychology (p. 33): EdS
- Student Affairs Administration (p. 69): MA
- Teacher Education:
  - Preservice Elementary (p. 106)—Multiple Subjects (p. 27): MAT
  - Preservice Secondary (p. 112): MAT
  - Curriculum and Instruction (p. 120): MEd
  - Special Education (p. 132): MEd
  - Educational Studies (p. 119): MEd

## Licenses, Endorsements, and Certificates

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

- Eating Disorders Certificate (p. 37)
- Ecopsychology Certificate (p. 38)
- Educational Administration Preliminary Administrator License (p. 56)
- Educational Administration Professional Administrator License (p. 56)
- Equity Certificate for School Leaders (p. 178)
- School Counseling Preliminary License (p. 64)
- School Psychology Preliminary License (p. 33)
- Teacher Education:
  - ESOL Endorsement (p. 121)
  - Reading Intervention Endorsement (p. 124)
  - Special Education: Generalist Endorsement (p. 132)
  - Oregon Writing Project Certificate in the Teaching of Writing (p. 141)
  - Teacher Leadership for Equity and Social Justice Certificate (p. 137)

# FACULTY AND STAFF

## Faculty

**Rick Berman**, instructor in counseling psychology. MA 1992 Lewis & Clark College. BA 1971 University of Pennsylvania.

**Janet Bixby**, associate dean and associate professor of education. PhD 2001 University of Wisconsin at Madison. MEd 1989 Harvard University. AB 1986 Harvard University/Radcliffe College.

**Ken Brinson**, assistant professor of educational leadership. Ph.D. Pennsylvania State University. MEd, BS University of North Carolina, Greensboro.

**Kimberly Campbell**, associate professor of education and chair, Department of Teacher Education. EdD 2004 Portland State University, MAT 2002, BA 1979 Lewis & Clark College.

**Jeffrey Christensen**, assistant professor of counseling psychology. PhD 2014 College of William and Mary. MA 2007 Lewis & Clark College. BS 2004 Washington State University.

**Linda Christensen**, instructor in education and director of the Oregon Writing Project. MA 1981 University of Portland, BA 1973 Humboldt State University.

**Lina Darwich**, assistant professor of education. PhD 2013, MA 2008 University of British Columbia. BA, BEd 2001 American University of Beirut.

**Alexia DeLeon**, assistant professor of counseling psychology. PhD 2017 Idaho State University. MA 2014 Adams State University. BA 2005 Angelo State University.

**Elena Diamond**, assistant professor of school counseling. PhD 2011, MEd 2008 University of California, Santa Barbara. BA 2005 University of Redlands.

**Cort Dorn-Medeiros**, assistant professor of counseling psychology. PhD 2015 Oregon State University. MS 2009 Lewis & Clark College. BA 1999 Boston University.

**Carol Doyle**, associate professor of counseling psychology. PhD 1996 University of Nevada. MDiv 1981 Boston University School of Theology. BA 1978 California State University at Fresno.

**Alejandra Favela**, associate professor of education. PhD 2004 Claremont Graduate University/San Diego State University. MA 1994 London School of Economics. BA 1992 University of California at Berkeley.

**Sue Feldman**, assistant professor of educational leadership. PhD 2010 University of Washington. MA 1992 Pacific Oaks College. BA 1982 The Evergreen State College.

**Mark Figueroa**, associate provost for institutional research and planning, and assistant professor of educational leadership. PhD Claremont Graduate University. MPA Arizona State University. BA University of California at Riverside.

**Liza Finkel**, associate professor of education. PhD 1993 University of Wisconsin, Madison. MS 1986 University of Michigan, Ann Arbor. BS 1981 George Washington University.

**Scott Fletcher**, dean and professor of education. PhD 1997 University of Colorado-Boulder. MA 1985 University of Wisconsin-Madison. BA 1981 Ripon College.

**Mollie Galloway**, associate professor of educational leadership. PhD 2003 Stanford University. BA 1998 Johns Hopkins University.

**Marisol Garcia Westberg**, assistant professor of counseling psychology. PhD 2011 University of Connecticut. MA 2007 University of Connecticut. BA 1987 University of Connecticut.

**Anna Gonzalez**, CAS dean of students and assistant professor of educational leadership. PhD, MA Claremont Graduate University. BA Loyola Marymount University.

**Linda Griffin**, assistant professor of education. EdD 2006 Northern Arizona University. MA 1994 University of Arizona. BA 1981 University of California.

**Heather Hadraba**, assistant professor of school counseling. PhD 2011 Oregon State University. MS 2003 Oregon State University. BS 2001 Oregon State University.

**Justin Henderson**, assistant professor of counseling psychology. PhD 2012 University of Nebraska-Lincoln. MS 2007, BA 2005 University of Wyoming.

**Pilar Hernandez-Wolfe**, associate professor of counseling psychology. PhD 2000, MEd 1993 University of Massachusetts at Amherst. BS 1990 University of The Andes.

**Kathryn Jaspers**, assistant professor counseling psychology. PhD 2009, MS 2008 University of Tennessee, Knoxville. BA 2004 Mississippi State University.

**Stella Beatriz Kerl-McClain**, associate professor of counseling psychology. PhD 1995, MA 1991 University of Texas at Austin. BA 1988 University of Washington.

**Lana Kim**, associate professor of counseling psychology. PhD 2012 Loma Linda University. MS 2008 Loma Linda University. BA 2004 University of British Columbia.

**Carmen Knudson-Martin**, professor of counseling psychology. PhD 1987 University of Southern California. MS 1972 Utah State University. BS 1970 North Dakota State University.

**Mathew Lovell**, instructor in counseling psychology. BA 1985 University of California, Berkeley. A 1993 John F. Kennedy University.

**Rafe McCullough**, assistant professor of school counseling. PhD 2016 Georgia State University. MA 2008 Seattle University. BA 1995 Minnesota State University.

**Teresa McDowell**, professor and chair, Department of Counseling Psychology. EdD 2003 Northern Illinois University. MA 1985 Pacific Lutheran University. BS 1973 Northern Arizona University.

**Dawn Montgomery**, assistant professor of educational leadership. EdD 2007 Lewis & Clark College. MA 1980, BA 1979 University of Oregon.

**Peter Mortola**, professor of counseling psychology. PhD 1998, MA 1993 University of California at Santa Barbara. BA 1981 University of California at Berkeley.

**Bach Mai Dolly Nguyen**, assistant professor of educational leadership. PhD 2017, MA 2014 University of California Los Angeles. BA 2009 University of Washington.

**Amy M. Rees-Turyn**, associate professor of counseling psychology. PhD 1998, MA 1995 Ball State University. BS 1993 Purdue University.

**Barbara Shepperson**, assistant professor of educational leadership. PhD 2008, MA University of Pennsylvania. BS 1983 University of Massachusetts.

**Tod Sloan**, professor of counseling psychology. PhD 1982, MA 1977 University of Michigan. BS 1975 Brigham Young University.

**Kim Stafford**, associate professor and director, Northwest Writing Institute. PhD 1979, MA 1973, BA 1971 University of Oregon.

**Danielle Torres**, associate professor of school counseling. PhD 2003 University of Oregon. MA 1997, BA 1995 Pepperdine University.

**Amy Turnbull**, instructor in education. MFA 2015 Oregon College of Art and Craft. MAT 2001 Lewis & Clark College. BA 1995 Stanford University.

**Dyan Watson**, assistant professor of education. PhD 2007 Harvard University. MA 1996, BA 1995 Willamette University.

## Professors Emeriti

Dr. Charles R. Ault Jr., education. PhD Cornell University.

Dr. H. William Brelje, education. EdD, University of Portland.

Dr. Carolyn Bullard, education. PhD, University of Washington.

Dr. Mary Clare, counseling psychology. PhD, University of Nebraska at Lincoln.

Dr. Joan Hartzke McIlroy, counseling psychology. PhD, University of Colorado at Boulder.

Dr. Vern Jones, education. PhD, University of Texas at Austin.

Dr. Gordon Lindbloom, counseling psychology, PhD, University of Oregon.

Dr. Nancy Nagel, education. EdD, Portland State University.

Dr. Glennellen Pace, education. PhD, University of Oregon.

Dr. Laura Pedersen, educational leadership. PhD, University of Florida.

Dr. John K. Richards, education. MusD, Philadelphia Conservatory.

Dr. Ruth Shagoury, education. PhD, University of New Hampshire.

Dr. Greg Smith, education. PhD, University of Wisconsin at Madison.

Mr. Richard L. Steiner, former dean. MS, University of Nebraska, Omaha.

Dr. Zaher Wahab, education. PhD, Stanford University.

Dr. James M. Wallace, education. EdD, Harvard University.

Dr. Carol Witherell, education. PhD, University of Minnesota.

Dr. Bernard R. Wolff, education. EdD, University of Oregon.

## College Administration

Interim President, David Ellis

Vice President and Provost, Jane Monnig Atkinson

Vice President, Secretary and General Counsel: to be announced

Vice President for Institutional Advancement, Josh Walter

Vice President for Business and Finance, and Treasurer, Alan Finn

Chief Investment Officer, Carl Vance

Executive Director for Public Affairs and Communications, Joe Becker

Associate Vice President for Facilities, Michel George

Associate Vice President for Finance/Controller, Andrea Dooley

Associate Vice President for Human Resources, Heyke Kirkendall-Baker

## Graduate School Administration

Dean, Scott Fletcher

Associate Dean, Janet Bixby

Registrar, River Montijo

Director of Admissions, Becky Haas

Director of Educational Career, Licensing, and Accreditation Services, Sharon Chinn

Director of Administrative Services, Gena Perrine

Director of Research and Assessment, Barbara Shepperson

Director of Communications, Kimberly Bernick

Director of Strategic Placements and Partnerships, Janet Bixby

## Graduate School Academic Staff

Chair, Department of Counseling Psychology, Teresa McDowell

Chair, Department of Teacher Education, Kimberly Campbell

Chair, Department of Educational Leadership, Mollie Galloway

Director, Center for Community Engagement, Matsya Siosal



# COUNSELING PSYCHOLOGY

---

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

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

Our programs are unique in their commitment to equity, social and economic justice, global citizenship, and culturally affirming ways of living. This includes ensuring that therapists, school psychologists, and counselors are well equipped to work with diverse local and global communities. Students have the opportunity to expand their global awareness through participation in international coursework.

## Community Counseling Center

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

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

- Professional Mental Health Counseling ([https://graduate.lclark.edu/departments/counseling\\_psychology/mental\\_health](https://graduate.lclark.edu/departments/counseling_psychology/mental_health))
- Professional Mental Health Counseling—Specialization in Addictions ([https://graduate.lclark.edu/departments/counseling\\_psychology/addiction\\_studies](https://graduate.lclark.edu/departments/counseling_psychology/addiction_studies))
- Marriage, Couple, & Family Therapy ([https://graduate.lclark.edu/departments/counseling\\_psychology/marriage\\_couple\\_and\\_family\\_therapy](https://graduate.lclark.edu/departments/counseling_psychology/marriage_couple_and_family_therapy))
- Problem Gambling Treatment
- Problem Gaming Treatment

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

## Degree Programs

- Marriage, Couple and Family Therapy (p. 15)
- Professional Mental Health Counseling (p. 22)
  - Professional Mental Health Counseling—Specialization in Addictions (p. 27)
- School Psychology (p. 33)

## Certificate Programs

- Eating Disorders (p. 37)
- Ecopsychology (p. 38)

## Department Courses

- A full list of courses in the Counseling Psychology department is available in this catalog. (p. 40)



# Marriage, Couple, and Family Therapy

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

## Program Mission

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

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

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

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

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

## Accreditation and Licensure

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

Most other states grant eligibility for licensing to graduates of our Marriage, Couple and Family Therapy 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. MCFT students practice individual, couple, and family therapy under the supervision of full time faculty and experienced, qualified supervisors at the Lewis & Clark Community Counseling Center while also practicing in a community agency during their 15-month internship.

Students can choose one of four special concentrations to add to their studies beyond the standard 60 hour program. Selections include: Addictions Treatment, International Family Therapy, Ecopsychology, and Sex Therapy. Addictions treatment is in great demand across the country. The opportunity to be trained in this area strengthens the practice focus of our students and increases their marketability. A focus on international family therapy increases our students' multicultural competence in the global context and offers valuable opportunities to learn and work in countries outside the U.S. The ecopsychology track focuses on expanding systemic thinking beyond human interactions to include affirmation, interaction, and healing within larger ecological systems. The sex therapy track offers students required educational components for eventual certification as sexuality therapists or educators. MCFT students may also take the Eating Disorders Certificate (p. 37) if they wish to add this specialization to their training.

## Degree Requirements

A minimum of 60 semester hours, including:

### Degree Courses

MCFT 502	Introduction to Marriage, Couple, and Family Therapy	1
MCFT 504	Family Therapy: Theory and Practice	3
MCFT 511	Equity in Family Therapy	3
MCFT 510	Legal and Ethical Issues in Family Therapy and Counseling	2
MCFT 506	Applied Child and Adolescent Development	2
CPSY 522	Diagnosis of Mental and Emotional Disorders	2
MCFT 526	Practical Skills in Marriage, Couple, and Family Therapy	3
MCFT 516	Family Development: Cross-Cultural Perspectives	2
MCFT 560	Couple Therapy	3
CPSY 564	Treating Addictions in Marriage, Couple, and Family Therapy	2
MCFT 543	Domestic Violence Treatment in Family Therapy	1
CPSY 514	Group Counseling With Children and Adolescents	3
or CPSY 515	Group Counseling With Adults	
CPSY 530	Research Methods and Statistics I	3
MCFT 541	Systemic Assessment and Treatment Planning	2
MCFT 553	Sex Abuse Issues in Marriage, Couple, and Family Therapy	1

MCFT 523	Psychopharmacology and Medical Issues in Family Therapy	1
MCFT 562	Advanced Ecosystemic Relational Therapy	3
MCFT 569	Sex Therapy	2
MCFT 563	Treatment Issues in Family Therapy	3
MCFT 582	Internship in Marriage, Couple, and Family Therapy	14

### Elective Courses

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

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

### Additional Courses for Addictions Treatment Track (6 semester hours)

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

### Additional Courses for the International Family Therapy Track (4 semester hours)

MCFT 567	International Family Therapy	2
CPSY 902	Culture and Community	2

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

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

### Additional Courses for the Ecopsychology Track (8 semester hours)

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

## Master of Science in Marriage, Couple, and Family Therapy

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

### Requirements for Application

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

1. A formal statement of interest in completing an identified thesis topic by April 1 of first year of study. If accepted, a faculty member will be assigned to serve as thesis chair.
2. A faculty evaluation of performance in the following areas:
  - a. Transcript review
  - b. Working knowledge of APA Style
  - c. Previous research work
  - d. Assessment of writing level (grammatical consistency, vocabulary, sentence structure, quality of expression,

punctuation) based on sample papers submitted to various courses in the MCFT program

- e. Potential for working independently
  - f. Relevance of research topic to future professional and academic goals
  - g. Demonstrated time available to complete an intensive research project
  - h. Fit with faculty research interests
3. Completion of research courses and full literature review submitted to program director for faculty approval by January 10 of the second year of study. If approved student may proceed to developing a complete thesis proposal.
  4. Successful defense of thesis proposal in the second spring. Upon approval of the proposal, students may complete the study.
  5. Successful thesis defense in third spring. Upon successful defense of the thesis the student is formally transferred to the MS degree program.

### Degree Requirements

A minimum of 62 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Marriage, Couple and Family Therapy (p. 15) except Research Methods and Statistics I (CPSY 530), and:

CPSY 538	Advanced Research Methods (for those with demonstrated skills and experience in research)	3
----------	---	---

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

CPSY 531	Research Methods and Statistics II	3
CPSY 537	Qualitative Research Methods	2

And

CPSY 594	Proposal Writing (students who took CPSY 531 take 1 semester hour of Proposal Writing; students who took CPSY 537 take 2 semester hours of Proposal Writing)	1-2
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 the final 15 months of the program, students are involved in direct clinical work with individuals, couples, families, and groups. Throughout four semesters of internship, students move toward increasingly independent practice. There are select agencies in Portland and its surrounding areas that are well-suited for training in family therapy. Lewis & Clark faculty and staff work closely with agency supervisors to ensure positive and appropriate internship placement of MCFT students. Concurrent with this placement, MCFT students also spend three semesters of internship at the Lewis & Clark Community Counseling Center under the supervision of program faculty.

While in their internships, MCFT students must complete at least 500 hours of direct client contact, 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 and live observation of students' clinical work.

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

## Master of Arts Courses

### **MCFT 504 Family Therapy: Theory and Practice**

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

Prerequisites: None.

Credits: 3 semester hours.

### **MCFT 506 Applied Child and Adolescent Development**

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

Prerequisites: None.

Credits: 2 semester hours.

### **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 Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and CPSY 506, and CPSY 550. For students in Marriage, Couple, and Family Therapy programs, take MCFT 506. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling Psychology department required.

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

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

Credits: 3 semester hours.

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

Content: Introduction to the structure and uses of the DSM-5 and ICD-10 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, take MCFT 502, MCFT 504, and MCFT 511. For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY-506, MHC 513, CPSY 550 and one of the following: MHC 535 or CPSY 538.

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 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: MCFT 504.

Restrictions: Priority is given to Marriage, Couple, and Family Therapy and Professional Mental Health Counseling - Specialization in Addictions students. Permission of the Counseling Psychology Department Office.

Credits: 2 semester hours.

### **MCFT 502 Introduction to Marriage, Couple, and Family Therapy**

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

Prerequisites: None.

Credits: 1 semester hour.

### **MCFT 510 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.

**MCFT 511 Equity in Family Therapy**

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

Prerequisites: None.

Credits: 3 semester hours.

**MCFT 516 Family Development: Cross-Cultural Perspectives**

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

Prerequisites: None.

Credits: 2 semester hours.

**MCFT 523 Psychopharmacology and Medical Issues in Family Therapy**

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

Prerequisites: MCFT 504 and CPSY 530 or equivalent.

Credits: 1 semester hour.

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

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

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

Credits: 3 semester hours.

**MCFT 541 Systemic Assessment and Treatment Planning**

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

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

Corequisites: CPSY 530 and CPSY 538

Credits: 2 semester hours.

**MCFT 543 Domestic Violence Treatment in Family Therapy**

Content: This course addresses the widespread nature of family violence across individual, familial, and societal levels. It provides family therapists with introductory knowledge and skills for the assessment and treatment of family violence.

Prerequisites: None.

Credits: 1 semester hour.

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

Content: This course is designed to help family therapists competently address sexual abuse situations. This course provides introductory knowledge and skills for the assessment and intervention of sexual abuse. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: None.

Credits: 1 semester hour.

**MCFT 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: MCFT 504.

Credits: 3 semester hours.

**MCFT 562 Advanced Ecosystemic Relational Therapy**

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

Prerequisites: MCFT 504.

Credits: 3 semester hours.

**MCFT 569 Sex Therapy**

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

Prerequisites: MCFT 504 or MHC 534.

Corequisites: MCFT 562.

Restrictions: Instructor consent required.

Credits: 2 semester hours.

**MCFT 582 Internship in Marriage, Couple, and Family Therapy**

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

Prerequisites: None.

Restrictions: Consent of program clinical director.

Credits: 1-4 semester hours.

**MCFT 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: None.

Credits: 0.5-3 semester hours.



## Master of Science Courses

### CPSY 538 Advanced Research Methods

Content: Designed for students with a strong psychological research methods background and/or those who are considering conducting an independent research project and completing a thesis. The course builds on student's base of knowledge and provides opportunities to learn more about new and innovative designs and/or methods. Research paradigms, qualitative, quantitative, and program evaluation methods will be covered over the course.

Prerequisites: None.

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

Credits: 3 semester hours.

### 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 537 Qualitative Research Methods

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

Prerequisites: None.

Restrictions: Consent of instructor or program director.

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.

Restrictions: Permission of thesis coordinator.

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.

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

## Additional Courses for Addictions Concentration

### MHCA 545 Drugs, the Brain, and Behavior

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

Prerequisites: None.

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

Credits: 3 semester hours.

### MHCA 546 Models of Addiction and Recovery

Content: Theories of the nature, course, causes, and effects of addiction to alcohol and drugs of abuse. Conditions, processes, and patterns of recovery. Emphasis on physiological, social learning, and interpersonal models and theories. Natural history of onset, abuse, addiction, and recovery; effects of intergenerational transmission, genetic predilection, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.

Prerequisites: None.

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

Credits: 3 semester hours.

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

Content: Emphasis on developing detailed understanding and beginning skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and addictive disorders. Topics include multiple modes and models of assessment, intervention and treatment, content and basic assumptions of different treatment modalities, organization of comprehensive treatment strategies, motivational interviewing in the context of stages-of-change models, contracting with clients, consultation, integration of medical and psychosocial treatments, referral processes and standards, issues of moderation versus abstinence, relapse prevention, and case management. Also covers documentation, record keeping and management, confidentiality, and ethical and legal issues.

Prerequisites: None.

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

Credits: 3 semester hours.

**Additional Courses for International Family Therapy Concentration****MCFT 567 International Family Therapy**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**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.

**Additional Courses for Sex Therapy Concentration****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: MHCA 502, MHC 503, or MCFT 502.

Credits: 2 semester hours.

**MCFT 570 Advanced Sex Therapy**

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

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

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

Credits: 2 semester hours.

**Additional Courses for Ecopsychology Concentration****CPSY 501 Introduction to Ecopsychology**

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

Prerequisites: None.

Credits: 1 semester hour.

**CPSY 554 Theoretical & Empirical Basis of Ecopsychology**

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

Prerequisites: CPSY 501

Credits: 1 semester hour.

**CPSY 596 Wilderness and Adventure Therapy Immersion**

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

Prerequisites: CPSY 501.

Credits: 2 semester hours.

**CPSY 597 Ecotherapy and Applied Ecopsychology**

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

Prerequisites: CPSY 501.

Credits: 1 semester hour.

**CPSY 598 Topics in Applied Ecopsychology**

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

Prerequisites: None.

Credits: 1 semester hour.



# Professional Mental Health Counseling

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

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

Graduates of our programs understand that power, privilege, and oppression impact the well-being of individuals and the relationships in their lives, especially as related to 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 2009 standards for Clinical Mental Health Counseling programs. Students who complete the Professional Mental Health Counseling program are eligible to take the National Counselor Examination (NCE) and to apply for status as a Nationally Certified Counselor (NCC).

The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) extends approval to Lewis & Clark's Professional Mental Health Counseling programs. Graduates who have earned an MA or MS degree are eligible to pursue licensing as professional counselors (LPC) in Oregon. In addition, 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 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 child and adolescent counseling.

### Degree Requirements

A minimum of 60 semester hours, distributed as follows:

### Degree Courses

MHC 503 Introduction to Counseling and Social Justice

2

MHC 513	Theory and Philosophy of Counseling	3
MHC 535	Research Methods in Counseling	3
CPSY 506	Life Span Development	2
CPSY 550	Diversity and Social Justice	3
MHC 509	Practical Skills for Counselors	3
CPSY 522	Diagnosis of Mental and Emotional Disorders	2
MHC 524	Counseling and Interventions with Adults	3
MHC 534	Child and Family Counseling	3
CPSY 514	Group Counseling With Children and Adolescents	3
or CPSY 515	Group Counseling With Adults	
CPSY 523	Counseling and Interventions with Children and Adolescents	3
MHC 532	Ethical and Legal Issues in Professional Counseling	2
MHC 536	Introduction to Addiction Counseling and Psychopharmacology	2
MHC 541	Introduction to Assessment	2
MHC 549	Treatment Planning: Theory and Research to Practice	1
MHC 548	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
MHC 540	Career Counseling	2
MHC 580	Practicum in Counseling (two semesters, 3 hours each)	6
MHC 582	Mental Health Internship: Adult Emphasis (two semesters, 3 hours each)	6
or MHC 583	Mental Health Internship: Emphasis on Child and Family Problems	
MHC 591	Professional Career Development	1

## Elective Courses

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

- Counseling LGBTQ clients
- Feminist therapies
- Mind/body/spirit/creativity
- Community and professional advocacy

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

## Graduate Convocation Requirement

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

## Master of Science in Professional Mental Health Counseling

Students admitted to the Master of Arts in Professional Mental Health Counseling Program may choose to seek an MS degree. This option, which is often of interest to students planning to pursue a doctoral degree in psychology, is available only upon formal application to the MS program. Students wishing to pursue this degree apply after completing the requirements listed below.

## Requirements for Application

Application to the MS program 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 Program requires the following:

- A demonstrated capacity for initiative and independent research
- Completion of **one of** the following, taken in place of Research Methods in Counseling (MHC 535), with a grade of B or better:

CPSY 538      Advanced Research Methods (for those with demonstrated skills and experience in research)      3

CPSY 530      Research Methods and Statistics I (for those with no research background)      3

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

CPSY 531      Research Methods and Statistics II (for those interested in conducting quantitative research)      3

CPSY 537      Qualitative Research Methods (for those interested in conducting qualitative research)      2

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

## Degree Requirements

A minimum of 62 semester hours, distributed as follows:

Students must meet all regular requirements for a Master of Arts in Professional Mental Health Counseling (except Research Methods in Counseling (MHC 535)), and take the following:

CPSY 594      Proposal Writing (students who took CPSY 531 take 1 semester hour of Proposal Writing; students who took CPSY 537 take 2 semester hours of Proposal Writing)      1-2

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

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

To provide students with the widest range of internship opportunities to meet their professional goals, over 100 agencies in Portland and its surrounding communities are approved for placement. Prospective interns contact and interview with agencies in conjunction with our

annual internship fair. Students can expect to schedule 16-20 hours per week at the internship site in addition to weekly group supervision on campus.

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

## Master of Arts Courses

### 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: None.

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 Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and CPSY 506, and CPSY 550. For students in Marriage, Couple, and Family Therapy programs, take MCFT 506. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling Psychology department required.

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

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

Credits: 3 semester hours.

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

Content: Introduction to the structure and uses of the DSM-5 and ICD-10 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, take MCFT 502, MCFT 504, and MCFT 511. For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY-506, MHC 513, CPSY 550 and one of the following: MHC 535 or CPSY 538.

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: Take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

Corequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, MHC 534.

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

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: Take MHCA 502 or MHC 503.

Credits: 3 semester hours.

**MHC 503 Introduction to Counseling and Social Justice**

Content: Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Introduction to social justice principles and how they apply to professional counseling.

Prerequisites: None.

Corequisites: MHC 513.

Credits: 2 semester hours.

**MHC 509 Practical Skills for Counselors**

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

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

Credits: 3 semester hours.

**MHC 513 Theory and Philosophy of Counseling**

Content: Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout.

Prerequisites: None.

Corequisites: MHCA 502, MHC 503 or MCFT 502.

Credits: 3 semester hours.

**MHC 524 Counseling and Interventions with Adults**

Content: Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors; evidence-based treatments; and information technology research tools. Emphasis is on planning comprehensive, multifaceted treatment interventions.

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

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

Credits: 3 semester hours.

**MHC 532 Ethical and Legal Issues in Professional Counseling**

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

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

Credits: 2 semester hours.

**MHC 534 Child and Family Counseling**

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

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

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

Credits: 3 semester hours.

**MHC 535 Research Methods in Counseling**

Content: Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts.

Topics include (1) elements of the research process; (2) types of designs, program evaluation; (3) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (4) basic measurement concepts: validity, reliability, norms, score interpretation; and (5) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research.

Reviews Web-based resources for conducting research.

Prerequisites: None.

Credits: 3 semester hours.

**MHC 536 Introduction to Addiction Counseling and Psychopharmacology**

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

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

Corequisites: MHC 524, MHC 534.

Credits: 2 semester hours.

**MHC 540 Career Counseling**

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

Prerequisites: None.

Credits: 2-3 semester hours.

**MHC 541 Introduction to Assessment**

Content: Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed.

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

Credits: 2 semester hours.

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

Content: This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma. The main focus of study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions.

The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises disasters and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring into awareness and ameliorate the effects of crisis and trauma exposure.

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

Credits: 2 semester hours.

**MHC 549 Treatment Planning: Theory and Research to Practice**

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

Prerequisites: None.

Credits: 1 semester hour.

**MHC 580 Practicum in Counseling**

Content: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 150 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. Two semesters, 3 credit hour each required.

Prerequisites: None.

Restrictions: Consent of the program director.

Credits: 1-3 semester hours.

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

Content: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

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

Content: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

**MHC 591 Professional Career Development**

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

Prerequisites: MHC 580.

Corequisites: MHC 582 or MHC 583.

Credits: 1 semester hour.

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

Content: Designed for students with a strong psychological research methods background and/or those who are considering conducting an independent research project and completing a thesis. The course builds on student's base of knowledge and provides opportunities to learn more about new and innovative designs and/or methods. Research paradigms, qualitative, quantitative, and program evaluation methods will be covered over the course.

Prerequisites: None.

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

Credits: 3 semester hours.

**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 537 Qualitative Research Methods**

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

Prerequisites: None.

Restrictions: Consent of instructor or program director.

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.

Restrictions: Permission of thesis coordinator.

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.

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.



# Professional Mental Health Counseling—Specialization in Addictions

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

## Accreditation and Licensure

The Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) extends approval to Lewis & Clark's programs leading to the master of arts and master of science in Professional Mental Health Counseling. The program is approved by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009 standards for Clinical Mental Health Counseling programs. Graduates who have earned the MA or MS degrees are eligible to pursue licensing as professional counselors (LPC) in Oregon.

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

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

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

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

### Degree Requirements

A minimum of 62 semester hours, distributed as follows:

#### Required Courses

MHCA 502	Introduction to Professional Mental Health and Addiction Counseling	2
MHC 513	Theory and Philosophy of Counseling	3
MHC 535	Research Methods in Counseling	3
CPSY 506	Life Span Development	2
MHC 509	Practical Skills for Counselors	3
CPSY 550	Diversity and Social Justice	3
CPSY 522	Diagnosis of Mental and Emotional Disorders	2
CPSY 523	Counseling and Interventions with Children and Adolescents	3
MHC 524	Counseling and Interventions with Adults	3
MHC 534	Child and Family Counseling	3
CPSY 514	Group Counseling With Children and Adolescents	3

or CPSY 515	Group Counseling With Adults	
MHC 532	Ethical and Legal Issues in Professional Counseling	2
MHCA 545	Drugs, the Brain, and Behavior	3
MHC 541	Introduction to Assessment	2
MHCA 546	Models of Addiction and Recovery	3
MHCA 547	Addictions Treatment: Procedures, Skills, and Case Management	3
MHC 548	Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Life Span	2
MHC 549	Treatment Planning: Theory and Research to Practice	1
MHC 580	Practicum in Counseling (2 semesters, 3 hours each)	6
MHC 540	Career Counseling	2
MHC 582	Mental Health Internship: Adult Emphasis (2 semesters, 3 hours each)	6
MHC 591	Professional Career Development	1

### Elective Courses

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

### Graduate Convocation Requirement

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

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

Students admitted to the Master of Arts in Professional Mental Health Counseling—Specialization in Addictions program may choose to seek a Master of Science degree. This option, which is often of interest to students planning to pursue a doctoral degree in psychology, is available by formal application only after being accepted to the M.A. program. Students who wish to pursue this degree may apply after completing the requirements listed below.

### Requirements for Application

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

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

- A demonstrated capacity for initiative and independent research
- Completion of **one** of the following, taken in place of MHC 535 Research Methods in Counseling, with a grade of B or better:
 

CPSY 538	Advanced Research Methods (For those with demonstrated skills and experience in research)	3
CPSY 530	Research Methods and Statistics I (For those with no research background)	3
- Completion of **one** of the following, with a grade of B or better:
 

CPSY 531	Research Methods and Statistics II (For those interested in conducting quantitative research)	3
CPSY 537	Qualitative Research Methods (For those interested in conducting qualitative research)	2

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

### Degree Requirements

A minimum of 66 semester hours, distributed as follows:

Students must meet all requirements for the Master of Arts in Professional Mental Health Counseling—Specialization in Addictions degree (except MHC 535 Research Methods in Counseling) and take the following:

CPSY 594	Proposal Writing (Students who took CPSY-531 take 1 semester hour; students who took CPSY-537 take 2 semester hours.)	1-2
CPSY 595	Master's Thesis Research	2-9

### Practicum and Internship Information

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

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

### Master of Arts Courses

#### 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: None.

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 Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and CPSY 506, and CPSY 550. For students in Marriage, Couple, and Family Therapy programs, take MCFT 506. For students in the School Psychology program, take SPSY 502.

Restrictions: Consent of Counseling Psychology department required. 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 students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and CPSY 506, MHC 513, and CPSY 550. For Marriage, Couple, and Family Therapy students, take MCFT-516. For students in the School Psychology program, take SPSY 502.

Credits: 3 semester hours.

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

Content: Introduction to the structure and uses of the DSM-5 and ICD-10 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, take MCFT 502, MCFT 504, and MCFT 511. For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY-506, MHC 513, CPSY 550 and one of the following: MHC 535 or CPSY 538.

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: Take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

Corequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, MHC 534.

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

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: Take MHCA 502 or MHC 503.

Credits: 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: MCFT 504.

Restrictions: Priority is given to Marriage, Couple, and Family Therapy and Professional Mental Health Counseling - Specialization in Addictions students. Permission of the Counseling Psychology Department Office.

Credits: 2 semester hours.

**MHC 509 Practical Skills for Counselors**

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

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

Credits: 3 semester hours.

**MHC 513 Theory and Philosophy of Counseling**

Content: Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout.

Prerequisites: None.

Corequisites: MHCA 502, MHC 503 or MCFT 502.

Credits: 3 semester hours.

**MHC 524 Counseling and Interventions with Adults**

Content: Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors; evidence-based treatments; and information technology research tools. Emphasis is on planning comprehensive, multifaceted treatment interventions.

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

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

Credits: 3 semester hours.

**MHC 532 Ethical and Legal Issues in Professional Counseling**

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

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

Credits: 2 semester hours.

**MHC 534 Child and Family Counseling**

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

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

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

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

Credits: 3 semester hours.

**MHC 535 Research Methods in Counseling**

Content: Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts.

Topics include (1) elements of the research process; (2) types of designs, program evaluation; (3) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (4) basic measurement concepts: validity, reliability, norms, score interpretation; and (5) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research.

Reviews Web-based resources for conducting research.

Prerequisites: None.

Credits: 3 semester hours.

**MHC 540 Career Counseling**

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

Prerequisites: None.

Credits: 2-3 semester hours.

**MHC 541 Introduction to Assessment**

Content: Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed.

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

Credits: 2 semester hours.

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

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

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

Credits: 2 semester hours.

**MHC 549 Treatment Planning: Theory and Research to Practice**

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

Prerequisites: None.

Credits: 1 semester hour.

**MHC 580 Practicum in Counseling**

Content: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 150 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. Two semesters, 3 credit hour each required.

Prerequisites: None.

Restrictions: Consent of the program director.

Credits: 1-3 semester hours.

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

Content: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

**MHC 591 Professional Career Development**

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

Prerequisites: MHC 580.

Corequisites: MHC 582 or MHC 583.

Credits: 1 semester hour.

**MHCA 546 Models of Addiction and Recovery**

Content: Theories of the nature, course, causes, and effects of addiction to alcohol and drugs of abuse. Conditions, processes, and patterns of recovery. Emphasis on physiological, social learning, and interpersonal models and theories. Natural history of onset, abuse, addiction, and recovery; effects of intergenerational transmission, genetic predilection, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.

Prerequisites: None.

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

Credits: 3 semester hours.

**MHCA 502 Introduction to Professional Mental Health and Addiction Counseling**

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

Prerequisites: None.

Corequisites: MHC 513

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

Credits: 2 semester hours.

**MHCA 511 Practical Skills for Professional Mental Health and Addiction Counselors**

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

Prerequisites: None.

Corequisites: SPSY 506 and CPSY 550.

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

Credits: 3 semester hours.

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

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

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

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

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

Credits: 2 semester hours.

**MHCA 545 Drugs, the Brain, and Behavior**

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

Prerequisites: None.

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

Credits: 3 semester hours.

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

Content: Emphasis on developing detailed understanding and beginning skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and addictive disorders. Topics include multiple modes and models of assessment, intervention and treatment, content and basic assumptions of different treatment modalities, organization of comprehensive treatment strategies, motivational interviewing in the context of stages-of-change models, contracting with clients, consultation, integration of medical and psychosocial treatments, referral processes and standards, issues of moderation versus abstinence, relapse prevention, and case management. Also covers documentation, record keeping and management, confidentiality, and ethical and legal issues.

Prerequisites: None.

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

Credits: 3 semester hours.

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

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

Prerequisites: Take MHC-580.

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

Credits: 1 semester hour.

**MHCA 580 Practicum in Professional Mental Health and Addiction Counseling**

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

Prerequisites: None.

Corequisites: MHC 541, MHCA 546.

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

Credits: 3 semester hours.

**MHCA 582 Internship in Professional Mental Health and Addiction Counseling**

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

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

Corequisites: MHC 540, MHCA 570.

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

Credits: 3 semester hours.

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

Content: Designed for students with a strong psychological research methods background and/or those who are considering conducting an independent research project and completing a thesis. The course builds on student's base of knowledge and provides opportunities to learn more about new and innovative designs and/or methods. Research paradigms, qualitative, quantitative, and program evaluation methods will be covered over the course.

Prerequisites: None.

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

Credits: 3 semester hours.

**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 537 Qualitative Research Methods**

Content: Overview and application of qualitative research methods.

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

Prerequisites: None.

Restrictions: Consent of instructor or program director.

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.

Restrictions: Permission of thesis coordinator.

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.

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

# School Psychology

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

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

## Accreditation and Licensure

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 the National Council for Accreditation of Teacher Education (NCATE). Graduates of the School Psychology program earn the Educational Specialist degree (EdS) and are eligible to apply to NASP for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses. The program is also accredited by the International School Psychology Association (ISPA). Graduates who complete the program and the state-required test are also eligible to be recommended by Lewis & Clark to the Oregon Teacher Standards and Practices Commission for a Preliminary School Psychologist License. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

## Educational Specialist in School Psychology

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

## Degree Requirements

A minimum of 61 semester hours, distributed as follows, and all required tests (p. 36):

### Required Courses

SPSY 502	Introduction to School Psychology I	3
CPSY 523	Counseling and Interventions with Children and Adolescents	3
SPSY 506	Development and Learning	3

SPSY 576	School Psychology Colloquium (To be taken in fall and spring of years one and two for .5 credits each.)	2
SPSY 503	Introduction to School Psychology II	3
CPSY 514	Group Counseling With Children and Adolescents	3
CPSY 531	Research Methods and Statistics II	3
SPSY 510	Ethical and Legal Issues for School Psychology Practicum	2
SPSY 541	Assessment and Intervention I	3
SPSY 517	The Exceptional Child in Schools	3
CPSY 551	Introduction to Expressive Arts Therapy	1
SPSY 580	Practicum in School Psychology (To be taken fall, spring, and summer in year two.)	7
SPSY 542	Assessment and Intervention II	3
SPSY 544	Practical Skills of Psychoeducational Assessment	1
SPSY 573	School-Based Consultation	3
SPSY 543	Assessment and Intervention III	3
SPSY 574	Advanced Consultation and Program Evaluation	3
SPSY 571	Prevention in Educational Settings	3
SPSY 582	Internship in School Psychology (To be taken fall, spring, and summer in year three.)	7

## Elective Courses

Students choose two hours of elective credit from any program in the graduate school.

## Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## Licensure and Certification

Once the EdS degree is awarded and the required tests are passed, graduates are recommended to the Oregon Teacher Standards and Practices Commission for the Preliminary School Psychologist License. Graduates also have the option of applying to the National Association of School Psychologists for the National Certificate of School Psychology (NCSP). Holders of the NCSP may be eligible for an abbreviated process as they apply for out-of-state school psychology licenses.

## Preliminary School Psychologist License-Only

**Note: No applications for the licensure-only program will be accepted through 2018.**

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

## Licensure Requirements

Coursework to be determined between student and advisor based on professional need, including SPSY 582 Internship in School Psychology, and all required tests (p. 36).

## Licensure and Certification

Once the coursework and the required tests are passed, graduates are recommended to the Oregon Teacher Standards and Practices



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

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

## Practicum and Internship Information

Each school psychology student will complete a practicum in a public school setting during their second year in the program. [Is there now a first-year practicum or placement, as well?] The practicum, which runs from September to June, generally requires eight to 10 on-site hours per week (450 hours total) as well as additional coursework. Students will be provided assistance in locating a practicum site and a list of schools at which previous students have completed practica. Students may also find their own sites, subject to approval.

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

## School Psychology Courses

### SPSY 506 Development and Learning

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

**Prerequisites:** None.

**Credits:** 3 semester hours.

### 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 Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and CPSY 506, and CPSY 550. For students in Marriage, Couple, and Family Therapy programs, take MCFT 506. For students in the School Psychology program, take SPSY 502.

**Restrictions:** Consent of Counseling Psychology department required.

**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:** Take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

**Corequisites:** For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, MHC 534.

**Restrictions:** For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

**Credits:** 3 semester hours.

### SPSY 576 School Psychology Colloquium

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

**Prerequisites:** None.

**Credits:** 0.5 semester hours.

**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 551 Introduction to Expressive Arts Therapy**

Content: This class is designed for mental health practitioners interested in gaining an introductory understanding of the theory and practice of using expressive arts in therapy and counseling. Students explore the mediating properties of expressive arts as applied to clinical and school settings with children, adolescents, and adults.

Prerequisites: None.

Credits: 1 semester hour.

**SPSY 502 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: None.

Restrictions: Admission to School Psychology Program.

Credits: 3 semester hours.

**SPSY 503 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: Take SPSY 502.

Credits: 3 semester hours.

**SPSY 510 Ethical and Legal Issues for School Psychology Practicum**

Content: Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.

Prerequisites: None.

Corequisites: CPSY 523.

Restrictions: Consent of advisor.

Credits: 2 semester hours.

**SPSY 517 The Exceptional Child in Schools**

Content: Overview of the exceptional child in today's educational setting. Provides a basic understanding of special educational law and public policy related to the birth-to-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, intellectual disabilities, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 541 Assessment and Intervention I**

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

Prerequisites: CPSY 531.

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

Credits: 3 semester hours.

**SPSY 542 Assessment and Intervention II**

Content: 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: SPSY 541 or consent of instructor.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 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: SPSY 542 or consent of instructor.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.



**SPSY 544 Practical Skills of Psychoeducational Assessment**

Content: This course is a 1-credit lab course designed to be taken in conjunction with SPSY-542, Assessment and Intervention II. SPSY 542 is the second of a three-part assessment sequence. SPSY 542 focuses on cognitive and academic measures. This course is designed to prepare students to (a) understand and learn the process of assessment. The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Prerequisites: SPSY 541

Corequisites: SPSY 542

Credits: 1 semester hour.

**SPSY 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: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 573 School-Based Consultation**

Content: Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Addresses issues of cultural, linguistic, and socioeconomic differences.

Prerequisites: SPSY 503.

Credits: 3 semester hours.

**SPSY 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: SPSY 573 or consent of instructor.

Credits: 3 semester hours.

**SPSY 580 Practicum in School Psychology**

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

Prerequisites: SPSY 510.

Restrictions: Consent of advisor.

Credits: 1-3 semester hours.

**SPSY 582 Internship in School Psychology**

Content: Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.

Prerequisites: None.

Restrictions: Consent of instructor.

Credits: 1-4 semester hours.

**SPSY 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.

**Testing Requirements**

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

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

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

- ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)<sup>†</sup>

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

- PRAXIS II: School Psychology Test (<http://www.ets.org/praxis/or/requirements>)

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

\* Students who hold a master's degree or higher prior to admission may waive the GRE test requirement.

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

# Eating Disorders Certificate

According to statistics compiled by the National Institute for Mental Health, eating disorders have the highest mortality rate of any diagnosable mental illness in the United States. Eating disorders are one of the largest undiagnosed and untreated problems facing mental health and medical practitioners today, yet training specific to eating disorders is extremely rare.

Given lifetime prevalence rates of eating disorders and associated concurrent disorders, it is inevitable that professional mental health practitioners across a wide array of settings will be faced with clients presenting with these problems.

## Eating Disorders Certificate

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

### Certificate Requirements

A minimum of eight semester hours, distributed as follows:

#### Required Courses

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

## Courses

### CPED 572 Introduction to Eating Disorders

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

Prerequisites: None.

Credits: 1 semester hour.

### CPED 573 Fat Studies & Health at Every Size

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

Prerequisites: None.

Credits: 1 semester hour.

### CPED 574 Body Politics

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

Prerequisites: None.

Credits: 1 semester hour.

### CPED 575 Treatment of Eating Disorders

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

Prerequisites: None.

Credits: 1 semester hour.

### CPED 576 Treatment of Negative Body Image

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

Prerequisites: None.

Credits: 1 semester hour.

### CPED 577 Nutrition

Content: Nutritional aspects in the treatment of eating disorders.

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

Prerequisites: None.

Credits: 1 semester hour.

### CPED 578 Family Therapy in the Treatment of Eating Disorders

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

Prerequisites: None.

Credits: 1 semester hour.

### CPED 580 Mind Body Connections in the Treatment of Eating Disorders

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

Prerequisites: None.

Credits: 1 semester hour.

# Ecopsychology Certificate

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

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

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

## Ecopsychology Certificate

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

There are three pathways to enrollment in the certificate:

1. Good standing in one of the programs at Lewis & Clark graduate school, for example: Professional Mental Health Counseling (p. 22), Professional Mental Health Counseling—Specialization in Addictions (p. 27), School Psychology (p. 33), or Marriage, Couple, and Family Therapy (p. 15).
2. Being an alumni of the graduate school or being a master's level graduate with comparable prerequisites from an accredited program (requires admission as a special student to the graduate school).
3. Good standing in a comparable MA-level counseling or other degree program at another institution (requires admission as a special student to the graduate school).

### Certification

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

### Certificate Requirements

A minimum of 8 semester hours, distributed as follows:

CPSY 501	Introduction to Ecopsychology	1
CPSY 554	Theoretical & Empirical Basis of Ecopsychology	1
CPSY 596	Wilderness and Adventure Therapy Immersion	2

CPSY 597	Ecotherapy and Applied Ecopsychology	1
CPSY 598	Topics in Applied Ecopsychology (three semesters, 1 credit each)	3

## Courses

### CPSY 501 Introduction to Ecopsychology

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

**Credits:** 1 semester hour.

### CPSY 554 Theoretical & Empirical Basis of Ecopsychology

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

**Prerequisites:** CPSY 501

**Credits:** 1 semester hour.

### CPSY 596 Wilderness and Adventure Therapy Immersion

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

**Prerequisites:** CPSY 501.

**Credits:** 2 semester hours.

**CPSY 597 Ecotherapy and Applied Ecopsychology**

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

Prerequisites: CPSY 501.

Credits: 1 semester hour.

**CPSY 598 Topics in Applied Ecopsychology**

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

Prerequisites: None.

Credits: 1 semester hour.

# Counseling Psychology Courses

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

## Counseling Psychology (CPSY) Courses

### CPSY 501 Introduction to Ecopsychology

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

**Prerequisites:** None.

**Credits:** 1 semester hour.

### CPSY 506 Life Span Development

**Content:** Exploration of life span development through the lenses of social, cultural, cognitive, biological, and learning theories and research. Emphasis is on gaining better conceptual understanding of healthy development and better practical understanding of how to help children, adolescents, and adults address the developmental challenges they face across the life span. Particular focus placed on understanding our own developmental processes as well as the role of cultural difference and commonality in the developmental process.

**Prerequisites:** None.

**Credits:** 2 semester hours.

### 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 Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502 or MHC 503, and CPSY 506, and CPSY 550. For students in Marriage, Couple, and Family Therapy programs, take MCFT 506. For students in the School Psychology program, take SPSY 502.

**Restrictions:** Consent of Counseling Psychology department required.

**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 students in Professional Mental Health Counseling or Professional Mental Health Counseling - Specialization in Addictions, take MHCA 502 or MHC-503, and CPSY 506, MHC 513, and CPSY 550. For Marriage, Couple, and Family Therapy students, take MCFT-516. For students in the School Psychology program, take SPSY 502.

**Credits:** 3 semester hours.

### 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 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-5 and ICD-10 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, take MCFT 502, MCFT 504, and MCFT 511. For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, take MHCA 502, CPSY-506, MHC 513, CPSY 550 and one of the following: MHC 535 or CPSY 538.

**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: Take MHCA 502, CPSY 506, MHC 513, and CPSY 550.

Corequisites: For Professional Mental Health Counseling and Professional Mental Health Counseling - Specialization in Addictions students, MHC 534.

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

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 537 Qualitative Research Methods**

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

Prerequisites: None.

Restrictions: Consent of instructor or program director.

Credits: 2 semester hours.

**CPSY 538 Advanced Research Methods**

Content: Designed for students with a strong psychological research methods background and/or those who are considering conducting an independent research project and completing a thesis. The course builds on student's base of knowledge and provides opportunities to learn more about new and innovative designs and/or methods. Research paradigms, qualitative, quantitative, and program evaluation methods will be covered over the course.

Prerequisites: None.

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

Credits: 3 semester hours.

**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: None.

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

Credits: 1-3 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: Take MHCA 502 or MHC 503.

Credits: 3 semester hours.

**CPSY 551 Introduction to Expressive Arts Therapy**

Content: This class is designed for mental health practitioners interested in gaining an introductory understanding of the theory and practice of using expressive arts in therapy and counseling. Students explore the mediating properties of expressive arts as applied to clinical and school settings with children, adolescents, and adults.

Prerequisites: None.

Credits: 1 semester hour.

**CPSY 552 Advanced Skills in Expressive Arts Therapy**

Content: Designed for mental health practitioners interested in gaining an advanced 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.

Restrictions: Student must have completed CPSY 551 or be registered for it in the same semester as CPSY 552.

Credits: 1 semester hour.

**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: None.

Credits: 1-2 semester hours.

**CPSY 554 Theoretical & Empirical Basis of Ecopsychology**

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

Prerequisites: CPSY 501

Credits: 1 semester hour.

**CPSY 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: MCFT 504.

Restrictions: Priority is given to Marriage, Couple, and Family Therapy and Professional Mental Health Counseling - Specialization in Addictions students. 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: MHCA 502, MHC 503, or MCFT 502.

Credits: 2 semester hours.

**CPSY 587 Engaging Boys & Men in Counseling and Education**

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

Prerequisites: None.

Credits: 1 semester hour.

**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 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.

Restrictions: Permission of thesis coordinator.

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.

Restrictions: Consent of thesis committee chair.

Credits: 1-9 semester hours.

**CPSY 596 Wilderness and Adventure Therapy Immersion**

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

Prerequisites: CPSY 501.

Credits: 2 semester hours.

**CPSY 597 Ecotherapy and Applied Ecopsychology**

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

Prerequisites: CPSY 501.

Credits: 1 semester hour.

**CPSY 598 Topics in Applied Ecopsychology**

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

Prerequisites: None.

Credits: 1 semester hour.

**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: None.

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

Credits: 0.5-5 semester hours.

**CPSY 644 Practicum**

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

Prerequisites: None.

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

Credits: 1-3 semester hours.

**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 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.

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

Credits: 0.5-5 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.

**Marriage, Couple, and Family Therapy (MCFT) Courses****MCFT 502 Introduction to Marriage, Couple, and Family Therapy**

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

Prerequisites: None.

Credits: 1 semester hour.

**MCFT 504 Family Therapy: Theory and Practice**

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

Prerequisites: None.

Credits: 3 semester hours.

**MCFT 506 Applied Child and Adolescent Development**

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

Prerequisites: None.

Credits: 2 semester hours.

**MCFT 510 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.

**MCFT 511 Equity in Family Therapy**

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

Prerequisites: None.

Credits: 3 semester hours.

**MCFT 516 Family Development: Cross-Cultural Perspectives**

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

Prerequisites: None.

Credits: 2 semester hours.

**MCFT 523 Psychopharmacology and Medical Issues in Family Therapy**

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

Prerequisites: MCFT 504 and CPSY 530 or equivalent.

Credits: 1 semester hour.

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

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

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

Credits: 3 semester hours.

**MCFT 541 Systemic Assessment and Treatment Planning**

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

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

Corequisites: CPSY 530 and CPSY 538

Credits: 2 semester hours.

**MCFT 543 Domestic Violence Treatment in Family Therapy**

Content: This course addresses the widespread nature of family violence across individual, familial, and societal levels. It provides family therapists with introductory knowledge and skills for the assessment and treatment of family violence.

Prerequisites: None.

Credits: 1 semester hour.

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

Content: This course is designed to help family therapists competently address sexual abuse situations. This course provides introductory knowledge and skills for the assessment and intervention of sexual abuse. The curriculum is informed primarily by feminist and critical multicultural theories and practices.

Prerequisites: None.

Credits: 1 semester hour.

**MCFT 557 Global Awareness in Professional Practice**

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

Prerequisites: None.

Credits: 2 semester hours.

**MCFT 560 Couple Therapy**

Content: Systems 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: MCFT 504.

Credits: 3 semester hours.

**MCFT 562 Advanced Ecosystemic Relational Therapy**

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

Prerequisites: MCFT 504.

Credits: 3 semester hours.

**MCFT 563 Treatment Issues in Family Therapy**

Content: Applications of 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: None.

Credits: 0.5-3 semester hours.

**MCFT 567 International Family Therapy**

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

Prerequisites: None.

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

Credits: 2 semester hours.



**MCFT 568 International Family Therapy Capstone**

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

Prerequisites: MCFT 567.

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

Credits: 2 semester hours.

**MCFT 569 Sex Therapy**

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

Prerequisites: MCFT 504 or MHC 534.

Corequisites: MCFT 562.

Restrictions: Instructor consent required.

Credits: 2 semester hours.

**MCFT 570 Advanced Sex Therapy**

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

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

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

Credits: 2 semester hours.

**MCFT 580 Practicum in Marriage, Couple, and Family Therapy**

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

Prerequisites: None.

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

Credits: 4 semester hours.

**MCFT 582 Internship in Marriage, Couple, and Family Therapy**

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

Prerequisites: None.

Restrictions: Consent of program clinical director.

Credits: 1-4 semester hours.

**MCFT 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 0.5-4 semester hours.

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

Content: Basic theoretical assumptions of the counseling profession, with an overview of its historical roots, social and cultural contexts, types of practice, ethical principles, and professional orientation. Introduction to social justice principles and how they apply to professional counseling.

Prerequisites: None.

Corequisites: MHC 513.

Credits: 2 semester hours.

**MHC 509 Practical Skills for Counselors**

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

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

Credits: 3 semester hours.

**MHC 511 Cultural Foundations and Social Justice**

Content: This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context. Particular attention is paid to students' understanding of themselves as cultural beings and their identities as helping professionals. This work is foundational for an introduction to methods and skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental abilities.

Prerequisites: None.

Credits: 3 semester hours.

**MHC 513 Theory and Philosophy of Counseling**

Content: Overview of counseling theories such as psychoanalytic, Adlerian, client-centered, cognitive-behavioral, multi-modal, Gestalt, feminist, existential, solution-focused, and brief therapy, as well as integrative approaches. Examines a wide range of theoretical perspectives and advocates professional knowledge of best practices. Students acquire knowledge of various counseling theories and critique their relevance to diverse populations and clinical situations. Students clarify their personal assumptions and learn how to explain their own theoretical stance. Issues of diversity and client matching are addressed throughout.

Prerequisites: None.

Corequisites: MHCA 502, MHC 503 or MCFT 502.

Credits: 3 semester hours.

**MHC 524 Counseling and Interventions with Adults**

Content: Identification, assessment, diagnosis, and treatment of mental, emotional, substance abuse, and addictive disorders in late adolescence and adulthood. Covers adjustment, mood, anxiety, psychotic, dissociative, impulse, sexual, personality, and addictive disorders, including gambling and eating disorders. Topics include multicultural, interpersonal, and relationship factors; evidence-based treatments; and information technology research tools. Emphasis is on planning comprehensive, multifaceted treatment interventions.

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

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

Credits: 3 semester hours.



**MHC 532 Ethical and Legal Issues in Professional Counseling**

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

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

Credits: 2 semester hours.

**MHC 534 Child and Family Counseling**

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

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

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

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

Credits: 3 semester hours.

**MHC 535 Research Methods in Counseling**

Content: Foundations of psychological research. Students are introduced to qualitative and quantitative research processes and basic concepts.

Topics include (1) elements of the research process; (2) types of designs, program evaluation; (3) ethical considerations of research: informed consent, research with diverse and vulnerable populations, research with children, human subjects review; (4) basic measurement concepts: validity, reliability, norms, score interpretation; and (5) basic statistical concepts: frequency distributions, central tendency, measures of variability, correlation, normal curve, hypothesis testing, significance tests. Students read and evaluate examples of published research.

Reviews Web-based resources for conducting research.

Prerequisites: None.

Credits: 3 semester hours.

**MHC 536 Introduction to Addiction Counseling and Psychopharmacology**

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

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

Corequisites: MHC 524, MHC 534.

Credits: 2 semester hours.

**MHC 540 Career Counseling**

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

Prerequisites: None.

Credits: 2-3 semester hours.

**MHC 541 Introduction to Assessment**

Content: Principles of psychological assessment as employed in school, clinical, and applied settings. Addresses psychometric concepts such as validity, reliability, norms, and score interpretation. Surveys intelligence, personality, career, interest, aptitude, and achievement tests and reviews alternative methods of assessing competence and person-situation interactions. Contemporary issues such as the validity of instruments for diverse populations and the impact of technology on assessment are discussed.

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

Credits: 2 semester hours.

**MHC 544 Practicum**

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

Prerequisites: None.

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

Credits: 1-3 semester hours.

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

Content: This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma.

The main focus of study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions.

The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises disasters and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring into awareness and ameliorate the effects of crisis and trauma exposure.

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

Credits: 2 semester hours.

**MHC 549 Treatment Planning: Theory and Research to Practice**

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

Prerequisites: None.

Credits: 1 semester hour.

**MHC 580 Practicum in Counseling**

Content: Working with clients in the practicum clinic, agency or school setting (eight to 10 hours per week, 150 hours total) under intensive supervision from CPSY faculty, developing the therapeutic relationship and basic counseling competencies. Students are expected to demonstrate personal characteristics and professional conduct necessary for effective, ethical counseling. Two semesters, 3 credit hour each required.

Prerequisites: None.

Restrictions: Consent of the program director.

Credits: 1-3 semester hours.

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

Content: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

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

Content: Internship in a community setting. Participants engage in counseling and related professional activities under supervision. Students write reports, prepare case histories, and submit work samples for supervisory review.

Prerequisites: MHC 580.

Restrictions: Consent of internship coordinator.

Credits: 3 semester hours.

**MHC 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**MHC 590 Topics in Counseling Psychology**

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

Prerequisites: None.

Credits: 0.5-3 semester hours.

**MHC 591 Professional Career Development**

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

Prerequisites: MHC 580.

Corequisites: MHC 582 or MHC 583.

Credits: 1 semester hour.

**Mental Health Counseling—Specialization in Addictions (MHCA) Courses****MHCA 502 Introduction to Professional Mental Health and Addiction Counseling**

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

Prerequisites: None.

Corequisites: MHC 513

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

Credits: 2 semester hours.

**MHCA 511 Practical Skills for Professional Mental Health and Addiction Counselors**

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

Prerequisites: None.

Corequisites: SPSY 506 and CPSY 550.

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

Credits: 3 semester hours.

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

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

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

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

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

Credits: 2 semester hours.

**MHCA 545 Drugs, the Brain, and Behavior**

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

Prerequisites: None.

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

Credits: 3 semester hours.

**MHCA 546 Models of Addiction and Recovery**

Content: Theories of the nature, course, causes, and effects of addiction to alcohol and drugs of abuse. Conditions, processes, and patterns of recovery. Emphasis on physiological, social learning, and interpersonal models and theories. Natural history of onset, abuse, addiction, and recovery; effects of intergenerational transmission, genetic predilection, developmental risk, and sociocultural factors; effects on psychosocial development; impact of culture and gender differences. Implications for treatment.

Prerequisites: None.

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

Credits: 3 semester hours.

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

Content: Emphasis on developing detailed understanding and beginning skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse and addictive disorders. Topics include multiple modes and models of assessment, intervention and treatment, content and basic assumptions of different treatment modalities, organization of comprehensive treatment strategies, motivational interviewing in the context of stages-of-change models, contracting with clients, consultation, integration of medical and psychosocial treatments, referral processes and standards, issues of moderation versus abstinence, relapse prevention, and case management. Also covers documentation, record keeping and management, confidentiality, and ethical and legal issues.

Prerequisites: None.

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

Credits: 3 semester hours.

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

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

Prerequisites: Take MHC-580.

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

Credits: 1 semester hour.

**MHCA 580 Practicum in Professional Mental Health and Addiction Counseling**

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

Prerequisites: None.

Corequisites: MHC 541, MHCA 546.

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

Credits: 3 semester hours.

**MHCA 582 Internship in Professional Mental Health and Addiction Counseling**

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

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

Corequisites: MHC 540, MHCA 570.

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

Credits: 3 semester hours.

**MHCA 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**MHCA 590 Topics in Counseling Psychology**

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

Prerequisites: None.

Credits: 0.5-3 semester hours.

**School Psychology (SPSY) Courses****SPSY 502 Introduction to School Psychology 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: None.

Restrictions: Admission to School Psychology Program.

Credits: 3 semester hours.

**SPSY 503 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: Take SPSY 502.

Credits: 3 semester hours.

**SPSY 506 Development and Learning**

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

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 510 Ethical and Legal Issues for School Psychology Practicum**

Content: Consideration of the applicable ethical and legal issues for school psychologists in mental health and school settings. Students develop skills in counseling, consultation, assessment, and intervention planning.

Prerequisites: None.

Corequisites: CPSY 523.

Restrictions: Consent of advisor.

Credits: 2 semester hours.

**SPSY 517 The Exceptional Child in Schools**

Content: Overview of the exceptional child in today's educational setting. Provides a basic understanding of special educational law and public policy related to the birth-to-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, intellectual disabilities, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.

Prerequisites: None.

Credits: 3 semester hours.

**SPSY 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: SPSY 543.

Restrictions: Admission to School Psychology program.

Credits: 2 semester hours.

**SPSY 541 Assessment and Intervention I**

Content: This course is the first of a three-part assessment sequence that addresses psycho-educational, social, emotional, and behavioral assessment of children and adolescents from birth through age 21.

In this course, the focus is on gaining competency with the skills and tools needed to collect, interpret, and present data using observation, interviews, behavior rating scales, functional behavioral assessments, response to intervention, and assessments for children with pervasive developmental disabilities.

Prerequisites: CPSY 531.

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

Credits: 3 semester hours.

**SPSY 542 Assessment and Intervention II**

Content: 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: SPSY 541 or consent of instructor.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 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: SPSY 542 or consent of instructor.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 544 Practical Skills of Psychoeducational Assessment**

Content: This course is a 1-credit lab course designed to be taken in conjunction with SPSY-542, Assessment and Intervention II. SPSY 542 is the second of a three-part assessment sequence. SPSY 542 focuses on cognitive and academic measures. This course is designed to prepare students to (a) understand and learn the process of assessment. The course format stresses the formative evaluation of student progress toward a criterion of competence. Students are expected to master the administration, scoring, and basic interpretation of specific cognitive and achievement measures to a high level of mastery. Additional training and experience will be necessary, however, to further develop and refine skills and to apply them to diverse individuals in a variety of settings. Students demonstrating initial competence following this course will be ready for further training in individual intellectual assessment in supervised practicum experiences, but not for unsupervised/independent practice.

Prerequisites: SPSY 541

Corequisites: SPSY 542

Credits: 1 semester hour.

**SPSY 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: None.

Restrictions: Admission to the School Psychology Program.

Credits: 3 semester hours.

**SPSY 573 School-Based Consultation**

Content: Theory and practice of consultation, which is fundamental to the delivery of mental health services in schools. Covers models of behavioral and instructional consultation in schools and with families. In-school observations facilitate students' understanding of consultation in schools. Emphasis is on identifying ways to collaboratively assess and intervene in problematic behavioral and instructional situations. Addresses issues of cultural, linguistic, and socioeconomic differences.

Prerequisites: SPSY 503.

Credits: 3 semester hours.

**SPSY 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: SPSY 573 or consent of instructor.

Credits: 3 semester hours.

**SPSY 576 School Psychology Colloquium**

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

1) Issues in Practicum and Internship Supervision; 2) Variations of the Practice of School Psychology; 3) Alumni Relations and Mentorship; and 4) Cross-Professional Collaboration. The School Psychology Colloquium challenges school psychology candidates to address issues of concern across all three cohorts while simultaneously providing mentorship across these cohorts through conversation, guidance, and shared information. Course goals for participants include: a. Engaging with the data, research and theory regarding topics of shared concern in the field of school psychology b. Gaining an understanding of the practices of mentorship, supervision and on-going professional development in the field of school psychology c. Gaining an understanding of the variation and different forms of practice within the field of school psychology at the local, national and international level. d. Engaging with related professionals in the field of education regarding topics of shared concern in an effort to better differentiate and integrate as working professionals.

Prerequisites: None.

Credits: 0.5 semester hours.

**SPSY 580 Practicum in School Psychology**

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

Prerequisites: SPSY 510.

Restrictions: Consent of advisor.

Credits: 1-3 semester hours.

**SPSY 582 Internship in School Psychology**

Content: Supervised experience as a school psychologist. Direct weekly supervision is provided by a field-based licensed school psychologist and indirect supervision by the course instructor. Interns provide school psychology services in consultation, counseling, assessment, intervention development, and program evaluation with K-12 students in special and regular educational settings. Regular seminar meetings allow for group supervision and the examination of legal, ethical, and professional issues. A comprehensive examination of school psychology is included.

Prerequisites: None.

Restrictions: Consent of instructor.

Credits: 1-4 semester hours.

**SPSY 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SPSY 590 Topics in Counseling Psychology**

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

Prerequisites: None.

Credits: 0.5-3 semester hours.

**SPSY 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-4 semester hours.



# EDUCATIONAL LEADERSHIP

---

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

Through collaborative learning alongside peers and expert faculty members, students gain knowledge, skills, and rich practical experiences to meet the needs of the individuals, communities, and organizations they will serve in their respective professions.

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

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

In higher education administration you will learn to:

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

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

## Programs

- Doctor of Education in Leadership (p. 52)
- Educational Administration (p. 56)
- School Counseling (p. 63)
- Higher Education Student Affairs Administration (p. 69)

## Department Courses

- A full list of courses in the Department of Educational Leadership is available in this catalog (p. 71).

# Educational Leadership Doctoral Program

The Lewis & Clark Educational Leadership program is a cohort-based doctoral program designed to develop scholar-practitioners who can transform educational systems through rich inquiry into persistent and pressing inequities. We aim to promote equity and social justice through the integration of theory, research, policy, and practice as candidates work to solve authentic educational problems. Six focal themes guide program coursework:

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

Working collaboratively with peers and faculty members, candidates gain the knowledge and skills to understand how power and politics operate in educational settings and to inquire about and take action to redress injustice. The program has been structured to allow professionals to complete this academically rigorous terminal degree while maintaining full-time employment.

## Accreditation

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

## Doctor of Education in Leadership

The EdD 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 EdD program director to plan a course of study for the elective requirements.

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

Doctoral students participate in a practicum, Educational Leadership Field Experience (EDLL 733), in connection with their dissertation research. The field experience provides opportunities for candidates to examine, discuss, and reflect upon how their dissertation data and findings illuminate critical questions in leadership work and surface potential solutions for change. Field experiences are planned and guided collaboratively by Lewis & Clark supervisors as well as school and district personnel or agency professionals.

Students who already hold a Preliminary or Initial Administrator License and who wish to obtain the Professional Administrator License may qualify for a waiver from the Oregon Teacher Standards and Practices Commission (TSPC) if they successfully complete their doctoral

degree program. If granted, the student would not have to enroll in an advanced institutional Professional Administrator License Program or be assessed for advanced competencies. Candidates apply directly to TPSC for the Professional Administrator License, independent of any recommendation from Lewis & Clark. For more information, contact the office of K-12 Career and Licensing Services ([https://graduate.lclark.edu/career\\_and\\_licensing/k-12](https://graduate.lclark.edu/career_and_licensing/k-12)).

## Degree Requirements

Completion and defense of a dissertation

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

## Required Degree Courses

EDLL 701	History of Leadership in Education	2
EDLL 702	Organizational Theory and Leadership	2
EDLL 704	Leading Change Through Cultural Competence	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 716	Critical Theory and Pedagogy	2
EDLL 725	Leadership in a Changing Global Society	1
EDLL 726	Seminar in Scholarship and Writing	2
EDLL 727	Focused Literature Research	1
EDLL 728	Conceptual Framework	2
EDLL 729	Dissertation Design	3
EDLL 731	Equity-Focused Policy and Practice	2
EDLL 733	Educational Leadership Field Experience	2
EDLL 741A	Qualitative Research Methods	2
EDLL 741B	Quantitative Research Methods	2
EDLL 742	Quantitative Research Methods Practicum	1
EDLL 743	Qualitative Research Methods Practicum	1
EDLL 750	Doctoral Dissertation	12
EDLL 780	Social Justice Leadership Retreat	1

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

## Elective Courses

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

## Educational Specialist in Advanced Leadership

The Educational Specialist in Advanced Leadership degree offers a unique opportunity for Lewis & Clark doctoral students who have successfully completed doctoral coursework yet do not plan to complete the Doctor of Education in Leadership degree. This post-master's degree is *only* available to Lewis & Clark educational leadership doctoral students, who must complete a "Change of Program" application to be admitted to the EdS degree program (form can be obtained from the graduate school's registrar's office). Students with doctoral work from other institutions may not apply for this degree program.

Coursework accumulated in the Lewis & Clark doctoral program will be accepted for the educational specialist degree. The program director will assess a student's transcript of applicable doctoral coursework to identify at least 36 hours of work (of the possible 46 hours of doctoral

coursework, excluding dissertation hours). Courses offered at the time the student entered the program will be taken into consideration for degree credit, as will courses selected from the 14 elective credits 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. For this project, students will register for 1-2 semester hours of EDLL 799 Independent Study, which must be completed within one semester.

### Degree Requirements

A minimum of 37 semester hours, distributed as follows:

#### Required Courses

36 semester hours of coursework from the Doctor of Education in Leadership Program (p. 52)

EDLL 799 Independent Study (Capstone Project)

1

### Earning the Professional Administrator License

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

1. EDAD 556 School Finance and District Budgeting, in Strand Three (Effective Management), of the Professional Administrator License Program (p. 56)
2. EDAD 549 Professional Mentorship and Seminar

## 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: None.

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

### EDLL 702 Organizational Theory and Leadership

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

Prerequisites: None.

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

### EDLL 704 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: None.

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

### EDLL 708 Ethics and Leadership for Social Justice

Content: Leaders face 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: None.

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

### EDLL 709 Adult Development and Learning

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

Prerequisites: None.

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

### EDLL 710 Introduction to Educational Research

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

Prerequisites: None.

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

### EDLL 715 Intercultural Community Collaboration

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

Prerequisites: None.

Restrictions: Admission to Ed.D. program or consent of program director.  
Credits: 1 semester hour.

**EDLL 716 Critical Theory and Pedagogy**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 725 Leadership in a Changing Global Society**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 726 Seminar in Scholarship and Writing**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 727 Focused Literature Research**

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or problems that will be addressed in their dissertation research. The seminar will provide instruction and support with the processes and techniques for scholarly discussion of controversial literature and students will receive feedback on academic writing from the course instructor. 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.

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

Credits: 1-2 semester hours.

**EDLL 728 Conceptual Framework**

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

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

Credits: 2 semester hours.

**EDLL 729 Dissertation Design**

Content: Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

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

Credits: 3 semester hours.

**EDLL 730 Advancement to Candidacy Seminar**

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

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

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

Credits: 1-3 semester hours.

**EDLL 731 Equity-Focused Policy and Practice**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 733 Educational Leadership Field Experience**

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

Prerequisites: None.

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

**EDLL 734 Educational Leadership Field Experience II**

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

Prerequisites: EDLL 733.

Credits: 1 semester hour.

**EDLL 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 742 Quantitative Research Methods Practicum**

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

Prerequisites: EDLL 741b

Credits: 1 semester hour.

**EDLL 743 Qualitative Research Methods Practicum**

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

Prerequisites: EDLL 741A

Credits: 1 semester hour.

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

Restrictions: Admission to Ed.D. program.

Credits: 1-12 semester hours.

**EDLL 780 Social Justice Leadership Retreat**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.



# Educational Administration

Lewis & Clark's Educational Administration programs seek to prepare confident school administrators who embrace the challenges facing 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. In addition to on-campus courses, Lewis & Clark offers administrative licensure program course work in Central Oregon, Eastern Oregon, Northeastern Oregon, the South Oregon Coast, and the Central Willamette Valley.

## Accreditation

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

## Preliminary Administrator License

This program is designed for licensed teachers and/or personnel service providers (school counselors, school psychologists, and school social workers) who wish to become pre-K-12 administrators.

### Licensure Program Requirements

A minimum of 18 semester hours, distributed as follows:

#### Required Courses

EDAD 501/ EDAD 601	Leading and Managing for Teaching and Learning	3
EDAD 502/ EDAD 602	Instructional Leadership	3
EDAD 504/ EDAD 604	Ethics, Policy, and the Law	2
EDAD 508/ EDAD 608	Engaging the Community for Effective Schools	2
EDAD 509/ EDAD 609	Using Data for School Improvement	2
EDAD 511/ EDAD 611	School Budget and Operations	2
EDAD 518/ EDAD 618	Pre-Practicum for School Administrators	1
EDAD 519/ EDAD 619	Practicum for School Administrators (students must enroll every term in which preliminary coursework is being pursued, a minimum of 3 terms)	3

## Licensure

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

1. Completion of a master's or higher degree in the arts and sciences or an advanced degree in the professions from a regionally accredited institution and an equally accredited bachelor's degree.

2. Have three academic years of experience as a full-time licensed educator on any license appropriate for the assignment in an Oregon Teacher Standards and Practices Commission-approved setting.
3. Admission to the Lewis & Clark Preliminary Administrator License program.
4. Completion of the required hours of graduate coursework appropriate to the Preliminary Administrator License.
5. Passing scores on the required tests (see below).

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

## Portfolio and Testing Requirements

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

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)<sup>†</sup>
2. Practicum professional portfolio **or** ORELA: Administrator Test, Subtests 1 and 2 (<http://www.orela.nesinc.com>) in Practicum for School Administrators (EDAD 519)

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

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

## Professional Administrator License

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

### Professional Administrator License Program Licensure Program Requirements

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

#### Required Courses

EDAD 549/	Professional Mentorship and Seminar	2
EDAD 649		

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

EDAD 523/ EDAD 623	Communication Skills and Conflict Resolution	2
EDAD 541/ EDAD 641	Courage to Lead—Sustaining a Vision	2
EDAD 547/ EDAD 647	Ethical Leadership and Decision-Making	2

EDAD 553/ EDAD 653	Priority Leadership: Leading Systemic Change	2	EDAD 556/ EDAD 656	School Finance and District Budgeting	2
EDAD 559/ EDAD 659	Collaborative Leadership and Team-Building	2	EDAD 550/ EDAD 650	Superintendent Bridge Professional Mentorship	1

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

EDAD 532/ EDAD 632	Leading Difficult and Underperforming People to Excellence	2
EDAD 533/ EDAD 633	Leadership for Learning	2
EDAD 536/ EDAD 636	Leading Schools Through Instructional Technologies	2
EDAD 543/ EDAD 643	Evaluating Teaching and Leading	2
EDAD 548/ EDAD 648	Transforming Culture and Inspiring Innovation	2

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

EDAD 535/ EDAD 635	Equitable Management of Resources	2
EDAD 546/ EDAD 646	Negotiation, Collective Bargaining, and Contract Management	2
EDAD 555/ EDAD 655	Building Positive Climate—Policy and Practice	2
EDAD 556/ EDAD 656	School Finance and District Budgeting	2
EDAD 577/ EDAD 677	Advanced Colloquium for Practicing Administrators	2

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

EDAD 531/ EDAD 631	Administrators' Colloquium for School Equity	2
EDAD 542/ EDAD 642	Courage to Lead for Democracy	2
EDAD 551/ EDAD 651	Legal and Procedural Aspects of Special Education	2
EDAD 567/ EDAD 667	Leading Intelligently in Schools and Community	2
EDAD 574/ EDAD 674	Foundations for Administrators in the Education of English Language Learners	2
EDAD 578/ EDAD 678	Leader as Ethnographer: Exploring and Engaging the School Community	2

### Professional Administrator License Bridge Program

Administrators who hold an Oregon Standard Administrative License with a Standard Administrator endorsement may fulfill the requirements to earn the Professional Administrator License through a 9-semester-hour "bridge" program, qualifying them to serve in any school administrative position (including superintendent).

#### Bridge Program Requirements

A minimum of 9 semester hours, distributed as follows:

#### Required Courses

Choose one class from Strand One (see above)

Choose one class from Strand Four (see above)

EDAD 546/ EDAD 646	Negotiation, Collective Bargaining, and Contract Management	2
-----------------------	---	---

### Licensure

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

1. Successful completion of the Preliminary Administrator License (Initial Administrator or Standard Administrative License) at Lewis & Clark or another regionally accredited institution.
2. For students who did not complete their Preliminary Administrator License program at Lewis & Clark, passing scores or waivers for the required tests listed below.
3. Admission to the Lewis & Clark Professional Administrator License (or Bridge) program and approved individual course of study on file.
4. Hold a master's degree or higher.
5. Have three years of one-half time or more experience on any administrative experience on any administrator license appropriate for the assignment in a public or accredited private school setting.
6. Completion of the Professional Administrator License (or Bridge) program requirements.

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

### Testing Requirements

Students who did not complete the Preliminary Administrator License Program at Lewis & Clark must document passing scores on all of the tests listed below prior to admission to the Professional Administrator License Program.

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)\*
2. ORELA: Administrator Test, Subtests 1 and 2 (<http://www.orela.nesinc.com>) **or** completion of a professional portfolio

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

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

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

The MEd program combines the requirements for an Oregon Preliminary 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 Preliminary Administrator Licensure Program (p. 56) plus the following:

ED 500/ED 615	Educational Research	2	• The 18 semester hours required for the Professional Administrator License Program (p. 56)	
EDAD 533/ EDAD 633	Leadership for Learning	2	• EDAD 576/ Integrated Administrative Seminar	1
ED 509/ED 624	Master's Project Seminar	2	EDAD 676	

### Elective Courses

A minimum of 14 semester hours will be earned as electives chosen jointly by the advisor and student. A full list of education courses is available in this catalog. (p. 142)

### Licensure

Lewis & Clark recommends for the Oregon Preliminary Administrator License those candidates who have fulfilled all of the requirements specified under the Preliminary Administrator License (p. 56) Program. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

## Educational Specialist in Administration with Preliminary and Professional Administrator Licenses

The Educational Specialist degree in administration is intended for students who have earned master's degrees and are seeking the Oregon Preliminary and Professional Administrator licenses. This advanced degree is positioned between a master's and doctoral degree, and allows those holding an Oregon teaching or personnel service 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 Preliminary and Professional 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 EdS program ready to practice reflectively, think critically, and use data and research to advance learning and achievement for all students. The EdS program is designed to be responsive to the changing nature of schools and the work of educational leaders.

A culminating capstone project, Integrated Administrative Seminar (EDAD 576), will require students to synthesize and integrate their learning over time into a written report and a public presentation. The capstone may draw upon coursework, action research, or practical projects related to current professional responsibilities. The project must have the approval of the program director and will be designed and completed within one semester. An oral presentation of the report will demonstrate the practical application of the project findings with professional leadership skills. In addition to the written and oral presentations, students will write a reflection to assess leadership growth across their program coursework and experiences, including how their post-master's work has impacted their professional careers.

### Degree Requirements

A minimum of 37 semester hours, distributed as follows:

#### Track I Required Courses

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

- The 18 semester hours required for the Preliminary Administrator License Program (p. 56)

### Track II Required Courses

For students who have earned a Preliminary Administrator License from an institution **other than** Lewis & Clark or who have completed the MEd with Preliminary Administrator License program through Lewis & Clark:

- 10 hours of transfer credit from a preliminary license program at another institution (or from the MEd: Preliminary Administrator License program)
- 8 hours of elective credit chosen from Lewis & Clark Professional Administrator License coursework (p. 56)
- The 18 semester hours required for the Professional Administrator License Program (p. 56)
- EDAD 576/  
Integrated Administrative Seminar

### Licensure

Lewis & Clark recommends for administrative licenses those candidates who have fulfilled the requirements specified in the Preliminary Administrator License (p. 56) section and the Professional Administrator License (p. 56) section of this catalog. Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

## Preliminary 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 (p. 71) 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: 3 semester hours.

### EDAD 502 Instructional Leadership

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

Prerequisites: None.

Credits: 3 semester hours.

**EDAD 504 Ethics, Policy, and the Law**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 508 Engaging 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 509 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 511 School Budget and Operations**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 518 Pre-Practicum for School Administrators**

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

Prerequisites: None.

Restrictions: Enrollment in another course in the Initial Administrator Licensure program.

Credits: 1 semester hour.

**EDAD 519 Practicum for School Administrators**

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

Prerequisites: EDAD 518.

Restrictions: Admission to the Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.

Credits: 1 semester hour.

**Professional 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 (p. 71) 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 Professional Administrator License program completion.

Prerequisites: None.

Restrictions: Initial Administrator License; minimum of three years as a practicing administrator. Course to be taken at the end of the Professional Administrator License.

Credits: 1-2 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 541 Courage to Lead--Sustaining a Vision**

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.



**EDAD 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: 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.

**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: None.

Restrictions: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 533 Leadership for Learning**

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, 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.

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 543 Evaluating Teaching and Leading**

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 548 Transforming Culture and Inspiring Innovation**

Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation and overview document.

Prerequisites: None.

Credits: 2 semester hours.



### Strand Three

#### EDAD 535 Equitable Management of Resources

Content: School and district leaders are charged with doing more than simply managing students and learning. The management of school boards, personnel, the school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. The distribution of limited resources requires leaders to wear a lens of equity. This course focuses on the management and oversight of the critical resources that contribute to the success of schools. Areas of focus for the course include the equitable decisions required for management and operations of: school boards, personnel, offices, auxiliary services, special services, finances, student behavior, time and other resources. Case studies and real examples from participating students will contribute to course topics.

Prerequisites: None.

Credits: 2 semester hours.

#### EDAD 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 Climate--Policy and Practice

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Restrictions: Initial Administrator License.

Credits: 2 semester hours.

#### EDAD 556 School Finance and District Budgeting

Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.

Prerequisites: None.

Credits: 1-2 semester hours.

#### EDAD 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: None.

Credits: 1-2 semester hours.

### Strand Four

#### EDAD 531 Administrators' Colloquium for School Equity

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

Prerequisites: None.

Credits: 2 semester hours.

#### EDAD 542 Courage to Lead for Democracy

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

#### EDAD 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 567 Leading Intelligently in Schools and Community

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

#### EDAD 574 Foundations for Administrators in the Education of English Language Learners

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.

### Professional Administrator Licensure Bridge Program Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You

can find the full list of all courses (on campus and off) on the Department of Educational Leadership courses (p. 71) page in this catalog.

#### **EDAD 550 Superintendent Bridge Professional Mentorship**

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

Prerequisites: None.

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

Credits: 1 semester hour.

#### **EDAD 546 Negotiation, Collective Bargaining, and Contract Management**

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. 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 556 School Finance and District Budgeting**

Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.

Prerequisites: None.

Credits: 1-2 semester hours.

### **MEd Courses**

Note: The following courses are offered on-campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on-campus and off) on the Department of Educational Leadership courses (p. 71) page in this catalog.

#### **ED 500 Educational Research**

Content: This course examines how professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher.

Prerequisites: None.

Credits: 2-3 semester hours.

#### **ED 509 Master's Project Seminar**

Content: Culmination of the master's inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question about creating engaging, responsive, democratic learning communities for diverse learners related to their teaching or intellectual and professional development. Class time is reduced to accommodate individual conferences with the instructor and students' research time. The class meets as a group to support students' synthesis of each other's work and for problem-solving as research and writing proceed.

Prerequisites: None.

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

Credits: 2 semester hours.

#### **EDAD 533 Leadership for Learning**

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, 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.

Prerequisites: None.

Credits: 2 semester hours.

### **EdS Courses**

Note: The following course is offered on-campus only. It has an off-campus equivalent with a 600-level number. You can find the full list of all courses (on-campus and off) on the Department of Educational Leadership courses (p. 71) page in this catalog.

#### **EDAD 576 Integrated Administrative Seminar**

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess 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: None.

Restrictions: Admission to Ed.S. program and completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.

Credits: 1-4 semester hours.

# School Counseling

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

Lewis & Clark's innovative school counseling program offers both a master's degree with licensure option and a licensure-only option for those interested in becoming school counselors. Candidates begin working in schools during their first semester of coursework. This on-site involvement continues throughout the program and emphasizes a commitment to diversity and social justice issues and to the use of data, assessment, and technology.

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

## The program:

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

## Candidates are prepared to:

- Develop advocacy, leadership, and collaboration skills through a comprehensive and challenging curriculum.
- Understand culturally diverse populations and issues of social justice and equity through field placements and hands-on work.
- Explore and foster collaborative efforts between schools and communities.
- Be critical thinkers, lifelong learners, and visionaries for their schools and communities.
- Analyze, synthesize, and evaluate a broad and comprehensive knowledge base of best practices in school settings, particularly those that apply to ensuring equity for all students.

## Accreditation

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

## Licensure

Graduates who complete the program and the state-required tests are eligible to be recommended by Lewis & Clark to the Oregon Teacher

Standards and Practices Commission for the appropriate license.

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

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

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

## Master of Education in School Counseling with Preliminary License

### Track I

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

### Degree Requirements for Track I

Candidates must complete 42 semester hours, distributed as follows, and all required tests (p. 65):

### 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	Disability in the Educational Context	2
SCED 513	Educational Research, Assessment, and Technology	3
SCED 516	School Counseling Internship (two semesters, 4 semester hours each)	8

### Elective Courses

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

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500) .

### Track II

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

### Degree Requirements for Track II

Candidates must complete 45 semester hours, distributed as follows, and all required tests (p. 65):

### Required Courses for Track II

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

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

### Elective Courses

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

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

### Track IIb

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

### Degree Requirements for Track IIb

Candidates must complete 42 semester hours, distributed as follows, and all required tests (p. 65):

### Required Courses for Track IIb

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

### Elective Courses

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

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## Preliminary School Counselor License-Only

Candidates who hold a master's degree in a closely related field (e.g., education, psychology, or social work) may apply for admission to the Preliminary School Counselor License-Only Program. Students are held accountable to each course in the program as outlined below. After admission, the candidate works closely with a faculty advisor to design an individual program of study that fulfills the licensure requirements set out by Oregon Teacher Standards and Practices Commission. The program of study is created from review of petitions submitted by the candidate to waive coursework based on competence equivalency or examination (restricted to certain courses). Contact the school counseling office ([http://www.lclark.edu/graduate/departments/educational\\_leadership/school\\_counseling](http://www.lclark.edu/graduate/departments/educational_leadership/school_counseling)) for further information.

### Track I

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

### Licensure Requirements for Track I

Candidates must complete 37 semester hours, distributed as follows, and all required tests (p. 65):

### 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	Disability in the Educational Context	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 regular teaching license—or who do hold such a license but have less than two academic years of teaching experience in a public education setting or in a regionally accredited private school in any state or other U.S. jurisdiction—are eligible for the Track II Program in school counseling.

### Licensure Requirements for Track II

Candidates must complete 42 semester hours, distributed as follows, and all required tests (p. 65):



## Required Courses for Track II

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

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

## Track IIb

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

## Licensure Requirements for Track IIb

Candidates must complete the 37 semester hours required for Track I (see above) and all required tests (p. 65).

## Becoming an Oregon Licensed Professional Counselor (LPC)

While Oregon law does not require that counselors and therapists be licensed, clients may be assured that “those holding an Licensed Professional Counselor (LPC) or Licensed Marriage and Family Therapy (LMFT) credential issued by the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT) (<http://www.oregon.gov/oblpc/Pages/web-wi.aspx>) have met the standards identified by the State of Oregon to ensure competent service.” OBLPCT, which is in charge of issuing counseling licenses, verifies that the “licensee holds a graduate degree from a recognized school, has completed appropriate courses and training, has completed supervised experience, and has passed an examination to identify a minimum standard of knowledge. In addition, licensees are held accountable to the state. State law and the licensing board’s Code of Ethics require that conduct meets acceptable standards, and all licensees must provide clients with a professional disclosure statement explaining their approach, credentials, and client rights. Licensure is often used by insurance companies to determine eligibility for payment or reimbursement for mental health care services.”

Lewis & Clark School Counseling program graduates interested in receiving an Oregon LPC issued through the OBLPCT can obtain recommendation for the LPC in differing ways depending on their degree date.

School Counseling program candidates who graduated in 2000 and earlier can submit their OBLPCT or out-of-state paperwork to the Professional Mental Health Counseling ([https://graduate.lclark.edu/departments/counseling\\_psychology/mental\\_health](https://graduate.lclark.edu/departments/counseling_psychology/mental_health)) program director for completion. Starting in 2001, the School Counseling program did not include LPC requirements. Candidates who graduated from the Lewis & Clark School Counseling program in 2001 and after need to be admitted to and complete an OBLPCT-approved program leading to an LPC in order to obtain licensure recommendation. Candidates can contact the Counseling Psychology ([https://graduate.lclark.edu/departments/counseling\\_psychology](https://graduate.lclark.edu/departments/counseling_psychology)) department for information on completing an OBLPCT-approved program leading to the LPC.

## Testing Requirements

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

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)<sup>†</sup>
2. NES: School Counselor Test (<http://www.orela.nesinc.com>)

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

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

## School Counseling Courses

### SCED 500 Introduction to School Counseling

Content: Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling skill development with an emphasis on solution-focused, cognitive-behavioral, and microskills approaches.

Prerequisites: None.

Credits: 3 semester hours.

### SCED 501 Academic Development and Consultation

Content: First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.

Prerequisites: None.

Corequisites: SCED 500, SCED 502.

Credits: 2 semester hours.

### SCED 502 Internship: Academic Development and Consultation

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups.

Prerequisites: None.

Corequisites: SCED 500, SCED 501.

Credits: 1.5 semester hours.



**SCED 503 Career Development and Consultation**

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

Prerequisites: SCED 500.

Credits: 2 semester hours.

**SCED 505 Personal/Social Development and Consultation**

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

Prerequisites: SCED 500, SCED 501, SCED 502.

Credits: 2 semester hours.

**SCED 506 Internship: Personal/Social Development and Consultation**

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

Prerequisites: SCED 500, SCED 501, SCED 502.

Corequisites: SCED 505.

Credits: 1.5 semester hours.

**SCED 507 Development of the Learner: Children and Adolescents**

Content: Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive.

Prerequisites: None.

Credits: 2 semester hours.

**SCED 508 Social Justice, Diversity, and Cultural Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

**SCED 509 Ethical and Legal Issues in Education and School Counseling**

Content: Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.

Prerequisites: None.

Credits: 3 semester hours.

**SCED 510 Family Dynamics, Community Resources, and Consultation**

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

Prerequisites: None.

Credits: 3 semester hours.

**SCED 511 Group 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 Disability in the Educational Context**

Content: This course provides an opportunity to learn about variations in learning, behavior, and physiology that society finds significant enough to warrant a disability classification in special education intervention. This course will offer an overview of broad categories of disabilities (following education/IDEA law), common special education adaptations, accommodations, or modifications to minimize the impact of disabilities within an educational context. Emphasis will be placed on the importance of advocacy and acting as an ally for individuals with disabilities.

Prerequisites: None.

Credits: 2 semester hours.

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

Content: The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

**SCED 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: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

**SCED 517 Practicum in Classroom Instruction**

Content: Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours.

Prerequisites: None.

Credits: 2-3 semester hours.

**SCED 520 Motivational Strategies for School Counselors**

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

**SCED 525 Advocacy in the Latino Community and Introduction to Spanish Language**

Content: This course will focus on diversity within the Latino community in Oregon and the social and political factors impacting the educational experiences of Latino youth and families in our public school system. It will also address exploration of our own linguistic identities and our roles as we engage with this population. The course will also offer an introduction to basic Spanish language, specific to the educational setting.

Prerequisites: None.

Restrictions: Admission to the school counseling program or instructor consent

Credits: 1 semester hour.

**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, behavioral disorders, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-5 diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

**SCED 565 College Planning to Promote Equity and Access for All Students**

Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 1 semester hour.

**SCED 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SCED 689 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SCED 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

# Student Affairs Administration

The landscape of higher education is rapidly changing, and the students entering colleges and universities are increasingly diverse. Graduates of the Student Affairs Administration program are prepared to meet this challenge with creative and innovative leadership, the knowledge and skills to help transform organizations, and a deep commitment to creating learning and living environments that offer all students full access to the benefits of college attendance.

Our program focuses on the ways that learning and development occur in and outside the classroom, in all dimensions of life on a college campus. Specifically, our program is concerned with creating intentional, inclusive, democratic communities where diverse student voices are heard and barriers to success are removed. Our graduates foster understanding and respect for diversity and become advocates for the full and equal participation of all students in higher education.

Graduates of the Master of Arts in Student Affairs Administration will be prepared to serve as coordinators, assistant directors, and directors in a wide range of areas related to student affairs administration, including residence life, judicial affairs, multicultural student affairs, student activities, career services, financial aid, academic advising, disability services, Greek life, and many others. In addition to being prepared for entry into mid-level professional positions in colleges and universities, graduates will be uniquely positioned to work in mission-driven units, programs, and institutions with a commitment to diversity, equity, and social justice.

The program has been designed in accordance with the *Professional Competency Areas* jointly developed by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA). Students who complete the Master of Arts in Student Affairs Administration will achieve competency in: Advising and Helping; Assessment, Evaluation, and Research; Equity, Diversity, and Inclusion; Ethical Professional Practice; History, Philosophy, and Values; Human and Organizational Resources; Law, Policy, and Governance; Leadership; Personal Foundations; and Student Learning & Development.

## Master of Arts in Student Affairs Administration

The Master of Arts in Student Affairs Administration is designed for current or aspiring student affairs professionals with a special emphasis on issues of diversity, equity, and social justice.

The curriculum offers coursework that prepares practitioner-scholars who possess both practical and theoretical knowledge in the field of student affairs administration. Graduates will be prepared to work toward creating inclusive democratic communities in higher education settings, where caring, equity, and social justice are guiding principles and diverse perspectives are supported. Faculty employ transformative pedagogies at the individual and group level to enhance student learning and to help students develop a professional identity that demonstrates a commitment to legal, ethical, and professional responsibilities in the student affairs profession.

Students complete coursework together with a small group of committed peers. This cohort structure leads to lifetime friendships and extensive professional networks. Theory is integrated with practice through rigorous coursework, a capstone proseminar project, and two comprehensive, supervised practica that give students hands-on experience in college environments. Program faculty possess extensive

field experience as student affairs professionals and deep theoretical grounding in the history and foundations of higher education.

### Degree Requirements

A minimum of 39 semester hours, including:

#### Degree Courses

SAA 501	Introduction to Student Affairs	3
SAA 503	Foundations of Postsecondary Education	3
SAA 509	Equity and Social Justice in Higher Education	3
SAA 523	Higher Education Governance and Administration	3
SAA 530	Critical Pedagogies and Student Affairs	3
SAA 535	Legal Issues in Higher Education	3
SAA 540	Student Development Theory I	3
SAA 541	Student Development Theory II	3
SAA 550	Practicum I	3
SAA 551	Practicum II	3
SAA 557	Student Affairs Program Planning, Assessment, and Evaluation	3
SAA 580	Proseminar in Student Affairs Administration	3

#### Elective Courses

Students complete the remaining 3 semester hours by selecting from among available elective courses.

#### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

#### SAA 501 Introduction to Student Affairs

Content: This course introduces students to the history and foundational philosophies of student affairs as a profession in American postsecondary education. It examines the integration of student affairs in the governance and administrative structure of higher education and explores the diverse roles student affairs professionals play in two- and four-year private and public colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of the field and conveys the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored through guest speakers, student affairs professionals who will introduce their functional areas and discuss the nature of the issues they face.

Prerequisites: None.

Restrictions: Admission to the M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

#### SAA 503 Foundations of Postsecondary Education

Content: The purpose of this course is to provide students with an overview of the historical development of higher education in the United States. The course will focus on the way in which philosophical underpinnings and history have influenced and impacted the structure, curriculum, and delivery of postsecondary education. The course will help students answer questions such as: How did we get to this point? How did we decide on courses of study? Why are we organized as we are?

Prerequisites: None.

Restrictions: Admission to M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

**SAA 509 Equity and Social Justice in Higher Education**

Content: This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations. In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purposes of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, sexual orientation, gender identity, age, religion or spirituality, and disability.

Prerequisites: None.

Credits: 3 semester hours.

**SAA 523 Higher Education Governance and Administration**

Content: This course introduces students to governance and administrative structures in American higher education. Students will explore how changes in the demographic, legal, financial, and social landscape have impacted the ways that colleges and universities operate. Students will also become familiarized with the use of data and research as it relates to governance and administration.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 530 Critical Pedagogies and Student Affairs**

Content: This class explores the following propositions from the tradition of critical pedagogy: learning is a shared and collective process that is shaped by social structures and norms of social interaction; higher education institutions fundamentally shape the process of learning, as well as what counts as knowledge; higher education institutions can sustain and reproduce inequitable political and economic relationships; higher education institutions can also provide opportunities to resist oppression, build autonomy, and create a more just society. This class will explore the central concepts and arguments that underlay these claims, and consider their implications for student affairs practitioners who seek to create inclusive learning environments that lead to equitable educational outcomes.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 535 Legal Issues in Higher Education**

Content: This course is designed to introduce students to legal issues in higher education. Issues related to the various constituents – faculty, staff, students, and administration – will be addressed. Students will also explore current legal issues facing the higher education community.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 540 Student Development Theory I**

Content: Having a deep understanding of student development is necessary for anyone who wants to be successful as an administrator or instructor in higher education. You must be aware of factors that affect the development of adults and be able to work with individuals, groups, and organizations within a diverse campus community. This is essential to establishing environments conducive to the development of students from a variety of backgrounds. This course introduces students to practitioner-based student development theories within higher education. Ultimately, the understanding and application of these theoretical frameworks to your work will enable you to enhance student outcomes vis-a-vis programs, services, curricula, and pedagogical techniques.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 541 Student Development Theory II**

Content: This course is designed to build upon Student Development Theory I and is considered to be second in a two-part series. Coursework will enhance students' understanding of processes of student learning, growth, and development during college. Special focus will focus on recent theories including diversity in development and the extent to which these theories are used to guide empirical research and institutional decision-making.

Prerequisites: SAA 540.

Credits: 3 semester hours.

**SAA 550 Practicum I**

Content: Practicum I provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 551 Practicum II**

Content: Practicum II provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs. Practicum II builds on Practicum I by focusing in more depth on a specific career role, objective, or competency.

Prerequisites: SAA 550.

Credits: 3 semester hours.

**SAA 557 Student Affairs Program Planning, Assessment, and Evaluation**

Content: This course is designed to introduce students to planning, assessment, and evaluation in higher education, with a particular emphasis in student affairs. The course will focus on methodologies used to assess student learning outcomes and program evaluation. Student will also become familiar with the fundamentals of strategic planning, as well as data collection, analysis, and reporting.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 580 Proseminar in Student Affairs Administration**

Content: This course is designed to prepare students in their transition from student to practitioner. The course will provide a reflection, synthesis, integration, and application of prior and concurrent coursework. The focus of the course will be on examining the student's role as a practitioner-scholar and their application of theory to practice. The course will utilize a case-study approach to addressing current as well as future issues in higher education graduates will face once they complete the program.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.



## Educational Leadership Courses

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

### School Counseling (SCED) Courses

#### SCED 500 Introduction to School Counseling

Content: Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling skill development with an emphasis on solution-focused, cognitive-behavioral, and microskills approaches.

Prerequisites: None.

Credits: 3 semester hours.

#### SCED 501 Academic Development and Consultation

Content: First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.

Prerequisites: None.

Corequisites: SCED 500, SCED 502.

Credits: 2 semester hours.

#### SCED 502 Internship: Academic Development and Consultation

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups.

Prerequisites: None.

Corequisites: SCED 500, SCED 501.

Credits: 1.5 semester hours.

#### SCED 503 Career Development and Consultation

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

Prerequisites: SCED 500.

Credits: 2 semester hours.

#### SCED 505 Personal/Social Development and Consultation

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

Prerequisites: SCED 500, SCED 501, SCED 502.

Credits: 2 semester hours.

#### SCED 506 Internship: Personal/Social Development and Consultation

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

Prerequisites: SCED 500, SCED 501, SCED 502.

Corequisites: SCED 505.

Credits: 1.5 semester hours.

#### SCED 507 Development of the Learner: Children and Adolescents

Content: Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive.

Prerequisites: None.

Credits: 2 semester hours.

#### SCED 508 Social Justice, Diversity, and Cultural Issues

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

Prerequisites: None.

Credits: 2 semester hours.

#### SCED 509 Ethical and Legal Issues in Education and School Counseling

Content: Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.

Prerequisites: None.

Credits: 3 semester hours.

**SCED 510 Family Dynamics, Community Resources, and Consultation**

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

Prerequisites: None.

Credits: 3 semester hours.

**SCED 511 Group 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 Disability in the Educational Context**

Content: This course provides an opportunity to learn about variations in learning, behavior, and physiology that society finds significant enough to warrant a disability classification in special education intervention. This course will offer an overview of broad categories of disabilities (following education/IDEA law), common special education adaptations, accommodations, or modifications to minimize the impact of disabilities within an educational context. Emphasis will be placed on the importance of advocacy and acting as an ally for individuals with disabilities.

Prerequisites: None.

Credits: 2 semester hours.

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

Content: The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

**SCED 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: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

**SCED 517 Practicum in Classroom Instruction**

Content: Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours.

Prerequisites: None.

Credits: 2-3 semester hours.

**SCED 520 Motivational Strategies for School Counselors**

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

**SCED 525 Advocacy in the Latino Community and Introduction to Spanish Language**

Content: This course will focus on diversity within the Latino community in Oregon and the social and political factors impacting the educational experiences of Latino youth and families in our public school system. It will also address exploration of our own linguistic identities and our roles as we engage with this population. The course will also offer an introduction to basic Spanish language, specific to the educational setting.

Prerequisites: None.

Restrictions: Admission to the school counseling program or instructor consent

Credits: 1 semester hour.

**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, behavioral disorders, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-5 diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

**SCED 565 College Planning to Promote Equity and Access for All Students**

Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 1 semester hour.

**SCED 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SCED 689 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SCED 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**Educational Administration (EDAD) Courses****EDAD 501 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: 3 semester hours.

**EDAD 502 Instructional Leadership**

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

Prerequisites: None.

Credits: 3 semester hours.

**EDAD 504 Ethics, Policy, and the Law**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 508 Engaging 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 509 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 511 School Budget and Operations**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 518 Pre-Practicum for School Administrators**

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

Prerequisites: None.

Restrictions: Enrollment in another course in the Initial Administrator Licensure program.

Credits: 1 semester hour.

**EDAD 519 Practicum for School Administrators**

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

Prerequisites: EDAD 518.

Restrictions: Admission to the Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.

Credits: 1 semester hour.

**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 Administrators' Colloquium for School Equity**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 532 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: None.

Restrictions: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 533 Leadership for Learning**

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, 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.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 535 Equitable Management of Resources**

Content: School and district leaders are charged with doing more than simply managing students and learning. The management of school boards, personnel, the school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. The distribution of limited resources requires leaders to wear a lens of equity. This course focuses on the management and oversight of the critical resources that contribute to the success of schools. Areas of focus for the course include the equitable decisions required for management and operations of: school boards, personnel, offices, auxiliary services, special services, finances, student behavior, time and other resources. Case studies and real examples from participating students will contribute to course topics.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 536 Leading 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 541 Courage to Lead--Sustaining a Vision**

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

**EDAD 542 Courage to Lead for Democracy**

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

**EDAD 543 Evaluating Teaching and Leading**

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 544 Practicum**

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

**EDAD 546 Negotiation, Collective Bargaining, and Contract Management**

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. 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 Transforming Culture and Inspiring Innovation**

Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation 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 Professional Administrator License program completion.

Prerequisites: None.

Restrictions: Initial Administrator License; minimum of three years as a practicing administrator. Course to be taken at the end of the Professional Administrator License.

Credits: 1-2 semester hours.

**EDAD 550 Superintendent Bridge Professional Mentorship**

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

Prerequisites: None.

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

Credits: 1 semester hour.

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

Content: 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: None.

Credits: 2 semester hours.

**EDAD 555 Building Positive Climate--Policy and Practice**

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Restrictions: Initial Administrator License.

Credits: 2 semester hours.

**EDAD 556 School Finance and District Budgeting**

Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.

Prerequisites: None.

Credits: 1-2 semester hours.

**EDAD 559 Collaborative Leadership and Team-Building**

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and 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: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 567 Leading Intelligently in Schools and Community**

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 574 Foundations for Administrators in the Education of English Language Learners**

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 of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess 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: None.

Restrictions: Admission to Ed.S. program and 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: None.

Credits: 1-2 semester hours.

**EDAD 578 Leader as Ethnographer: Exploring and Engaging the School Community**

Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 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: 1-3 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**EDAD 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**EDAD 601 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: 3 semester hours.

**EDAD 602 Instructional Leadership**

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

Prerequisites: None.

Credits: 1-3 semester hours.

**EDAD 604 Ethics, Policy, and the Law**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 608 Engaging 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 609 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 611 School Budget and Operations**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 618 Pre-Practicum for School Administrators**

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

Prerequisites: None.

Restrictions: Enrollment in another course in the Initial Administrator Licensure program.

Credits: 1 semester hour.

**EDAD 619 Practicum for School Administrators**

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

Prerequisites: EDAD 618.

Restrictions: Admission to the Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.

Credits: 1-2 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 Administrators' Colloquium for School Equity**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 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: None.

Restrictions: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 633 Leadership for Learning**

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, 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.

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: None.

Restrictions: Initial Administrator 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 641 Courage to Lead--Sustaining a Vision**

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 1-2 semester hours.

**EDAD 642 Courage to Lead for Democracy**

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

**EDAD 643 Evaluating Teaching and Leading**

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 644 Practicum**

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

**EDAD 646 Negotiation, Collective Bargaining, and Contract Management**

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. 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 Transforming Culture and Inspiring Innovation**

Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation 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: None.

Restrictions: Initial Administrator License and a minimum of three years as a practicing administrator.

Credits: 2 semester hours.

**EDAD 650 Superintendent Bridge Professional Mentorship**

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

Prerequisites: None.

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

Credits: 1 semester hour.

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

Content: 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: None.

Credits: 2 semester hours.

**EDAD 655 Building Positive Climate--Policy and Practice**

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Restrictions: Initial Administrator 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: 1-2 semester hours.

**EDAD 659 Collaborative Leadership and Team-Building**

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and 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 667 Leading Intelligently in Schools and Community**

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 670 A Foundation for Racial Equity**

Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 671 Understanding Cultural Frameworks and De-Centering Dominant Culture**

Content: In this course, we explore the personal orientation necessary to work effectively in cross-cultural learning environments. We dissect dominant culture through unpacking the cultural values, beliefs, communication style, learning orientation, and cultural preferences that often remain unconsciously perpetuated or privileged in educational institutions. Then we will continue to explore the historical creation of a racial hierarchy via policies, systems, institutions, and laws and the legacy of discrimination, bias, and white privilege it creates today. Lastly, we explore nondominant cultural beliefs, communication styles, and learning styles as well as the basic tenets of culturally responsive teaching in order to begin de-centering dominant culture in schools and classrooms to truly create inclusive learning environments.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 672 Facilitating Learning in Diverse Communities**

Content: This course will focus on the actual culturally inclusive facilitation skills needed to situate both students and adults as learners in diverse communities. In addition to concrete facilitation skill development, participants will explore the value and role of community in non-dominant learning as well as specific ways to enhance an authentic community orientation in schools today both for students and educators. Participants will also develop an approach to observing and offering feedback to one another as part of a learning community as well as create a facilitation plan for adult professional development. Participants will choose a focus area to target their community learning process on over the course of the school year.

Prerequisites: None.

Credits: 1 semester hour.

**EDAD 673 Engaging and Empowering Families**

Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families' experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students' home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.

Prerequisites: None.

Credits: 1 semester hour.

**EDAD 674 Foundations for Administrators in the Education of English Language Learners**

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 675 Leading for Equity-Building Inclusive School Systems & Creating Syst Change**

Content: During this course, teacher leaders, aspiring administrators, and current building and district administrators will explore themes and concepts of leadership and management essential to creating and sustaining equitable systemic change in today's diverse school buildings. This culminating course will build on a strong conceptual and experiential knowledge base of equity and explicitly develop the leadership lens and skills critical to inspiring and empowering others to join in creating equitable, lasting change that improves the academic achievement of all students, especially students of color who continue to be underserved by our educational system. This course honors that while this work is a moral imperative, leading for equity at the building and district level is deeply challenging and requires unrelenting passion as well as a deep leadership skill set and conceptual understandings.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 676 Integrated Administrative Seminar**

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess 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: None.

Restrictions: Admission to Ed.S. program and completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.

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: None.

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: 1-3 semester hours.

**EDAD 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**EDAD 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

Credits: 1-5 semester hours.

**EDAD 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

## Educational Leadership (EDLL) Doctoral Program Courses

**EDLL 701 History of Leadership in Education**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 702 Organizational Theory and Leadership**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 704 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: None.

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

Credits: 2 semester hours.

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

Content: Leaders face 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: None.

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

Credits: 2 semester hours.

**EDLL 709 Adult Development and Learning**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 710 Introduction to Educational Research**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 715 Intercultural Community Collaboration**

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

Prerequisites: None.

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

Credits: 1 semester hour.

**EDLL 716 Critical Theory and Pedagogy**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 725 Leadership in a Changing Global Society**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 726 Seminar in Scholarship and Writing**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 727 Focused Literature Research**

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or problems that will be addressed in their dissertation research. The seminar will provide instruction and support with the processes and techniques for scholarly discussion of controversial literature and students will receive feedback on academic writing from the course instructor. 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.

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

Credits: 1-2 semester hours.

**EDLL 728 Conceptual Framework**

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

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

Credits: 2 semester hours.

**EDLL 729 Dissertation Design**

Content: Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

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

Credits: 3 semester hours.

**EDLL 730 Advancement to Candidacy Seminar**

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

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

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

Credits: 1-3 semester hours.

**EDLL 731 Equity-Focused Policy and Practice**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 733 Educational Leadership Field Experience**

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

Prerequisites: None.

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

**EDLL 734 Educational Leadership Field Experience II**

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

Prerequisites: EDLL 733.

Credits: 1 semester hour.

**EDLL 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 742 Quantitative Research Methods Practicum**

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

Prerequisites: EDLL 741b

Credits: 1 semester hour.

**EDLL 743 Qualitative Research Methods Practicum**

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

Prerequisites: EDLL 741A

Credits: 1 semester hour.

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

Restrictions: Admission to Ed.D. program.

Credits: 1-12 semester hours.

**EDLL 780 Social Justice Leadership Retreat**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 798 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.



**EDLL 799 Independent Study**

Content: This course is an Independent Study course. Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for Independent Study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of Independent Study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-3 semester hours.

**Student Affairs Administration (SAA) Courses****SAA 501 Introduction to Student Affairs**

Content: This course introduces students to the history and foundational philosophies of student affairs as a profession in American postsecondary education. It examines the integration of student affairs in the governance and administrative structure of higher education and explores the diverse roles student affairs professionals play in two- and four-year private and public colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of the field and conveys the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored through guest speakers, student affairs professionals who will introduce their functional areas and discuss the nature of the issues they face.

Prerequisites: None.

Restrictions: Admission to the M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

**SAA 503 Foundations of Postsecondary Education**

Content: The purpose of this course is to provide students with an overview of the historical development of higher education in the United States. The course will focus on the way in which philosophical underpinnings and history have influenced and impacted the structure, curriculum, and delivery of postsecondary education. The course will help students answer questions such as: How did we get to this point? How did we decide on courses of study? Why are we organized as we are?

Prerequisites: None.

Restrictions: Admission to M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

**SAA 509 Equity and Social Justice in Higher Education**

Content: This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations. In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purposes of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, sexual orientation, gender identity, age, religion or spirituality, and disability.

Prerequisites: None.

Credits: 3 semester hours.

**SAA 523 Higher Education Governance and Administration**

Content: This course introduces students to governance and administrative structures in American higher education. Students will explore how changes in the demographic, legal, financial, and social landscape have impacted the ways that colleges and universities operate. Students will also become familiarized with the use of data and research as it relates to governance and administration.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 530 Critical Pedagogies and Student Affairs**

Content: This class explores the following propositions from the tradition of critical pedagogy: learning is a shared and collective process that is shaped by social structures and norms of social interaction; higher education institutions fundamentally shape the process of learning, as well as what counts as knowledge; higher education institutions can sustain and reproduce inequitable political and economic relationships; higher education institutions can also provide opportunities to resist oppression, build autonomy, and create a more just society. This class will explore the central concepts and arguments that underlay these claims, and consider their implications for student affairs practitioners who seek to create inclusive learning environments that lead to equitable educational outcomes.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 535 Legal Issues in Higher Education**

Content: This course is designed to introduce students to legal issues in higher education. Issues related to the various constituents – faculty, staff, students, and administration – will be addressed. Students will also explore current legal issues facing the higher education community.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 540 Student Development Theory I**

Content: Having a deep understanding of student development is necessary for anyone who wants to be successful as an administrator or instructor in higher education. You must be aware of factors that affect the development of adults and be able to work with individuals, groups, and organizations within a diverse campus community. This is essential to establishing environments conducive to the development of students from a variety of backgrounds. This course introduces students to practitioner-based student development theories within higher education. Ultimately, the understanding and application of these theoretical frameworks to your work will enable you to enhance student outcomes vis-a-vis programs, services, curricula, and pedagogical techniques.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 541 Student Development Theory II**

Content: This course is designed to build upon Student Development Theory I and is considered to be second in a two-part series. Coursework will enhance students' understanding of processes of student learning, growth, and development during college. Special focus will focus on recent theories including diversity in development and the extent to which these theories are used to guide empirical research and institutional decision-making.

Prerequisites: SAA 540.

Credits: 3 semester hours.

**SAA 544 Practicum**

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

Prerequisites: None.

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

Credits: 1-4 semester hours.

**SAA 550 Practicum I**

Content: Practicum I provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 551 Practicum II**

Content: Practicum II provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs. Practicum II builds on Practicum I by focusing in more depth on a specific career role, objective, or competency.

Prerequisites: SAA 550.

Credits: 3 semester hours.

**SAA 557 Student Affairs Program Planning, Assessment, and Evaluation**

Content: This course is designed to introduce students to planning, assessment, and evaluation in higher education, with a particular emphasis in student affairs. The course will focus on methodologies used to assess student learning outcomes and program evaluation. Student will also become familiar with the fundamentals of strategic planning, as well as data collection, analysis, and reporting.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 580 Proseminar in Student Affairs Administration**

Content: This course is designed to prepare students in their transition from student to practitioner. The course will provide a reflection, synthesis, integration, and application of prior and concurrent coursework. The focus of the course will be on examining the student's role as a practitioner-scholar and their application of theory to practice. The course will utilize a case-study approach to addressing current as well as future issues in higher education graduates will face once they complete the program.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

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

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

**SAA 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-4 semester hours.

**SAA 698 Special Studies: New Or Experimental Courses**

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

**School Counseling****SCED 500 Introduction to School Counseling**

Content: Perspectives and practices for school counseling in the 21st century, multicultural and diversity issues impacting school counseling, and overview of counseling theory as applied to the child and adolescent in a school setting. Introduction to counseling skill development with an emphasis on solution-focused, cognitive-behavioral, and microskills approaches.

Prerequisites: None.

Credits: 3 semester hours.

**SCED 501 Academic Development and Consultation**

Content: First of three courses addressing national standards for comprehensive school counseling programs and the role of the school counselor in consultation. Skill development with an emphasis on resiliency/asset-building using solution-focused, cognitive-behavioral, client-centered, reality/choice, and microskills counseling as applied to the academic development of a diverse population of students to eliminate achievement gaps. Topics include developmental assets as identified by the Search Institute. Participants practice consultation skills with students and faculty.

Prerequisites: None.

Corequisites: SCED 500, SCED 502.

Credits: 2 semester hours.

**SCED 502 Internship: Academic Development and Consultation**

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support academic success based on the national standards for academic competencies. Under the direction of the school counselor, participants consult with students and faculty on academic issues and the elimination of achievement gaps between and ethnic and racial groups.

Prerequisites: None.

Corequisites: SCED 500, SCED 501.

Credits: 1.5 semester hours.

**SCED 503 Career Development and Consultation**

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

Prerequisites: SCED 500.

Credits: 2 semester hours.

**SCED 505 Personal/Social Development and Consultation**

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

Prerequisites: SCED 500, SCED 501, SCED 502.

Credits: 2 semester hours.

**SCED 506 Internship: Personal/Social Development and Consultation**

Content: Direct experience in school settings working with students and faculty. Candidates conduct classroom activities to support personal/social success based on national standards for personal/social competencies. Under the direction of the school counselor, participants consult with students and faculty on personal/social issues.

Prerequisites: SCED 500, SCED 501, SCED 502.

Corequisites: SCED 505.

Credits: 1.5 semester hours.

**SCED 507 Development of the Learner: Children and Adolescents**

Content: Discussion, critique, and application of theories of child and adolescent development and learning. Application of theory to the school setting in the areas of learner development, learner styles/differences, the nature of the learner, and learner motivation. Topics include the impact of culture and diversity on learning. Examines from the perspective of the school counselor the contribution of internal/external asset developments that help today's youths thrive.

Prerequisites: None.

Credits: 2 semester hours.

**SCED 508 Social Justice, Diversity, and Cultural Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

**SCED 509 Ethical and Legal Issues in Education and School Counseling**

Content: Study of sources of law under which educators operate. Case law, lectures, and discussions concentrate on legal rights and responsibilities of all individuals attending or employed by public schools. Examination of areas of educational governance (e.g., courses of law and the courts, schools, and the states). Explores the ethical codes of the American School Counselor Association and the American Counseling Association using case studies. Meets the requirement of the Oregon Teacher Standards and Practices Commission for knowledge of federal and state laws prohibiting discrimination.

Prerequisites: None.

Credits: 3 semester hours.

**SCED 510 Family Dynamics, Community Resources, and Consultation**

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

Prerequisites: None.

Credits: 3 semester hours.

**SCED 511 Group 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 Disability in the Educational Context**

Content: This course provides an opportunity to learn about variations in learning, behavior, and physiology that society finds significant enough to warrant a disability classification in special education intervention. This course will offer an overview of broad categories of disabilities (following education/IDEA law), common special education adaptations, accommodations, or modifications to minimize the impact of disabilities within an educational context. Emphasis will be placed on the importance of advocacy and acting as an ally for individuals with disabilities.

Prerequisites: None.

Credits: 2 semester hours.

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

Content: The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display.

Prerequisites: None.

Restrictions: Restricted to students who are eligible for SCED 516 School Counseling Internship (Macro).

Credits: 1-3 semester hours.

**SCED 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: Completion of all required coursework.

Restrictions: Portfolio meeting and sign-off with advisor.

Credits: 4 semester hours.

**SCED 517 Practicum in Classroom Instruction**

Content: Foundations of education and curriculum. Classroom instruction is complemented by a teaching practicum, allowing the candidate to integrate theory and practice. Participants complete student teaching and prepare a work sample. Students take three semester hours in fall and two in spring, for a total of five semester hours.

Prerequisites: None.

Credits: 2-3 semester hours.

**SCED 520 Motivational Strategies for School Counselors**

Content: This course will introduce students to a variety of strategies school counselors can utilize to enhance students' intrinsic motivation to change and achieve in the academic, personal/social, and career domains.

Prerequisites: None.

Credits: 1 semester hour.

**SCED 525 Advocacy in the Latino Community and Introduction to Spanish Language**

Content: This course will focus on diversity within the Latino community in Oregon and the social and political factors impacting the educational experiences of Latino youth and families in our public school system. It will also address exploration of our own linguistic identities and our roles as we engage with this population. The course will also offer an introduction to basic Spanish language, specific to the educational setting.

Prerequisites: None.

Restrictions: Admission to the school counseling program or instructor consent

Credits: 1 semester hour.

**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, behavioral disorders, PTSD). Clinical issues will be discussed in terms of etiological factors, symptomatology, biopsychosocial factors, treatment issues, and cultural and diversity perspectives. The use and limitations of the DSM-5 diagnostic system will be addressed. The school counselor's role in referral and long term treatment for clinical issues will be addressed in the context of the ASCA National Model.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 2 semester hours.

**SCED 565 College Planning to Promote Equity and Access for All Students**

Content: This course will introduce school counselors to issues and strategies relating to the college counseling needs of high school students and their families. In addition, techniques for infusing college-going beliefs, attitudes, and behaviors in all schools (K-12) will be examined. Participants will develop educationally appropriate perspectives and useful techniques for maximizing education opportunities for all students.

Prerequisites: None.

Restrictions: Admission to the School Counseling program or instructor consent.

Credits: 1 semester hour.

**SCED 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SCED 689 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCED 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SCED 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**Educational Administration (EDAD)****EDAD 501 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: 3 semester hours.

**EDAD 502 Instructional Leadership**

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

Prerequisites: None.

Credits: 3 semester hours.

**EDAD 504 Ethics, Policy, and the Law**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 508 Engaging 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 509 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 511 School Budget and Operations**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 518 Pre-Practicum for School Administrators**

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

Prerequisites: None.

Restrictions: Enrollment in another course in the Initial Administrator Licensure program.

Credits: 1 semester hour.

**EDAD 519 Practicum for School Administrators**

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

Prerequisites: EDAD 518.

Restrictions: Admission to the Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.

Credits: 1 semester hour.



**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 Administrators' Colloquium for School Equity**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 532 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: None.

Restrictions: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 533 Leadership for Learning**

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, 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.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 535 Equitable Management of Resources**

Content: School and district leaders are charged with doing more than simply managing students and learning. The management of school boards, personnel, the school environment, physical plant, and ancillary services play a critical role in student learning and staff effectiveness. The distribution of limited resources requires leaders to wear a lens of equity. This course focuses on the management and oversight of the critical resources that contribute to the success of schools. Areas of focus for the course include the equitable decisions required for management and operations of: school boards, personnel, offices, auxiliary services, special services, finances, student behavior, time and other resources. Case studies and real examples from participating students will contribute to course topics.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 536 Leading 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 541 Courage to Lead--Sustaining a Vision**

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

**EDAD 542 Courage to Lead for Democracy**

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

**EDAD 543 Evaluating Teaching and Leading**

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 544 Practicum**

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

**EDAD 546 Negotiation, Collective Bargaining, and Contract Management**

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. 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 Transforming Culture and Inspiring Innovation**

Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation 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 Professional Administrator License program completion.

Prerequisites: None.

Restrictions: Initial Administrator License; minimum of three years as a practicing administrator. Course to be taken at the end of the Professional Administrator License.

Credits: 1-2 semester hours.

**EDAD 550 Superintendent Bridge Professional Mentorship**

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

Prerequisites: None.

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

Credits: 1 semester hour.

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

Content: 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: None.

Credits: 2 semester hours.

**EDAD 555 Building Positive Climate--Policy and Practice**

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Restrictions: Initial Administrator License.

Credits: 2 semester hours.

**EDAD 556 School Finance and District Budgeting**

Content: Advanced budgeting concepts for district-level administrators with emphasis on how long-range planning, facilities management, and special programs designed to eliminate achievement disparities affect the annual budget-making process.

Prerequisites: None.

Credits: 1-2 semester hours.

**EDAD 559 Collaborative Leadership and Team-Building**

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and 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: Builds a common knowledge base for understanding the critical role data plays in school improvement efforts. Introduces several levels of data use and application, moving from state accountability requirements to equalizing access of high standards for all students. Participants collect, analyze, communicate, and use various forms of data in school visioning, improvement planning, and decision making.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 567 Leading Intelligently in Schools and Community**

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 574 Foundations for Administrators in the Education of English Language Learners**

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 of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess 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: None.

Restrictions: Admission to Ed.S. program and 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: None.

Credits: 1-2 semester hours.

**EDAD 578 Leader as Ethnographer: Exploring and Engaging the School Community**

Content: Ethnographers gather and record information to find patterns, better understand issues faced by communities, and improve quality of life. Veteran school leaders explore the knowledge, skills, and applicable concepts necessary to explore and engage the school community. Class begins with an examination of the individual leaders' personal worldview, critical to how the leader understands and interacts with others. Then attention turns to the broader community, studying local values and customs, assets and challenges, sources of information and communication, and special interest groups. Finally, course participants craft a plan for meaningfully energizing, engaging, and empowering the school community.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 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: 1-3 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**EDAD 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**EDAD 601 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: 3 semester hours.

**EDAD 602 Instructional Leadership**

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

Prerequisites: None.

Credits: 1-3 semester hours.

**EDAD 604 Ethics, Policy, and the Law**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 608 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 609 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 611 School Budget and Operations**

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

Prerequisites: None.

Credits: 2 semester hours.



**EDAD 618 Pre-Practicum for School Administrators**

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

Prerequisites: None.

Restrictions: Enrollment in another course in the Initial Administrator Licensure program.

Credits: 1 semester hour.

**EDAD 619 Practicum for School Administrators**

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

Prerequisites: EDAD 618.

Restrictions: Admission to the Preliminary Administrator License program and enrollment in another Preliminary Administrator License program course.

Credits: 1-2 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 Administrators' Colloquium for School Equity**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 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: None.

Restrictions: Initial Administrator License and current school administration position.

Credits: 2 semester hours.

**EDAD 633 Leadership for Learning**

Content: What is professional learning? Given the complex array of expectations for schools to improve and for teachers and principals to learn to do new work, a necessary skill is continuous inquiry with school leaders in the role of "lead learner," figuring out new and often unknown practices. This course cultivates learning-focused leadership by examining multiple forms of inquiry for leadership, school reform, instructional practice, and evaluation. Students will understand research on professional learning and evaluate the efficacy of the current models for professional development for accomplishing a variety of professional learning needs. Topics include research on adult development, learning theory, 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.

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: None.

Restrictions: Initial Administrator 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 641 Courage to Lead--Sustaining a Vision**

Content: This hybrid course includes two seminars and online discussions with an opportunity for participants to explore and develop a personal leadership vision, a basis for exploring the difficult dilemmas experienced in their work. Each student is responsible for developing a personal platform based on their reflection on seminar readings and the investigation of a particular issue or dilemma in their administrative work life. The participant prepares a 3-5 page paper illustrating a work dilemma and shares it during the second seminar. The two seminars and online reflections focus on practicing the generation of open and honest questions.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 1-2 semester hours.

**EDAD 642 Courage to Lead for Democracy**

Content: This hybrid course meets in two seminars with online discussions to explore the powerful practice of self-reflection and personal change related to supporting democracy in schools. It offers a context for participants to explore the difficult dilemmas related to working with diverse students and adults. Each member of the seminar group is responsible for the investigation of a particular issue or dilemma in that person's administrative work life. The participant prepares a case study and an overview document for the seminar group. Participants learn how to ask honest, open questions to assist in understanding and resolving the dilemma.

Prerequisites: None.

Restrictions: In administrative position.

Credits: 2 semester hours.

**EDAD 643 Evaluating Teaching and Leading**

Content: Re-culturing the evaluation process for teachers and administrators is long overdue and well worth the benefits. Shifting away from old models of retrospective, impressionistic clinical supervision will require teachers and administrators to learn new evidence-based practices and to become familiar with new data analysis tools for both formative feedback and summative assessment. This course focuses on learning to collaboratively analyze classroom observation data to produce clear, specific, accurate, timely, and meaningful evidence of learning. In addition to developing new technical skills for collecting and analyzing classroom observation data and enhancing feedback practices, students will also develop implementation plans that address socio-cultural aspects of shifting away from old models of evaluation including attending to relational trust, restructuring time for formative learning cycles, and facilitating collaborative analysis of classroom observation data. Students will develop a new appreciation for the richness of classroom interactions for explaining and describing learning.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 644 Practicum**

Content: Two semesters of supervised, on-site, pre-designed professional experience along with campus seminars involving discussions and presentations. Students explore the essential content knowledge, leadership, collaboration, and research skills of successful school administration in early childhood/elementary or middle-level/high school under the supervision of experienced field and campus supervisors.

Prerequisites: Successful completion of at least two EDAD courses.

Restrictions: Admission to Initial Administrator License Program, consent of instructor, and submission of application for Independent Practicum to academic department office.

Credits: 1-4 semester hours.

**EDAD 646 Negotiation, Collective Bargaining, and Contract Management**

Content: The superintendent, central office personnel and school building administrators must be familiar with the labor agreement governing employment practices within each school. 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 Transforming Culture and Inspiring Innovation**

Content: Student academic growth is an enormous responsibility, one that challenges school and district leaders. Research shows developing a culture of collaboration and innovation positively impacts student achievement. This course pushes practicing administrators to examine dilemmas of professional life and leadership, to review current educational innovations in leadership and organizational change, to explore who they are as learners and leaders, and to reflect on how they can positively affect both adult and student learning. Students investigate a dilemma they have faced in their work life and prepare a case study presentation 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: None.

Restrictions: Initial Administrator License and a minimum of three years as a practicing administrator.

Credits: 2 semester hours.

**EDAD 650 Superintendent Bridge Professional Mentorship**

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

Prerequisites: None.

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

Credits: 1 semester hour.

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

Content: 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: None.

Credits: 2 semester hours.

**EDAD 655 Building Positive Climate--Policy and Practice**

Content: In the past, school-wide zero-tolerance policies have focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies. Research during the past 20 years has shown that school-wide behavior systems that are positively focused on desired behaviors can result in a substantive lifestyle impact for all members of a school community. This course will examine the systems-based approach for implementing culturally proficient, multi-tiered, school-wide behavior supports, and the critical role that school leaders have in building positive learning environments for each student.

Prerequisites: None.

Restrictions: Initial Administrator 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: 1-2 semester hours.

**EDAD 659 Collaborative Leadership and Team-Building**

Content: The term "collaborative leadership" describes an emerging body of theory and management practice that is focused on the leadership skills needed to deliver results across organizational boundaries. This course focuses on the intensification of leadership as a means to increase engagement with the organization. Collaborative leadership styles and techniques will be analyzed, compared, and tested in different contexts to determine their efficacy and applicability to educational settings. Diagnosing school cultures, developing alliances, creating networks to promote healthy schools, and 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 667 Leading Intelligently in Schools and Community**

Content: "Intelligence lenses" aid administrators in sorting problems from external influences and personal perceptions. A variety of exercises and activities will be practiced throughout the course to sharpen various intelligence lenses—emotional, social, political—necessary for sound leadership decisions and processes. The class will explore authentic school, district, and community real-world dilemmas and apply personal leadership skills to resolve them.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 670 A Foundation for Racial Equity**

Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 671 Understanding Cultural Frameworks and De-Centering Dominant Culture**

Content: In this course, we explore the personal orientation necessary to work effectively in cross-cultural learning environments. We dissect dominant culture through unpacking the cultural values, beliefs, communication style, learning orientation, and cultural preferences that often remain unconsciously perpetuated or privileged in educational institutions. Then we will continue to explore the historical creation of a racial hierarchy via policies, systems, institutions, and laws and the legacy of discrimination, bias, and white privilege it creates today. Lastly, we explore nondominant cultural beliefs, communication styles, and learning styles as well as the basic tenets of culturally responsive teaching in order to begin de-centering dominant culture in schools and classrooms to truly create inclusive learning environments.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 672 Facilitating Learning in Diverse Communities**

Content: This course will focus on the actual culturally inclusive facilitation skills needed to situate both students and adults as learners in diverse communities. In addition to concrete facilitation skill development, participants will explore the value and role of community in non-dominant learning as well as specific ways to enhance an authentic community orientation in schools today both for students and educators. Participants will also develop an approach to observing and offering feedback to one another as part of a learning community as well as create a facilitation plan for adult professional development. Participants will choose a focus area to target their community learning process on over the course of the school year.

Prerequisites: None.

Credits: 1 semester hour.

**EDAD 673 Engaging and Empowering Families**

Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families' experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students' home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.

Prerequisites: None.

Credits: 1 semester hour.

**EDAD 674 Foundations for Administrators in the Education of English Language Learners**

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 675 Leading for Equity-Building Inclusive School Systems & Creating Syst Change**

Content: During this course, teacher leaders, aspiring administrators, and current building and district administrators will explore themes and concepts of leadership and management essential to creating and sustaining equitable systemic change in today's diverse school buildings. This culminating course will build on a strong conceptual and experiential knowledge base of equity and explicitly develop the leadership lens and skills critical to inspiring and empowering others to join in creating equitable, lasting change that improves the academic achievement of all students, especially students of color who continue to be underserved by our educational system. This course honors that while this work is a moral imperative, leading for equity at the building and district level is deeply challenging and requires unrelenting passion as well as a deep leadership skill set and conceptual understandings.

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 676 Integrated Administrative Seminar**

Content: In a capstone/culminating project of the Ed.S. in Administration program, students will synthesize and integrate their learning over time into a written report and public demonstration. For this project, students will: assess 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: None.

Restrictions: Admission to Ed.S. program and completion of all Initial Administrator License courses and 15 semester hours of Continuing Administrator License courses.

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: None.

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: 1-3 semester hours.

**EDAD 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**EDAD 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

Credits: 1-5 semester hours.

**EDAD 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**Educational Leadership (EDLL) Doctoral Program Courses****EDLL 701 History of Leadership in Education**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 702 Organizational Theory and Leadership**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 704 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: None.

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

Credits: 2 semester hours.

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

Content: Leaders face 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: None.

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

Credits: 2 semester hours.

**EDLL 709 Adult Development and Learning**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 710 Introduction to Educational Research**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 715 Intercultural Community Collaboration**

Content: Building collaborative relationships between schools and the diverse families and communities they serve is critical. By analyzing nontraditional forms of parent and guardian involvement and learning to work with existing cultural traditions, education leaders will gain skills to support diverse students and strengthen community connections.

The goal is to build on the diverse assets of families and to connect with valuable local resources in order to strengthen collaborative learning for the entire school community.

Prerequisites: None.

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

Credits: 1 semester hour.

**EDLL 716 Critical Theory and Pedagogy**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 725 Leadership in a Changing Global Society**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 726 Seminar in Scholarship and Writing**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 727 Focused Literature Research**

Content: This seminar is designed to prepare students to develop a critical review of pertinent academic literature focused on the problem or problems that will be addressed in their dissertation research. The seminar will provide instruction and support with the processes and techniques for scholarly discussion of controversial literature and students will receive feedback on academic writing from the course instructor. 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.

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

Credits: 1-2 semester hours.



**EDLL 728 Conceptual Framework**

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

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

Credits: 2 semester hours.

**EDLL 729 Dissertation Design**

Content: Students will learn the acceptable formats, techniques, and approaches necessary for producing a defensible doctoral dissertation as well as the purpose and process of applying for permission to conduct studies involving human subjects. Students will complete a draft dissertation proposal and a human subjects research institutional review board (IRB) application, as well as understand their responsibilities to their dissertation committee.

Prerequisites: None.

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

Credits: 3 semester hours.

**EDLL 730 Advancement to Candidacy Seminar**

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

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

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

Credits: 1-3 semester hours.

**EDLL 731 Equity-Focused Policy and Practice**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 733 Educational Leadership Field Experience**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**EDLL 734 Educational Leadership Field Experience II**

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

Prerequisites: EDLL 733.

Credits: 1 semester hour.

**EDLL 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 742 Quantitative Research Methods Practicum**

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

Prerequisites: EDLL 741b

Credits: 1 semester hour.

**EDLL 743 Qualitative Research Methods Practicum**

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

Prerequisites: EDLL 741A

Credits: 1 semester hour.

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

Restrictions: Admission to Ed.D. program.

Credits: 1-12 semester hours.

**EDLL 780 Social Justice Leadership Retreat**

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

Prerequisites: None.

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

Credits: 1-2 semester hours.

**EDLL 798 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**EDLL 799 Independent Study**

Content: This course is an Independent Study course. Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for Independent Study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of Independent Study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-3 semester hours.

**Student Affairs Administration (SAA)****SAA 501 Introduction to Student Affairs**

Content: This course introduces students to the history and foundational philosophies of student affairs as a profession in American postsecondary education. It examines the integration of student affairs in the governance and administrative structure of higher education and explores the diverse roles student affairs professionals play in two- and four-year private and public colleges and universities. The course also introduces students to the function of a practitioner-scholar in the context of the field and conveys the sense of purpose and culture of student affairs with a focus on the roles held within various offices and departments. Finally, contemporary issues and trends will be explored through guest speakers, student affairs professionals who will introduce their functional areas and discuss the nature of the issues they face.

Prerequisites: None.

Restrictions: Admission to the M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

**SAA 503 Foundations of Postsecondary Education**

Content: The purpose of this course is to provide students with an overview of the historical development of higher education in the United States. The course will focus on the way in which philosophical underpinnings and history have influenced and impacted the structure, curriculum, and delivery of postsecondary education. The course will help students answer questions such as: How did we get to this point? How did we decide on courses of study? Why are we organized as we are?

Prerequisites: None.

Restrictions: Admission to M.A. in Student Affairs Administration program.

Credits: 3 semester hours.

**SAA 509 Equity and Social Justice in Higher Education**

Content: This course introduces the attitudes, beliefs, values, skills, knowledge, and self-awareness necessary for student affairs professionals to serve diverse student populations. In contemporary higher education, diversity plays an increasingly important role in the experience of students, affecting both their full access to various aspects of the college experience and the quality of that experience. For the purposes of this course, diversity shall be defined to include: gender, class, race and ethnicity, language, nationality, sexual orientation, gender identity, age, religion or spirituality, and disability.

Prerequisites: None.

Credits: 3 semester hours.

**SAA 523 Higher Education Governance and Administration**

Content: This course introduces students to governance and administrative structures in American higher education. Students will explore how changes in the demographic, legal, financial, and social landscape have impacted the ways that colleges and universities operate. Students will also become familiarized with the use of data and research as it relates to governance and administration.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 530 Critical Pedagogies and Student Affairs**

Content: This class explores the following propositions from the tradition of critical pedagogy: learning is a shared and collective process that is shaped by social structures and norms of social interaction; higher education institutions fundamentally shape the process of learning, as well as what counts as knowledge; higher education institutions can sustain and reproduce inequitable political and economic relationships; higher education institutions can also provide opportunities to resist oppression, build autonomy, and create a more just society. This class will explore the central concepts and arguments that underlay these claims, and consider their implications for student affairs practitioners who seek to create inclusive learning environments that lead to equitable educational outcomes.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 535 Legal Issues in Higher Education**

Content: This course is designed to introduce students to legal issues in higher education. Issues related to the various constituents – faculty, staff, students, and administration – will be addressed. Students will also explore current legal issues facing the higher education community.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 540 Student Development Theory I**

Content: Having a deep understanding of student development is necessary for anyone who wants to be successful as an administrator or instructor in higher education. You must be aware of factors that affect the development of adults and be able to work with individuals, groups, and organizations within a diverse campus community. This is essential to establishing environments conducive to the development of students from a variety of backgrounds. This course introduces students to practitioner-based student development theories within higher education. Ultimately, the understanding and application of these theoretical frameworks to your work will enable you to enhance student outcomes vis-a-vis programs, services, curricula, and pedagogical techniques.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 541 Student Development Theory II**

Content: This course is designed to build upon Student Development Theory I and is considered to be second in a two-part series. Coursework will enhance students' understanding of processes of student learning, growth, and development during college. Special focus will focus on recent theories including diversity in development and the extent to which these theories are used to guide empirical research and institutional decision-making.

Prerequisites: SAA 540.

Credits: 3 semester hours.

**SAA 544 Practicum**

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

Prerequisites: None.

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

Credits: 1-4 semester hours.

**SAA 550 Practicum I**

Content: Practicum I provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 551 Practicum II**

Content: Practicum II provides you with an opportunity to apply what you have learned in your coursework in the authentic context of a student affairs office or related students affairs position. Central to this approach is your progress toward becoming a practitioner-scholar, a professional who can apply research and scholarship in the field to the everyday demands of a position in student affairs. Practicum II builds on Practicum I by focusing in more depth on a specific career role, objective, or competency.

Prerequisites: SAA 550.

Credits: 3 semester hours.

**SAA 557 Student Affairs Program Planning, Assessment, and Evaluation**

Content: This course is designed to introduce students to planning, assessment, and evaluation in higher education, with a particular emphasis in student affairs. The course will focus on methodologies used to assess student learning outcomes and program evaluation. Student will also become familiar with the fundamentals of strategic planning, as well as data collection, analysis, and reporting.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

**SAA 580 Proseminar in Student Affairs Administration**

Content: This course is designed to prepare students in their transition from student to practitioner. The course will provide a reflection, synthesis, integration, and application of prior and concurrent coursework. The focus of the course will be on examining the student's role as a practitioner-scholar and their application of theory to practice. The course will utilize a case-study approach to addressing current as well as future issues in higher education graduates will face once they complete the program.

Prerequisites: SAA 501, SAA 503, SAA 509.

Credits: 3 semester hours.

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

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

**SAA 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-4 semester hours.

**SAA 698 Special Studies: New Or Experimental Courses**

Content: In-depth study of a special topic offered by the graduate school for the first time or on a temporary basis. Prerequisites: None.

Prerequisites: None.

Credits: 1-4 semester hours.

# TEACHER EDUCATION

---

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

Lewis & Clark offers highly distinctive programs of study for future (preservice) and practicing (inservice) teachers. Students draw on the resources of an outstanding faculty, culturally rich urban and rural communities, regional cultural and science centers, and school districts of the greater Portland community and the state at large. Our teacher education programs are 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 experience with children and youth; written essays. Specific admission requirements and procedures for applicants are described in the Admissions (p. 5) section.

## Programs

### Preservice Programs for New Teachers

- Elementary—Multiple Subjects (p. 106): MAT and MAT with ESOL Endorsement
- Secondary (p. 112): MAT and MAT with ESOL Endorsement
- Educational Studies (p. 119): MEd

### Inservice Programs for Experienced Teachers

- Curriculum and Instruction (p. 120): MEd
- Special Education (p. 132): Generalist Endorsement
- ESOL Endorsement (p. 121)
- Reading Intervention Endorsement (p. 124)
- Oregon Writing Project Certificate in the Teaching of Writing (p. 141)
- Teacher Leadership for Equity and Social Justice Certificate (p. 137)

### Department Courses

- A full list of courses in the Teacher Education department is available in this catalog. (p. 142)



## Elementary—Multiple Subjects

Lewis & Clark offers an outstanding 13-month program that leads to an Oregon Preliminary Teaching License and a master's degree and a 15-month program that leads to the license, the degree, and an ESOL endorsement. Our preservice programs for new teachers emphasize the following:

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

### Scholarships and Grants

Various scholarships are available to preservice teacher education students. Information about the application and selection process for these funds is available online ([http://www.lclark.edu/graduate/offices/admissions/paying\\_for\\_graduate\\_school/scholarships](http://www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships)).

### About the Oregon Preliminary Teaching License

Candidates seeking a license to teach in Oregon who successfully complete any of the licensure options offered by Lewis & Clark and all state-required tests (p. 110) and performance assessments receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC).

### Applying for Licensure

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

### Accreditation

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

## Master of Arts in Teaching With Preliminary Teaching License, Elementary—Multiple Subjects

Lewis & Clark offers a full-time, 13-month program for beginning educators in elementary education. The program is organized around a year of supervised teaching in a Portland-area school, combined with coursework on campus and additional practicum experiences. The Elementary—Multiple Subjects program prepares students for an Oregon Preliminary Teaching License to teach multiple subjects to children in pre-kindergarten through grade 8. School placements provide a complete year of experience with children from diverse backgrounds.

### MAT Degree Requirements

A minimum of 40 semester hours, distributed as follows, and all required tests (p. 110):

#### Course Requirements

##### First Summer

LA 566	Literacy I: Introduction to Pre-K-8 Language Arts	1
MATH 566	Math for Early Childhood	2
ED 550	Social, Historical, and Ethical Perspectives on Education*	2
ED 561	Child Development and Learning*	2
ED 568	The Arts, Culture, and Creativity*	1
ED 569	Health and Physical Education*	1
SCI 580	Teaching Children About the Natural World*	2
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms*	2

##### Fall Semester

ED 511	Field Observation and the Cycle of Effective Teaching*	1
ED 514	Elementary - Multiple Subjects Field Experience I*	1
ED 517	Elementary - Multiple Subjects Field Experience Seminar I*	1
MATH 567	Elementary School Mathematics	2
ED 563	Classroom Management 1: Elementary - Multiple Subjects*	1
LA 567	Literacy II: Planning in the Language Arts Pre-K-8	2
ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I*	1
SPED 524	Special Education for the General Education Teacher*	1
SS 578	Social Studies for Elementary Teachers*	2

##### Spring Semester

ED 515	Elementary - Multiple Subjects Field Experience II*	2
ED 518	Field Experience Seminar II (Elementary - Multiple Subjects)*	2
ED 523	Planning, Differentiation, and Assessment*	1
ED 564	Classroom Management 2: Elementary - Multiple Subjects*	1
LA 568	Literacy III: Language Arts Development Pre-K-8	2
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II*	1
MATH 549	Algebra and Geometry for Elementary - Multiple Subjects Teachers*	1
MATH 568	Mathematics Assessment for Learning	1
SPED 505	Teaching Students with Exceptionalities in Inclusive School Settings*	1

##### Second Summer

ED 516	Elementary - Multiple Subjects Field Experience III*	3
--------	--	---

Candidates continue to co-teach with mentors through the end of the pre-K-12 school year. It is expected that student teachers close out the year with their mentors. Candidates are eligible to be recommended for a teaching license upon completion of these courses and of all other licensure program requirements, including tests and a performance assessment.

- \* In order for a student to be recommended for the Oregon Preliminary Teaching License, all courses with an asterisk must be complete as well as all required tests and performance assessments (p. 110).

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## Master of Arts in Teaching with Preliminary Teaching License, Elementary—Multiple Subjects, and ESOL

Public schools are experiencing significant demographic shifts with dramatic increases in the number of students who are speakers of languages other than English. Some aspiring educators may wish to have more extensive preparation for working with culturally and linguistically diverse students. Students preparing to become teachers in the Elementary—Multiple Subjects program can pursue a 48-semester-hour program of study that will allow them to earn an ESOL (English for Speakers of Other Languages) endorsement alongside their MAT degree. Possessing an ESOL endorsement early in your teaching career can provide a significant benefit to you as you seek jobs and prepare to work with diverse students and families in schools.

The MAT with Preliminary Teaching License, Elementary—Multiple Subjects, and ESOL Endorsement Program requires 8 additional semester hours of coursework in ESOL topics. In addition to the full-year student teaching placement for the MAT degree, students also complete an ESOL practicum. The ESOL practicum can be completed in one of two ways: (1) the ESOL practicum is embedded in the full-year placement (pending availability of suitable placement); or (2) the ESOL practicum is completed in a summer school setting following completion of the Elementary—Multiple Subjects licensure program. Most students will be eligible to apply to the Oregon Teacher Standards and Practices Commission for a Preliminary Teaching License with an Elementary—Multiple Subjects endorsement in 13-months. They can then apply for an ESOL Endorsement at the end of the 15-month program, once all ESOL course work, field experiences, and testing has been successfully completed.

### Degree Requirements

A minimum of 48 semester hours, distributed as follows:

### Required Courses

The 40 semester hours required for the MAT Elementary—Multiple Subjects and the following:

ESOL 507	Language Acquisition and Development (taken during first summer)	3
ESOL 505	ESOL Practicum (Elementary - Multiple Subjects) (.5 hours fall, 1.5 hours spring; or 2 hours in second summer)	2
ESOL 500	Historical and Legal Foundations of Educating ESOL Students (second summer)	3

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## MAT 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: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

### MATH 566 Math for Early Childhood

Content: Introduction to mathematical concepts for grades pre-K through three including number and operations, geometry, and measurement in a problem-solving context. Individually and culturally responsive mathematics instructional strategies and assessments for early childhood are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

### ED 561 Child Development and Learning

Content: Discussion, critique, and application of theories of child development and learning. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children's development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, and motivation, as well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program or consent of instructor.

Credits: 2 semester hours.

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

Content: Participants explore how students and educators think about and engage in the arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants 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, process, and understanding the nature and value of the arts in human lives and cultures.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**ED 569 Health and Physical Education**

Content: Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

**SCI 580 Teaching Children About the Natural World**

Content: Promoting children's understanding of the natural world using everyday materials and observations of living things in the local environment. Participants examine their own, as well as children's, intuitive science notions, while learning to craft safe classroom inquiries and field investigations. The course focuses attention on children's use of language in the context of learning about science and nature as well as the development of inquiry skills.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 2 semester hours.

**ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms**

Content: This course focuses on using culturally responsive classroom practices to engage learners whose first and/or home language is not English. We will explore how the candidate's culture and race intersect with learning and teaching. Course content centers on key elements impacting teaching and learning, including race, culture, and language, which will be examined through the lens of classroom practice, school engagement, and community resources that support and build upon student and family assets. Candidates develop strategies to work with significant people in the child's environment in order to support and encourage success in schools. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Topics for readings and discussion include, race, socio-economics, language, social and cultural capital, language, and immigration.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**LA 566 Literacy I: Introduction to Pre-K-8 Language Arts**

Content: Literacy processes and children's language and literacy development from Pre-K through middle grades. Focus is on theoretical foundations of literacy and meaning-centered instructional practices. Introduces students to a range of culturally responsive instruction, assessment approaches, and lesson structures.

Prerequisites: None.

Restrictions: Admission to ECEL program.

Credits: 1 semester hour.

**ED 511 Field Observation and the Cycle of Effective Teaching**

Content: This course provides candidates in the Elementary—Multiple Subjects Preservice Program opportunities to observe teaching and learning in a variety of school contexts and closely examine the planning, instruction, and assessment cycle. Students will attend guided visits to schools and examine video recordings representing instruction in diverse demographic contexts and using varied instructional models and engage in the planning, instruction, assessment cycle.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

**ED 514 Elementary - Multiple Subjects Field Experience I**

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher-intern serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teacher-interns also observe and work with small groups at their second authorization level according to the guidelines in the Elementary - Multiple Subjects program handbook.

Prerequisites: None.

Corequisites: ED 517.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**ED 517 Elementary - Multiple Subjects Field Experience Seminar I**

Content: Reflective discussions of teaching, learning, and assessment practices in diverse contexts.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**MATH 567 Elementary School Mathematics**

Content: Introduction to mathematical concepts for grades three through six including rational numbers, proportional reasoning, geometry, and measurement in a problem-solving context. Students will examine and demonstrate individually and culturally responsive mathematics instructional strategies and assessments for elementary grades. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards.

Prerequisites: MATH 566.

Restrictions: Admission to the Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**ED 563 Classroom Management 1: Elementary - Multiple Subjects**

Content: Creating a community of support in the classroom. Emphasizes understanding students' personal needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures within a democratic learning community, and responding to minor behavior problems.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice Program.

Credits: 1 semester hour.

**LA 567 Literacy II: Planning in the Language Arts Pre-K-8**

Content: Planning for instruction that supports children's language and literacy development from Pre-K through the middle grades. Focus is on theoretical foundations of literacy, meaning construction across-symbol systems, early reading and writing behavior, meaning centered instructional practices, and knowledge and instructional practices relating to word recognition skills and comprehension processes. Includes a wide range of culturally responsive practices, assessment approaches, and materials to promote literacy learning, as well as the concept of media literacy. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: LA 566.

Restrictions: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

**ESOL 535A Strategies and Materials for Teaching English Language Learners Part I**

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

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

Content: Study of special-education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, including a Free and Appropriate Public Education in the Least Restrictive Environment, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Candidates will have the opportunity to observe classroom content in practice in their field placements, learning firsthand the collaborative skills required for successfully educating all children. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None.

Restrictions: Admission to preservice teacher education program or consent of instructor.

Credits: 1 semester hour.

**SS 578 Social Studies for Elementary Teachers**

Content: Understanding and applying inquiry and assessment within a social and cultural framework that leads to thematic curriculum development for pre-K through middle school. Participants explore children's intuitive notions and reasoning about social, cultural, and geographic worlds from developmental, social, historical, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest. Students are guided in teaching and assessment practices that draw from children's questions and interests. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 2 semester hours.

**ED 515 Elementary - Multiple Subjects Field Experience II**

Content: Intensive student 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 student teaching begun during the previous semester. Student teacher-interns also complete observations at their second authorization level according to the guidelines in the program handbook.

Prerequisites: ED 514.

Corequisites: ED 518.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**ED 518 Field Experience Seminar II (Elementary - Multiple Subjects)**

Content: Reflective discussion of teaching, learning, and assessment practices in diverse contexts as well as school law, child abuse, and discrimination.

Prerequisites: None.

Corequisites: ED 515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**ED 523 Planning, Differentiation, and Assessment**

Content: In-depth examination of the relationships between planning, differentiation, and assessment. Focus on individually and culturally responsive approaches to teaching and learning. Topics include implementing backward design, utilizing a variety of instructional strategies, and using differentiated kinds of formative/summative assessment.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

**ED 564 Classroom Management 2: Elementary - Multiple Subjects**

Content: Major emphasis on resolving behavior problems that occur in the classroom, working with students' families, and developing individual behavior plans for students who demonstrate serious and ongoing behavior problems. Includes a focus on culturally sensitive classroom management.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice program.

Credits: 1 semester hour.

**LA 568 Literacy III: Language Arts Development Pre-K-8**

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

Prerequisites: LA 566 and LA 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**ESOL 535B Strategies and Materials for Teaching English Language Learners Part II**

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.



**SPED 505 Teaching Students with Exceptionalities in Inclusive School Settings**

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, approaches to instruction, and options for assessment of all students. It prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and adapting curricula for all learners, including the use of Universal Design for Learning.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 1 semester hour.

**MATH 568 Mathematics Assessment for Learning**

Content: Intensive application of assessment for improving instruction in the mathematics classroom. Students will demonstrate proficiency creating and using a variety of culturally and linguistically responsive assessment strategies including assessment interviews, formative, and summative lesson and unit assessments. Students will use their assessment data to plan and teach re-engagement lessons and reflect on the outcomes of these lessons.

Prerequisites: MATH 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**MATH 549 Algebra and Geometry for Elementary - Multiple Subjects Teachers**

Content: Explores older children's development of mathematical concepts. Promotes a problem solving stance, through which students explore a wide range of topics—including proportional reasoning, data analysis, algebraic thinking, and geometry. Priority is placed on ideas that serve as capstones of elementary mathematics as well as cornerstones of secondary mathematics, with an emphasis on developing strategies for equitable teaching of algebra to all students.

Prerequisites: None.

Restrictions: Admission to the Elementary—Multiple Subjects Program or consent of instructor required.

Credits: 1 semester hour.

**ED 516 Elementary - Multiple Subjects Field Experience III**

Content: Conclusion of intensive student teaching experience, building on and concluding the teaching begun during previous semesters. Each student teacher-intern completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor. Student teacher-interns also complete observation and teaching at their second authorization level.

Prerequisites: ED 514, ED 515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 3 semester hours.

**Additional Courses for MAT with ESOL Endorsement****ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures.

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

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601.

Credits: 0.5-2 semester hours.

**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**Assessment****edTPA**

In order to be recommended by Lewis & Clark for a teaching license in any state, candidates must complete an assessment portfolio called the edTPA. It is an assessment process that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries.

Preservice candidates will complete the edTPA starting in 2015-16.

Scores will be non-consequential for candidates completing their programs in 2015-16 and 2016-17. All new candidates who complete their programs in 2017-18 and beyond will be required to pass the edTPA in order to be recommended for licensure.



**Testing Requirements**

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

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)
2. NES: Elementary Test, Subtests 1 and 2 (<http://www.orela.nesinc.com>)
3. NES: (<http://www.orela.nesinc.com>)English to Speakers of Other Languages (ESOL) Test (required only for those pursuing the ESOL endorsement)

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

# Secondary

Lewis & Clark offers an outstanding 13- to 14-month program leading to completion of a Master of Arts in Teaching (MAT) degree with Preliminary Teaching License and one content-area endorsement. Our preservice program for new teachers emphasizes the following:

- Dynamic learning environments that foster caring, community, equity, and inclusion, and that promote diverse perspectives.
- Classroom experiences characterized by intellectual debate, rigorous learning, intellectual growth, and dedication to social justice.
- School and classroom contexts designed to foster connections and to eliminate the impact of barriers to academic success as well as personal growth for all students.

## Scholarships and Grants

Various scholarships are available to preservice teacher education students. Information about the selection process for these funds is available online: [www.lclark.edu/graduate/offices/admissions/paying\\_for\\_graduate\\_school/scholarships](http://www.lclark.edu/graduate/offices/admissions/paying_for_graduate_school/scholarships)

## About the Oregon Preliminary Teaching License

Students seeking a license to teach in Oregon who successfully complete, in good standing, any of the licensure options offered by Lewis & Clark as well as all state-required tests (p. 117) and performance assessments receive institutional recommendation to the Oregon Teacher Standards and Practices Commission (TSPC) for a Preliminary Teaching License.

## Applying for Licensure

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

## Accreditation

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

## Master of Arts in Teaching with Preliminary Teaching License

Lewis & Clark offers a full-time, "summer to summer" program for beginning educators in middle and high school in subject areas including mathematics (choose foundational or advanced), science (choose biology, chemistry, physics, or integrated science), social studies, art, and English language arts. The secondary program prepares candidates for a Preliminary Teaching License to teach one of these specific subjects.

The MAT degree in secondary education includes coursework in educational foundations, adolescent development and learning, culturally responsive teaching, content-specific methods, as well as practicum and supervised teaching experiences. The supervised field experience focuses on developing disciplinary knowledge for the purposes of teaching, with an emphasis on research in theory and best practices, including but not limited to creating democratic learning communities, designing educational opportunities that cultivate connections between

learners and their communities, and incorporating a range of teaching and technological resources.

MAT candidates begin coursework in mid-June of each year and continue through the following summer. The program includes a full school year of field experience at the candidate's selected grade level with a veteran cooperating teacher in a local school, plus field experience across all grade levels throughout the fall.

The program begins with an orientation in mid-June. Candidates then complete a three-day intensive professional writing course, followed by courses in education and one or two content area electives. After a short break, candidates are expected to begin work with their cooperating teachers the week before the opening of school in the fall (typically the week before Labor Day). During the fall semester, candidates continue to examine subject matter specific to their content area coupled with educational theory and research. In addition, they reflect on their developing professional identity, spending time in a high school or middle school classroom observing and tutoring students, assisting the cooperating teacher, and planning and teaching some lessons. Candidates take on the teaching of one class period in December. In the spring semester, candidates continue to teach the one class they took on in December and begin new coursework on campus, with an emphasis on curriculum, inquiry, and classroom management as well as a seminar to support their teaching and job search. After spring break, candidates take on "full-time" teaching, which continues until the end of the public school year. The second summer includes additional coursework in education and disciplinary knowledge. Candidates may be eligible for licensure at the end of 13 months, leaving the second summer session for completion of master's degree requirements.

## MAT Degree Requirements

A minimum of 40 semester hours, distributed as follows:

### Course Requirements

#### First Summer

LA 531	Writing and the Writing Process	1
ED 550	Social, Historical, and Ethical Perspectives on Education*	2
ED 552	Adolescent Development: Understanding Your Learners*	2
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms*	2

#### Fall Semester

ED 540	Secondary Field Experience I*	2
ED 553	Teaching for Social Justice: Secondary Field Experience Seminar I*	1.5
ED 551	Literacy and Teacher Research*	2
ED 533	Legal Issues in Education*	1
ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I*	1
ART 579	Teaching Art to Adolescents*	4
or LA 579	Teaching Language Arts to Adolescents	
or MATH 579	Teaching Mathematics to Adolescents	
or SCI 579	Teaching Science to Adolescents	
or SS 579	Teaching Social Studies to Adolescents	

#### Spring Semester

ED 541	Secondary Field Experience II*	3
--------	--------------------------------	---

ED 554	Teaching for Social Justice: Secondary Field Experience Seminar II*	1.5
ED 560	Classroom Management: Co-Building a Learning Community*	2
ART 564	Curriculum and Inquiry: Art*	3
or LA 564	Curriculum and Inquiry: Language Arts	
or MATH 564	Curriculum and Inquiry: Mathematics	
or SCI 564	Curriculum and Inquiry: Science	
or SS 564	Curriculum and Inquiry: Social Studies	
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II*	1

### Second Summer

ED 543	Secondary Field Experience III*	3
ED 573	Teaching for Social Justice: Classroom Management Workshop*	1
SPED 505	Teaching Students with Exceptionalities in Inclusive School Settings*	1

\* In order for a student to be recommended for the Oregon Preliminary Teaching License, all courses with an asterisk must be complete, along with one subject-area elective, the edTPA, and all required tests (p. 117).

### Content-Area Courses

A minimum of 6 semester hours and three courses in the student's designated content area.

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## Master of Arts in Teaching with Secondary Preliminary Teaching License and ESOL Endorsement

Public schools are experiencing significant demographic shifts with sometimes dramatic increases in speakers of languages other than English. Some aspiring educators may wish to have more extensive preparation for working with culturally and linguistically diverse students. Students preparing to become teachers in the secondary program can pursue a 48-semester-hour program of study that will allow them to earn an English for Speakers of Other Languages (ESOL) endorsement alongside their MAT degree and Preliminary Teaching License in a general education subject area (admissions preference is given to native bilingual speakers). Possessing an ESOL endorsement early in your teaching career can provide a significant benefit to you as you seek jobs and prepare to work with diverse students and families in schools.

The secondary MAT with ESOL Endorsement Program requires 8 additional semester hours of coursework in ESOL topics. In addition to the full-year student teaching placement for the MAT degree, students also complete an ESOL practicum during the fall and spring semesters (which may or may not occur in the same school site as MAT student teaching). Preparation for the endorsement will be focused at the secondary level. Most students will be able to apply to the Oregon Teacher Standards and Practices Commission for a Preliminary Teaching License in their content area at the end of 13-months and again, at the end of their 15-month program, for an ESOL endorsement.

### Degree Requirements

A minimum of 48 semester hours, distributed as follows:

### Required Courses

The 40 semester hours required for the secondary MAT degree and the following:

ESOL 507	Language Acquisition and Development (taken in the first summer)	3
ESOL 506	ESOL Practicum (Secondary) (taken in the spring semester)	2
ESOL 500	Historical and Legal Foundations of Educating ESOL Students (taken during second summer)	3

### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## MAT Courses

### First Summer

#### LA 531 Writing and the Writing Process

Content: Increasing teachers' understanding of the writing process, primarily by working on their own prose writing. Students write, read their work to peers, and receive feedback. This personal experience provides opportunities to reflect on common writing problems and issues teachers across disciplines encounter in their classrooms. Topics include recent research and theory in composing as well as practical teaching techniques that can be integrated to enhance learners' experiences. Required introductory course in the Secondary Program.

Prerequisites: None.

Restrictions: Admission to the Secondary Program.

Credits: 1-2 semester hours.

#### ED 550 Social, Historical, and Ethical Perspectives on Education

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

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

#### ED 552 Adolescent Development: Understanding Your Learners

Content: Discussion, critique, and application of current research on adolescent development, understood from psychosocial, culturally responsive, and justice-oriented perspectives. Explores theories of cognitive, relational, sexual, moral, and spiritual development with an emphasis on the middle- and high-school student's construction of identity as it is shaped by culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status. Examines strategies for promoting resilience and engaging students in learning experiences that are responsive to development levels and cultural contexts. Also investigates insights from neuropsychology and the impact on adolescent well-being as a result of risk-taking behaviors, societal (mis)interpretations of youth, and the ubiquity of digital media.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

**ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms**

Content: This course focuses on using culturally responsive classroom practices to engage learners whose first and/or home language is not English. We will explore how the candidate's culture and race intersect with learning and teaching. Course content centers on key elements impacting teaching and learning, including race, culture, and language, which will be examined through the lens of classroom practice, school engagement, and community resources that support and build upon student and family assets. Candidates develop strategies to work with significant people in the child's environment in order to support and encourage success in schools. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Topics for readings and discussion include, race, socio-economics, language, social and cultural capital, language, and immigration.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**Fall Semester****ED 551 Literacy and Teacher Research**

Content: Understanding the central importance of language and the social construction of knowledge guides the work of this course.

Teacher candidates examine issues of diverse perspectives as well as an integrated, process-oriented approach to reading and writing in the subject field. The teacher research component stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their field experience sites, preservice teachers conduct interviews and apply ethnographic methods as well as observation systems to diagnose the meaning-making strategies of a selected middle or high school student. They use this experience to identify resources and practices for supporting all students in improved literacy learning.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

**ED 540 Secondary Field Experience I**

Content: Part-time student teaching experience in a middle-school or high-school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Candidates teach their first work sample in this classroom. In addition, they spend a series of full-time days in the classroom of a teacher in another building at their second level of authorization.

Prerequisites: None.

Corequisites: ED 553.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

**ED 553 Teaching for Social Justice: Secondary Field Experience Seminar I**

Content: Teacher candidates take part in a professional seminar that supports their fall student teaching as well as the observation experience and portfolio at their "other level" placement site. Topics include teacher identity, professionalism, reflective practice, renewal of and support for teachers, observation protocols, and the creation of democratic learning communities. Teacher candidates gain practice in teaching through a concurrent internship placement in a middle school or high school and a practicum at the "other level."

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1.5 semester hours.

**ED 533 Legal Issues in Education**

Content: Students examine legal issues related to the teaching profession so that secondary teachers are literate about how the law affects them and their students, including students with exceptionalities. Utilizing a case-study approach, participants explore topics including responsibilities and liabilities; teachers' and students' rights; the scope and limits of personal freedom of expression, religion, and association as well as personal appearance and privacy; due process rights; discrimination and equal protection; teacher contracts, evaluation, and collective bargaining; and the general education teacher's roles and responsibilities in special education processes, with the goal of providing all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as required by law.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1 semester hour.

**ESOL 535A Strategies and Materials for Teaching English Language Learners Part I**

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

**Subject-Area "Teaching to Adolescents" Courses****ART 579 Teaching Art to Adolescents**

Content: Teaching and learning art in middle-level and high school classrooms. Emphasizes the wide range of instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to state standards on creating, presenting, responding and connecting to the production of a variety of media. Includes planning, organization, and assessment practices using the tenets of backward design, aimed at supporting the successful learning of all students. Emphasizes differentiated instruction to enhance meaningful experience of students with varied interests, developmental levels, and cultural backgrounds. Materials draw upon research from the history and philosophy of the visual arts, with attention to "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

**LA 579 Teaching Language Arts to Adolescents**

Content: Teaching and learning English language arts in middle-level and high school classrooms. Develops candidates' pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Candidates read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory, candidates learn how they can encourage students to respond to texts and lead them from those first responses into analysis of both the text itself and their reading of it. Based on the tenets of backward design, the course looks at planning, organization, and assessment—articulating objectives and linking them to standards, teaching, and assessment. Introduces differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 4 semester hours.

**MATH 579 Teaching Mathematics to Adolescents**

Content: Teaching and learning mathematics in middle-level and high school classrooms. Emphasizes meaningful development of mathematical concepts, from pre-algebra through calculus, for the purposes of teaching. Focuses on the importance of cultivating student voice and building from students' prior knowledge through open-ended problem solving and inquiry-based experiences. Supports a view of mathematics as the science of patterns, a way of thinking that all students must embrace in order to fully access democracy in the 21st century. Candidates learn about national standards for school mathematics in grades 6-12 as well as the range of research informing best practices in math education. Particular attention is given to issues of equity, differentiation, culturally relevant pedagogy, assessment, and backward design. Incorporates the use of technology (especially TI-graphing calculators and dynamic geometry software) as tools for deepening mathematical understanding. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

**SCI 579 Teaching Science to Adolescents**

Content: Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of using a wide variety of science activities in science teaching. Includes planning, organization, and assessment of science teaching and learning, using the tenets of backward design. Pays attention to differentiation of instruction for student needs, articulation of objectives, and their link to teaching, standards, and assessment. Introduces participants to the importance of science as the work of a particular cultural community with shared values and linguistic norms, while examining literature about the challenge students may face in making a "cultural border crossing" into science. Special attention is given to diversity and social justice issues. Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

**SS 579 Teaching Social Studies to Adolescents**

Content: Developing a conceptual framework for teaching social studies in a democratic society through a social justice framework. Focuses on different ways of organizing instruction and assessing learning in middle- and high-school content areas. Candidates examine historical and contemporary issues in teaching social studies, including philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to national and state standards and differentiation of instruction, linking them to teaching and assessment. Engages teaching candidates in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 4 semester hours.

**Spring Semester****ED 560 Classroom Management: Co-Building a Learning Community**

Content: Places classroom management in a socio-political and justice-oriented context by focusing on understanding students' personal, social, and academic needs, creating optimal teacher-student and peer relationships, and co-creating norms and procedures that support democratic learning communities. Critiques coercive methods aimed at achieving obedience and explores schoolwide and classroom-specific practices that draw on student diversity as a resource rather than impediment. Examines culturally responsive and inclusive teaching methods that prevent discipline problems, promote flow, sustain collaborations with parents and other educators, and enhance agency and transparency while maintaining accountability.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.



**ED 541 Secondary Field Experience II**

Content: Intensive student teaching experience in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Teacher candidates teach one class on a daily basis, with the support of their mentor and will teach a second work sample in this class. Candidates will also serve as the daily teacher for this single course until the end of the school year. In addition, teacher candidates will spend an increasing amount of time in the classes they will take on after spring break (these might be courses that their mentor teaches or they could be classes taught by another teacher in the same department). The goal is to have all teacher candidates at their site full-time with a 3/4 teaching load during the month of April and beyond.

Prerequisites: ED 540.

Corequisites: ED 554.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

**ED 554 Teaching for Social Justice: Secondary Field Experience Seminar II**

Content: Students take part in a professional seminar supporting their spring student teaching internship. Topics include renewal of and support for teachers, teacher identity, supervision, and reflection on and self-evaluation of teaching practice. Examination of a professional identity continues, including job search strategies and support. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.

Prerequisites: None.

Restrictions: Current enrollment in Secondary Preservice Program internship.

Credits: 1.5 semester hours.

**ESOL 535B Strategies and Materials for Teaching English Language Learners Part II**

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

**Subject-Area "Curriculum and Inquiry" Courses****ART 564 Curriculum and Inquiry: Art**

Content: Further organizing and applying of appropriate curriculum and teaching approaches to engage mid-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in art curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in art. Continued analysis of best practice methodology. Candidates complete the edTPA portfolio.

Prerequisites: ART 579.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**LA 564 Curriculum and Inquiry: Language Arts**

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**MATH 564 Curriculum and Inquiry: Mathematics**

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in mathematics curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum materials and resources; social and political contexts that impact curriculum; the role of inquiry in science, technology, engineering, and math (STEM) education; the value of math-science integration; and mathematical literacy for the 21st century. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 3 semester hours.

**SCI 564 Curriculum and Inquiry: Science**

Content: Organizing and applying appropriate curricular and teaching approaches to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in science curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum approaches, materials, and resources; social and political contexts that impact curriculum; exploration of the role of inquiry in science; the importance of scientific literacy; and the value of math-science integration. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**SS 564 Curriculum and Inquiry: Social Studies**

Content: Organizing and applying appropriate curriculum to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts. Attention to research and theory on social studies curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. A continued emphasis on backward design in support of planning and assessment. A variety of social studies lessons are modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**Second Summer****ED 573 Teaching for Social Justice: Classroom Management Workshop**

Content: Provides ongoing support for interns during their spring student teaching practica. Workshop format encourages the collaborative analyses of classroom management challenges that are typically encountered during this phase of the teacher development process. Specific research-based classroom strategies are modeled, critiqued, and applied while modes of critical inquiry introduced in ED 560 are reinforced. Approximately one-third of each session will be dedicated to soliciting, discussing, and troubleshooting interns' self-identified "issues from the field."

Prerequisites: ED 560.

Corequisites: ED 543.

Restrictions: Students must have successfully transitioned into their full "takeover" student teaching in the spring and admission to the Secondary Preservice Program.

Credits: 1 semester hour.

**ED 543 Secondary Field Experience III**

Content: Teacher candidates continue their intensive student teaching internship in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Interns are at their placement sites full-time contract hours, responsible for a 3/4 teaching load through the end of the K-12 academic year, completing and/or assisting their mentor will all "end-of-school" tasks and activities.

Prerequisites: ED 541.

Corequisites: ED 573.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

**SPED 505 Teaching Students with Exceptionalities in Inclusive School Settings**

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, approaches to instruction, and options for assessment of all students. It prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and adapting curricula for all learners, including the use of Universal Design for Learning.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 1 semester hour.

**Additional Courses for M.A.T. with ESOL Endorsement****ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures.

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

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 506 ESOL Practicum (Secondary)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 501/ESOL 601, ESOL 535A and ESOL 535B.

Credits: 0.5-2 semester hours.

**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**Assessment****edTPA**

In order to be recommended by Lewis & Clark for a teaching license in any state, candidates must complete an assessment portfolio called the edTPA. It is an assessment process that requires teacher candidates to demonstrate the skills needed to enter the classroom ready to teach and help all students learn. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries.

Preservice candidates will complete the edTPA starting in 2015-16. There is no state-wide minimum passing score for candidates completing their programs in 2015-16, 2016-17, or 2017-18, however, all candidates will be required to meet program standards for successful edTPA completion in order to be recommended for licensure.

**Testing Requirements**

Teacher candidates must earn passing scores on the following tests in order to receive a recommendation from Lewis & Clark for teacher licensure in any state. Detailed information regarding the point in the program by which candidates must pass each test is available in the Secondary Program Handbook. The required tests are:

1. ORELA: Protecting Student and Civil Rights in the Educational Environment Exam (<http://www.orela.nesinc.com>)
2. NES: Subject Area Test (<http://www.orela.nesinc.com>) (art, biology, chemistry, English language arts, general science [integrated science], mathematics [advanced], middle grades math [foundational], social science [social studies], physics)
3. NES: English to Speakers of Other Languages (ESOL) (<http://www.orela.nesinc.com>) Test (required only for those pursuing the ESOL endorsement)

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

## Educational Studies

This program of study is available only to candidates admitted to the preservice MAT in Elementary—Multiple Subjects or Secondary programs who, in consultation with their cohort coordinator or content area coordinator and the director of the program, determine the candidate will not complete the portion of their program leading to a teaching license but will complete a master's degree. A request to transfer into this degree program must be approved by the appropriate program director and by the teacher education department chair.

### Master of Education in Educational Studies

The Master of Education in Educational Studies program is individualized based upon the progress the candidate has made in the Master of Arts in Teaching program. The MEd in Educational Studies does not lead to an Oregon Preliminary Teaching License or to a recommendation for an out-of-state teaching license. Candidates who enroll in the MEd program will not earn an MAT.

#### Degree Requirements

A minimum of 40 semester hours, distributed as follows:

#### Required Courses for Track I: Elementary—Multiple Subjects

All courses in the MAT Elementary—Multiple Subjects (p. 106) program, with the exception of courses determined by the advisor and program director to not be required. At a minimum the candidate will have four semester hours of field experience replaced by the following two courses:

ED 500	Educational Research	2-3
ED 509	Master's Project Seminar	2

#### Required Courses for Track II: Secondary

All courses in the MAT Secondary program (p. 112), with the exception of courses determined by the advisor and program director to not be required. At a minimum the candidate will have four semester hours of field experience replaced by the following two courses:

ED 500	Educational Research	2-3
ED 509	Master's Project Seminar	2

#### Elective Courses

Any remaining semester hours of coursework will be chosen jointly by the advisor and student.

#### Graduate Convocation Requirement

Students must attend Convocation (CORE 500).

## Educational Studies Courses

### ED 500 Educational Research

Content: This course examines how professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher.

Prerequisites: None.

Credits: 2-3 semester hours.

### ED 509 Master's Project Seminar

Content: Culmination of the master's inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question about creating engaging, responsive, democratic learning communities for diverse learners related to their teaching or intellectual and professional development. Class time is reduced to accommodate individual conferences with the instructor and students' research time. The class meets as a group to support students' synthesis of each other's work and for problem-solving as research and writing proceed.

Prerequisites: None.

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

Credits: 2 semester hours.

# Curriculum and Instruction

Lewis & Clark offers an individually designed program for teachers wishing to engage in advanced study and improve their professional practice. The Curriculum and Instruction program provides maximum flexibility and allows degree candidates to identify their individual learning needs and select appropriate courses in education and academic content. The course of study is planned in consultation with a faculty advisor. As part of the MEd program, students complete one or more endorsements or certificates in the areas of ESOL, Reading Intervention, Special Education: Generalist, the Teacher Leadership for Equity and Social Justice Certificate, and/or the Oregon Writing Project Certificate in the Teaching of Writing.

## Master of Education in Curriculum and Instruction

### Degree Requirements

A minimum of 36 semester hours, distributed as follows:

### Required Degree Courses

ED 500	Educational Research	3
ED 509	Master's Project Seminar	2

Students must choose at least one of the following five options and may work with an advisor to explore additional combinations.

1. All courses required for Track I (p. 121) of the ESOL endorsement (minimum of 14 semester hours).
2. All courses required for the Reading Intervention endorsement (p. 124) (minimum of 15 semester hours).
3. All courses required for the Special Education: Generalist endorsement (p. 132) (minimum of 18 semester hours)
4. All courses required for the Teacher Leadership for Equity and Social Justice Certificate (p. 137) (minimum of 10 semester hours)
5. All courses required for the Oregon Writing Project Certificate in the Teaching of Writing (p. 141) (minimum 14 semester hours)

### Elective Courses

All remaining semester hours will be earned as electives chosen jointly by the advisor and student. A full list of education courses is available in this catalog. (p. 142)

## Required Courses

### MEd Courses

#### ED 500 Educational Research

Content: This course examines how professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher.

Prerequisites: None.

Credits: 2-3 semester hours.

#### ED 509 Master's Project Seminar

Content: Culmination of the master's inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question about creating engaging, responsive, democratic learning communities for diverse learners related to their teaching or intellectual and professional development. Class time is reduced to accommodate individual conferences with the instructor and students' research time. The class meets as a group to support students' synthesis of each other's work and for problem-solving as research and writing proceed.

Prerequisites: None.

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

Credits: 2 semester hours.

### Endorsement and Certificate Courses

- ESOL endorsement courses (p. 122)
- Reading Intervention endorsement required courses (p. 124) and elective courses (p. 125)
- Special Education: Generalist endorsement courses (p. 132)
- Teacher Leadership for Equity and Social Justice Certificate courses (p. 137)
- Oregon Writing Project Certificate in the Teaching of Writing courses (p. 141)

### Elective Courses

A full list of education courses is available elsewhere in this catalog. (p. 142)



## ESOL Endorsement

Designed for educators holding an Oregon teaching license, Lewis & Clark's ESOL Endorsement Program explores the principles, theories, research, and practices relevant to the needs of PK-12 students acquiring English as a second or additional language. To meet the needs of professionals, we offer program courses in the evenings, on weekends, during the summer, on-line and, in some cases, at school sites. Candidates join colleagues and Lewis & Clark faculty to engage in classes for dialogue, study, and field experiences that address the full complexity of cultural and linguistic diversity and of academic and social inclusion of immigrant students.

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

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

The program may be completed in conjunction with either the MEd in Curriculum and Instruction (p. 120) or the Teacher Leadership for Equity and Social Justice Certificate (p. 137).

### Applying for the Endorsement

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

### Adding the Optional Bilingual Specialization

Please contact the Oregon Teacher Standards and Practices Commission (contact.tspc@oregon.gov) for the requirements and process to add an optional Bilingual Specialization to your existing teaching license. (contact.tspc@oregon.gov)

### Accreditation

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

## ESOL Endorsement

There are two pathways for students interested in completing the requirements for an Oregon TSPC-approved ESOL endorsement.

### Track I

Track I is for those who hold regular, non-restricted Oregon teaching licenses and who are currently working in schools as licensed teachers. The Track I ESOL endorsement may be completed in conjunction with either the MEd in Curriculum and Instruction (p. 120) or the Teacher Leadership for Equity and Social Justice Certificate (p. 137).

### Track I Endorsement Requirements

14 semester hours, distributed as follows, and all required tests (p. 123):

#### Track I Required Courses

ESOL 500/	Historical and Legal Foundations of Educating	3
ESOL 600	ESOL Students	
ESOL 501/	Strategies and Materials for Teaching Content and	3
ESOL 601	English Language Development to ESOL Students	
ESOL 502/	Focus on Culture and Community in Teaching	3
ESOL 602	ESOL Students	
ESOL 505/	ESOL Practicum (Elementary - Multiple Subjects)	2
ESOL 605		
or ESOL 506/	ESOL Practicum (Secondary)	
ESOL 606		
ESOL 507/	Language Acquisition and Development	3
ESOL 607		

### Track II

Track II is open only to students currently enrolled in a Lewis & Clark teacher education preservice MAT program, who will complete part of the endorsement requirements during or in the years following their preservice program.

### Track II Endorsement Requirements

A minimum of 12 semester hours, distributed as follows, and all required tests (p. 123):

#### Track II Required Courses

*The following Track II courses are taken in conjunction with a MAT preservice program:*

ESOL 535A	Strategies and Materials for Teaching English Language Learners Part I	1
ESOL 535B	Strategies and Materials for Teaching English Language Learners Part II	1
ESOL 540	Culturally Responsive Teaching in Linguistically Diverse Classrooms	2

*The following Track II courses should be taken after successful completion of ED 543 Secondary Field Experience III or ED 516 Elementary - Multiple Subjects Field Experience III in a preservice MAT program at Lewis & Clark:*

ESOL 507/	Language Acquisition and Development	3
ESOL 607		
ESOL 500/	Historical and Legal Foundations of Educating	3
ESOL 600	ESOL Students	
ESOL 505/	ESOL Practicum (Elementary - Multiple Subjects)	2
ESOL 605		

or ESOL 506/ ESOL Practicum (Secondary)  
ESOL 606

## Track I Courses

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

### ESOL 500 Historical and Legal Foundations of Educating ESOL Students

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities. Prerequisites: None. Credits: 3 semester hours.

### ESOL 501 Strategies and Materials for Teaching Content and English Language Development to ESOL Students

Content: How and whys of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience. Prerequisites: None. Credits: 3 semester hours.

### ESOL 502 Focus on Culture and Community in Teaching ESOL Students

Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child's academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools. Prerequisites: None. Credits: 3 semester hours.

### ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons. Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601. Credits: 0.5-2 semester hours.

### ESOL 506 ESOL Practicum (Secondary)

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons. Prerequisites: ESOL 501/ESOL 601, ESOL 535A and ESOL 535B. Credits: 0.5-2 semester hours.

### ESOL 507 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

## Track II Course

Note: Some Track II courses are embedded in the preservice M.A.T. program (ESOL 535A, ESOL 535B, and ESOL 540/ESOL 598) and are offered on campus only. The rest of the courses are offered on campus, off campus, and online (ESOL 500, ESOL 505, ESOL 506, and ESOL 507). 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 (p. ) page in this catalog.

**ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities. Prerequisites: None.

Credits: 3 semester hours.

**ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601.

Credits: 0.5-2 semester hours.

**ESOL 506 ESOL Practicum (Secondary)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 501/ESOL 601, ESOL 535A and ESOL 535B.

Credits: 0.5-2 semester hours.

**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 535A Strategies and Materials for Teaching English Language Learners Part I**

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

**ESOL 535B Strategies and Materials for Teaching English Language Learners Part II**

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

**ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms**

Content: This course focuses on using culturally responsive classroom practices to engage learners whose first and/or home language is not English. We will explore how the candidate's culture and race intersect with learning and teaching. Course content centers on key elements impacting teaching and learning, including race, culture, and language, which will be examined through the lens of classroom practice, school engagement, and community resources that support and build upon student and family assets. Candidates develop strategies to work with significant people in the child's environment in order to support and encourage success in schools. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Topics for readings and discussion include, race, socio-economics, language, social and cultural capital, language, and immigration.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**Testing Requirements**

The following test must be passed in order to be eligible for a recommendation by Lewis & Clark for the ESOL endorsement in any state. Information regarding the point in the program by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- NES: English to Speakers of Other Languages (ESOL) Test (<http://www.orela.nesinc.com>)

(Test scores from the ORELA: ESOL test will be accepted if taken and passed from September 1, 2009 – September 1, 2012 or from the PRAXIS II: Teaching ESL test (#20360) if taken and passed prior to September 1, 2009.)

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

# Reading Intervention Endorsement

The Reading Intervention Endorsement Program applies a dynamic view of literacy to reading and writing instruction in schools. The program's theoretical base owes much to the work of Donald Murray, Linda Rief, Stephanie Harvey, Ellin Keene, Stephen Krashen, Donald Graves, Louise Rosenblatt, and others who believe that reading, writing, listening, and speaking are all language processes. Language users interact with text—oral, written, and visual—to construct meaning and create meaningful stories.

The reading intervention endorsement program builds on the knowledge that language, in all its richness of form and function, is the foundation from which effective literacy evolves. The program takes an integrated and holistic approach to the teaching of reading, writing, listening, and speaking. Students and teachers develop flexible strategies to support the reader's construction of meaning from text. Adopting the stance of teacher-researchers, students and faculty explore issues in the teaching of reading and writing. What is literacy? How does our own literacy affect our instruction of language arts? What are the politics of literacy? What can we learn from current research in thought, language, reading, and writing?

To apply this philosophy to the realities of the school world, teachers of language and literacy must know how people—especially children—learn. Teachers must also be able to apply this understanding to language and literacy development in a wide variety of cultures and subcultures. The goal of this program is to give educators the tools to observe, describe, and learn from the behaviors of their students and to build cohesive theoretical bases for learner-centered literacy programs.

Students who are admitted to and complete the courses in the reading intervention endorsement program and pass the required test are eligible to be recommended to the Oregon Teacher Standards and Practices Commission for a Reading Intervention endorsement. The program can be completed in 18 months of part-time coursework or may be completed in conjunction with either the MEd in Curriculum and Instruction (p. 120) or the Teacher Leadership for Equity and Social Justice Certificate (p. 137).

## Applying for the Endorsement

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

## Accreditation

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

## Reading Intervention Endorsement

### Endorsement Requirements

A minimum of 15 semester hours, distributed as follows, and all required tests. (p. 130)

### Required Courses

READ 500/ READ 634	Language Acquisition and Development	3
or ESOL 507/ ESOL 607	Language Acquisition and Development	
READ 534/ READ 614	Reading Comprehension: Theory and Practical Application	3
READ 502/ READ 620	Innovations in Reading	3
READ 532/ READ 625	Assessing Reading Strategies	3
READ 521/ READ 621	READ Practicum	1

(Although courses are not arranged in a fixed sequence, READ 500/READ 634 or ESOL 507/ESOL 607 is considered the foundation course and READ 502/READ 620 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 530	Children's Writing	3
LA 531	Writing and the Writing Process	2

Note: Other electives may be approved by the faculty advisor. A full list of English language arts and reading elective courses is available in this catalog. Writing and Creative Media (WCM) courses offered through Lewis & Clark's Northwest Writing Institute (p. 172) and courses offered through the Oregon Writing Project (p. 171) enrich the programs of MEd students working toward the Reading Intervention endorsement. Interested students should consult their advisors for more information about courses in creative writing that can be integrated into their programs.

## Endorsement Required Courses

Note: The following courses are offered on campus only. Each course listed below has an off-campus equivalent with a 600-level number. You can find the full list of all education courses elsewhere in this catalog (p. 142).

### READ 500 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.



**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**READ 534 Reading Comprehension: Theory and Practical Application**

Content: In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. Examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs.

Prerequisites: None.

Credits: 3 semester hours.

**READ 532 Assessing Reading Strategies**

Content: Exploration of reading assessment strategies. Topics include a language orientation for diagnosing reading problems, diverse causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies responsive to individual differences, interests, and developmental levels. Participants consider reading issues for students at all levels.

Prerequisites: None.

Credits: 3 semester hours.

**READ 502 Innovations in Reading**

Content: Organizing, managing, and evaluating both classroom and school-wide K-12 reading programs. Students examine the textbook adoption process, participate in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades to extend learners' experiences and enhance their own and students' capacities to solve literacy problems. This capstone course of the Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

**READ 521 READ Practicum**

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct two observations. One observation is focused on reading instruction. One observation is focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). Candidates are also required to successfully complete a work sample assignment as part of the Reading Intervention endorsement.

Prerequisites: READ 502/620 and READ 532/625

Credits: 1 semester hour.

**Language Arts****LA 501 Researching and Teaching the Language Arts**

Content: Development of a framework, based on a wide range of research findings, from which to make informed decisions about curriculum and teaching approaches that engage students in listening, speaking, reading, and writing experiences that are responsive to individual differences, interests, developmental levels, and cultural contexts. Emphasis on framing teachers' own classroom inquiry through the adoption of habits of teacher research that focus on personal and scholarly reflection.

Prerequisites: None.

Credits: 3 semester hours.

**LA 504 Bearing Witness: Writing, Documentary Studies, Social Justice**

Content: What is the writer's, teacher's, citizen's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form. Also listed as WCM-504/604 and CORE-514. listed as WCM 504/604 and CORE 514

Prerequisites: None.

Credits: 1 semester hour.

**LA 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 accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**LA 512 The Gift**

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

**LA 516 Telling Lives**

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

**LA 518 Healing Power of Story**

Content: The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to tell someone your story can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

Prerequisites: None.

Credits: 1 semester hour.

**LA 521 Telling Your Story in Documentary Film**

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

**LA 522 Imaginative Writing Seminar: Works in Progress**

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community on the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 524 Writing in Response to Literature**

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

Prerequisites: None.

Credits: 2 semester hours.

**LA 526 Reading Other Voices**

Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan's *Esperanza Rising*, Sandra Cisneros's *Woman Hollering Creek*, Khaled Hosseini's *The Kite Runner*, Sherman Alexie's *Ten Little Indians*. We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.

Prerequisites: None.

Credits: 1 semester hour.

**LA 527 Fiction**

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 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 Secondary Program.

Prerequisites: None.

Restrictions: Admission to the Secondary Program.

Credits: 1-2 semester hours.

**LA 533 Field Notes: Observation and Reflection in the Natural World**

Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth. Also listed as WCM 513/613 and ED 536.

Prerequisites: None.

Credits: 1 semester hour.

**LA 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.

**LA 536 Digital Storytelling**

Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 538 Daily Writing in the Spirit of William Stafford**

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 544 Practicum**

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

Prerequisites: None.

Credits: 1-5 semester hours.

**LA 545 Exploring Life Stories: The Art of the Interview**

Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 551 Approaches to Teaching Shakespeare**

Content: Four plays by Shakespeare, starting with Othello. Students jointly choose the other three. Students use traditional literary analysis and newer performance-based approaches as they deepen their understanding of Shakespeare and gain techniques for teaching approaches that engage students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 2 semester hours.

**LA 564 Curriculum and Inquiry: Language Arts**

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**LA 565 Literature for Children and Adolescents**

Content: Exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class-members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 2 semester hours.

**LA 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 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.

Credits: 1-2 semester hours.

**LA 579 Teaching Language Arts to Adolescents**

Content: Teaching and learning English language arts in middle-level and high school classrooms. Develops candidates' pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Candidates read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory, candidates learn how they can encourage students to respond to texts and lead them from those first responses into analysis of both the text itself and their reading of it. Based on the tenets of backward design, the course looks at planning, organization, and assessment-articulating objectives and linking them to standards, teaching, and assessment. Introduces differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 4 semester hours.

**LA 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 592 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

**LA 594 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students' love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, co-directors and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/692.

Credits: 1-2 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**LA 604 Bearing Witness: Writing, Documentary Studies, Social Justice**

Content: What is the writer's, teacher's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form.

Prerequisites: None

Credits: 1 semester hour.

**LA 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 611 Audio Postcards**

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**LA 612 The Gift**

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

**LA 616 Telling Lives**

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

**LA 621 Telling Your Story in Documentary Film**

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

**LA 627 Fiction**

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 630 Memoir**

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 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 638 Daily Writing in the Spirit of William Stafford**

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 639 Special Studies: Oregon Writing Project**

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 644 Practicum**

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

Prerequisites: None.

Credits: 1-5 semester hours.

**LA 646 Exploring Life Stories: The Art of the Interview**

Content: Writers, oral historians, ethnographers, teachers, counselors, families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None

Credits: 1-2 semester hours.

**LA 676 Special Studies: Northwest Writing Institute**

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 689 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 690 Imaginative Writing Seminar: Works in Progress**

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media. Also listed as WCM 522/622.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 692 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

**LA 694 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students' love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, OWP co-directors, and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/692.

Credits: 1-2 semester hours.

**LA 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**LA 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**Testing Requirements**

Students must pass the following test to be eligible for a recommendation by Lewis & Clark for the reading intervention endorsement in any state. Information regarding the point in the program



by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- PRAXIS II: Reading Specialist Computer Test (<http://www.ets.org/praxis/or/requirements>)

(Passing scores from the PRAXIS II: Reading Specialist Computer (#5301) test are required after September 1, 2012. Passing scores from the PRAXIS II: Reading Specialist (#10300) test will be accepted if taken prior to September 1, 2012.)

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

## Special Education

Special educators require skills in adapting general education curricula and making these curricula accessible to students with exceptionalities at all grade levels. Building on the teaching skills required to create reflective, collaborative classrooms, special educators develop instructional strategies to help each individual student learn how to learn and gain the self-advocacy skills necessary for independence.

Program participants examine issues of learning and teaching such as language acquisition, cultural bias and sensitivity, assessment paradigms and practices, behavior management, instructional adaptation, legal requirements, and family support. Lewis & Clark special education programs emphasize the application of theoretically sound and experimentally validated instructional practices for working with pre-K-12 students who present one or multiple learning challenges in the domains of cognition, language, and motor and emotional development. Participants in this program work with their colleagues and school based leaders in the field of special education to examine current research and promising practices for supporting students eligible to receive special-education services to improve their academic achievement, social acceptance, and sense of self-worth.

Through courses and field experiences focused on the needs of students with exceptionalities, licensed pre-K through 12th grade teachers gain the knowledge and skills to become exceptional special educators.

### Accreditation

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

## Special Education: Generalist Endorsement

The Special Education: Generalist Endorsement Program is designed to provide a highly practical, skill-based curriculum based on current research for educators interested in serving students with exceptionalities. The program is designed for educators who hold a current, regular Oregon teaching license.

The program may be completed in conjunction with the MEd in Curriculum and Instruction (p. 120) or the Teacher Leadership for Equity and Social Justice Certificate (p. 137).

### Applying for the Endorsement

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

### Endorsement Requirements

A minimum of 18 semester hours, distributed as follows, and all required tests (p. 136)

### Required Endorsement Courses

#### Summer I

SPED 510	Educating Students with Exceptionalities: Learning and Legal Issues	2
SPED 511	Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders	2
SPED 516	Interventions for Students with Severe Needs	2

#### Fall

SPED 513	Assessment and Diagnosis for Students With Exceptionalities	3
SPED 545	Practicum I	1

#### Spring

SPED 514	Curriculum and Instruction for Students With Exceptionalities	3
SPED 546	Practicum II	1

#### Summer II

SPED 517	Literacy for Students with Exceptionalities	2
SPED 535	Special Education: Generalist Endorsement Capstone	2

## Master of Education with Special Education: Generalist Endorsement

**No applications for the MEd: Special Education program will be accepted during the 2017-18 academic year. Please see the MEd: Curriculum and Instruction: Special Education program (p. 120).**

Students seeking the Master of Education degree with a Special Education: Generalist Endorsement will complete a 37 semester hour program, the first 18 hours of which include the Special Education: Generalist Endorsement (p. 132) program of study.

### Degree Requirements

A minimum of 37 semester hours, distributed as follows, and all required tests (p. 136):

### Required Courses

The 18 semester hours required for the Special Education: Generalist Endorsement (p. 132) plus the following advanced courses:

ED 500	Educational Research	3
SPED 520	Advanced Instructional Decision Making	3
SPED 521	Effective Program Development for Students with Serious Emotional and Behavioral Disorders	3
SPED 522	Program Development for Students with Severe Needs	2
SPED 523	Special Topics Seminar	2
READ 500/ ESOL 507	Language Acquisition and Development	3

Additional elective courses are based on candidate need and advisor recommendation and may include courses in the ESOL (p. 121) or Reading (p. 124) Interventionist endorsement programs. Courses in other areas of education and counseling may be considered.

## Endorsement Courses (On Campus)

### **SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

### **SPED 511 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/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

### **SPED 516 Interventions for Students with Severe Needs**

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment, working toward and incorporating the Common Core State Standards, and working with paraprofessionals.

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

### **SPED 513 Assessment and Diagnosis for Students With Exceptionalities**

Content: Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction.

Special attention is paid to learning disabilities and mental retardation (Intellectual Disabilities). Candidates practice selecting, administering and scoring selected standardized tests; interpreting the scores; and writing reports. Candidates learn about Response to Instruction (RtI), including how to administer Curriculum-Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED 510/SPED 626 or advisor consent required.

Corequisites: SPED 545/SPED 645.

Credits: 3 semester hours.

### **SPED 545 Practicum I**

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/SPED 626.

Corequisites: SPED 513/SPED 632.

Restrictions: Consent of program director.

Credits: 1-2 semester hours.

### **SPED 514 Curriculum and Instruction for Students With Exceptionalities**

Content: Research-validated curriculum and specially designed instruction for students with disabilities. Based on Common Core State Standards, participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantive, and procedurally correct individualized education plans (IEPs) and specially designed instruction aligned with the Common Core State Standards. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting, including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632.

Corequisites: SPED 546/SPED 646.

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

### **SPED 546 Practicum II**

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: SPED 510/SPED 626, SPED 545.

Corequisites: SPED 514/SPED 633.

Restrictions: Consent of program director.

Credits: 1-2 semester hours.

### **SPED 517 Literacy for Students with Exceptionalities**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities and the Council for Exceptional Children and International Dyslexia Association standards for practice. Topics include the causes and correlates of reading difficulties including dyslexia, research-validated reading curricula, results of the National Reading Panel, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with Specifically Designed Instruction in reading based on the Common Core State Standards.

Prerequisites: None.

Credits: 2 semester hours.

**SPED 535 Special Education: Generalist Endorsement Capstone**

Content: This capstone course is an integrated theoretical summary of current special education issues that have direct impact on practitioners. Topics are selected jointly by the faculty and participants, based on participants' experiences in the Special Education: Generalist Endorsement Program, but will include national and state special education standards, consultation and collaboration skills, and Individual Education Plan (IEP) team facilitation. Focus is on enhancing the preparation of participants for their initial years as special educators who advocate for an equitable education for all students.

Prerequisites: SPED 510, SPED 511, SPED 513, SPED 514, SPED 516, SPED 517, SPED 545, and SPED 546.

Credits: 2 semester hours.

**Endorsement Courses (Off Campus)****SPED 626 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

**SPED 629 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/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

**SPED 628 Interventions for Students with Severe Needs**

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment, working toward and incorporating the Common Core State Standards, and working with paraprofessionals.

Prerequisites: SPED 510/SPED 626.

Credits: 2 semester hours.

**SPED 632 Assessment and Diagnosis for Students With Exceptionalities**

Content: Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to learning disabilities and mental retardation (Intellectual Disabilities). Candidates practice selecting, administering and scoring selected standardized tests; interpreting the scores; and writing reports. Candidates learn about Response to Instruction (RtI), including how to administer Curriculum-Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED 510/SPED 626 or consent of advisor.

Corequisites: SPED 545/SPED 645.

Credits: 3 semester hours.

**SPED 645 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: Generalist Endorsement. 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 or SPED 626.

Corequisites: SPED 513 or SPED 632.

Credits: 1 semester hour.

**SPED 633 Curriculum and Instruction for Students With Exceptionalities**

Content: Research-validated curriculum and specially designed instruction for students with disabilities. Based on Common Core State Standards, participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantive, and procedurally correct individualized education plans (IEPs) and specially designed instruction aligned with the Common Core State Standards. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting, including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632.

Corequisites: SPED 546/SPED 646.

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

**SPED 646 Practicum II**

Content: 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: Generalist Endorsement. 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 or SPED 626 and SPED 545 or SPED 645.

Corequisites: SPED 514 or SPED 633.

Credits: 1 semester hour.

**SPED 627 Literacy for Students with Exceptionalities**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities and the Council for Exceptional Children and International Dyslexia Association standards for practice. Topics include the causes and correlates of reading difficulties including dyslexia, research-validated reading curricula, results of the National Reading Panel, programs, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with Specifically Designed Instruction in reading based on the Common Core State Standards.

Prerequisites: SPED 514/SPED 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: Generalist Endorsement program. Focus is on application of all components of special education standards in Oregon.

Prerequisites: Completion of all coursework for the Special Education: Generalist 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, Common Core State Standards and assessments, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities.

Prerequisites: SPED 514/633 or consent of advisor.

Credits: 3 semester hours.

**SPED 521 Effective Program Development for Students with Serious Emotional and Behavioral Disorders**

Content: Examination of key components of effective programs. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis on creating democratic communities that respond sensitively to students' social, emotional, and developmental needs and are culturally sensitive. The course focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.

Prerequisites: SPED 511/SPED 629 or consent of advisor.

Credits: 3 semester hours.

**SPED 522 Program Development for Students with Severe Needs**

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition.

Prerequisites: SPED 516/SPED 628.

Credits: 2 semester hours.

**SPED 523 Special Topics Seminar**

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

Prerequisites: None.

Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.

Credits: 2 semester hours.

**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**READ 500 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.



## Master of Education Degree Courses (Off Campus)

### 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 special needs. Focus is on the integration of district-mandated general education curricula, Common Core State Standards and assessments, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities. Prerequisites: SPED 514, SPED 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. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis on creating democratic communities that respond sensitively to students' social, emotional, and developmental needs and are culturally sensitive. The course focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders. Prerequisites: SPED 511/SPED 629 or consent of advisor. Credits: 3 semester hours.

### SPED 622 Program Development for Students with Severe Needs

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition. Prerequisites: SPED 516/SPED 628. Credits: 2 semester hours.

### SPED 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: None. Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program. Credits: 2 semester hours.

### READ 634 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

### ESOL 607 Language Acquisition and Development

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

## Testing Requirements

Students must pass the following test to be eligible for a recommendation by Lewis & Clark for the special education: generalist endorsement in any state. Information regarding the point in the program by which this test must be passed is provided in consultation with your faculty advisor. The required test is:

- NES: Special Education Test (<http://www.orela.nesinc.com>)

Please note that NES: Special Education is required after 09/01/10. Passing scores on the PRAXIS II: Special Education: Knowledge-Based Core Principles (#20351) or the PRAXIS II: Education of Exceptional Students: Core Content Knowledge (#20353) test will be accepted if taken prior to 09/01/10.

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

# Teacher Leadership for Equity and Social Justice Certificate

The Teacher Leadership for Equity and Social Justice Certificate is designed to prepare teachers to be agents of change for equity and social justice, effective mentors for early career colleagues, and advocates for the educational success of all students. Students choose among five possible strands:

- Writing
- Reading
- English for Speakers of Other Languages
- Special Needs Populations
- Instructional Leadership

The certificate aims to prepare teachers to engage effectively with others to improve instruction, promote equity, and engage as a change agent related to the social justice responsibilities of public schools. It may also be used by teachers interested in becoming mentors in their fields for early career colleagues and in other professional development contexts. In addition, it will help prepare teachers to help their schools provide equitable opportunities and outcomes for students who may have experienced barriers based on their race, ethnicity, gender, social class, sexual orientation, gender identity, first language, or another element of their social identity.

The program may be taken by students enrolled in degree or endorsement programs, or it may be taken as a stand-alone program by those looking to ascertain whether school leadership is a suitable career path for them.

The program is approved by the Oregon Teacher Standards and Practices Commission (TSPC).

## Certificate Requirements

10-11 semester hours in one of the five following strands, distributed as follows:

### Writing (11 semester hours)

ED 592	Oregon Writing Project: Workshop in Teaching Writing	7
ED 594	Oregon Writing Project: Practicum in Teaching Writing	2
ED 596	Oregon Writing Project: Advanced Institute	2

### Reading (10 semester hours)

READ 500	Language Acquisition and Development	3
READ 534	Reading Comprehension: Theory and Practical Application	3
EDLL 709	Adult Development and Learning	2
ED 542	Coaching for Equity	2

### English for Speakers of Other Languages (10 semester hours)

ESOL 507	Language Acquisition and Development	3
ESOL 502	Focus on Culture and Community in Teaching ESOL Students	3
EDLL 709	Adult Development and Learning	2

ED 542	Coaching for Equity	2
--------	---------------------	---

### Special Needs Populations (11 semester hours)

SPED 510	Educating Students with Exceptionalities: Learning and Legal Issues	2
SPED 511	Behavior Change Interventions for Students with Serious Emotional and Behavioral Disorders	2
SPED 514	Curriculum and Instruction for Students With Exceptionalities	3
EDLL 709	Adult Development and Learning	2
ED 542	Coaching for Equity	2

### Instructional Leadership (11 semester hours)

EDAD 502	Instructional Leadership	3
EDAD 509	Using Data for School Improvement	2
EDAD 508	Engaging the Community for Effective Schools	2
EDLL 709	Adult Development and Learning	2
ED 542	Coaching for Equity	2

Courses may also be used in support of an endorsement and/or professional licensure.

## Writing Strand Courses

### ED 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

### ED 594 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

**ED 596 Oregon Writing Project: Advanced Institute**

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners. Prerequisites: ED 592/ED 692, ED 594/ED 694. Restrictions: Consent of instructor. Credits: 2 semester hours.

**Reading Strand Courses****READ 500 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

**READ 534 Reading Comprehension: Theory and Practical Application**

Content: In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. Examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs. Prerequisites: None. Credits: 3 semester hours.

**EDLL 709 Adult Development and Learning**

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work. Prerequisites: None. Restrictions: Admission to Ed.D. program or consent of program director. Credits: 2 semester hours.

**ED 542 Coaching for Equity**

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity. Prerequisites: None. Credits: 2 semester hours.

**English for Speakers of Other Languages Strand Courses****ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings. Prerequisites: None. Credits: 3 semester hours.

**ESOL 502 Focus on Culture and Community in Teaching ESOL Students**

Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child's academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools. Prerequisites: None. Credits: 3 semester hours.

**EDLL 709 Adult Development and Learning**

Content: Understanding how people and organizations develop and learn is centrally important for organizational leaders, whether learning is about existing or new knowledge. In this course students will explore a variety of theories related to adult learning including transformational learning, critical and feminist theories, distributed cognition, and social practice theory. Students will apply these theories to their own experiences as learners, and to learning in the organizational settings in which they work. Prerequisites: None. Restrictions: Admission to Ed.D. program or consent of program director. Credits: 2 semester hours.

**ED 542 Coaching for Equity**

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

**Special Needs Populations Strand Courses****SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

**SPED 511 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/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

**SPED 514 Curriculum and Instruction for Students With Exceptionalities**

Content: Research-validated curriculum and specially designed instruction for students with disabilities. Based on Common Core State Standards, participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantive, and procedurally correct individualized education plans (IEPs) and specially designed instruction aligned with the Common Core State Standards. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting, including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632.

Corequisites: SPED 546/SPED 646.

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

**EDLL 709 Adult Development and Learning**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**ED 542 Coaching for Equity**

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

**Instructional Leadership Strand Courses****EDAD 502 Instructional Leadership**

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

Prerequisites: None.

Credits: 3 semester hours.

**EDAD 509 Using Data for School Improvement**

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

Prerequisites: None.

Credits: 2 semester hours.

**EDAD 508 Engaging 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.

**EDLL 709 Adult Development and Learning**

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

Prerequisites: None.

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

Credits: 2 semester hours.

**ED 542 Coaching for Equity**

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.



# Oregon Writing Project

The Oregon Writing Project (OWP), a collaboration between Lewis & Clark, area schools, and the National Writing Project, offers programs designed to improve the writing of Oregon's K-12 students and teachers. For 30 years, OWP has been a vital resource for teachers across content areas who recognize the value of using writing as a means of thinking, exploring, and increasing academic achievement with students.

## Oregon Writing Project Certificate in the Teaching of Writing

The Certificate in the Teaching of Writing is co-sponsored by the Oregon Writing Project in cooperation with the Lewis & Clark Graduate School of Education and Counseling Center for Community Engagement. This program is aimed specifically at developing teacher expertise in coaching writing for students and faculty.

K-12 educators enrolled in the Teaching of Writing graduate program take 14 required semester hours of coursework. During this program, participants gain an understanding of how to teach and coach writing. Teachers research their own writing curriculum, reflect on their teaching practices, read current research in writing pedagogy, and examine models of successful professional development.

Following the National Writing Project model of "teachers teaching teachers," participants share successful writing activities and develop and implement curricula. They formulate research questions about their teaching practices and document the effects of their instruction by collecting and analyzing student work. While the bulk of the program focuses on developing and strengthening student writing, we also research and develop coaching and presentation skills. In the final course, participants write articles for professional journals about their research and practice in the teaching of writing.

### Certificate Requirements

A minimum of 14 semester hours, distributed as follows:

#### Required Courses

ED 592/ED 692	Oregon Writing Project: Workshop in Teaching Writing (Invitational Summer Institute)	7
ED 594/ED 694	Oregon Writing Project: Practicum in Teaching Writing	2
ED 596/ED 696	Oregon Writing Project: Advanced Institute	2
ED 597/ED 697	Oregon Writing Project: Writing for Publication	3

#### Elective Courses

Electives are available but are not required. Elective classes might focus on writing for specific age groups (Example: ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer), or on genres. A full list of all Oregon Writing Project courses is available in this catalog (p. 171).

## 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 (p. 171).

### ED 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

### ED 594 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

### ED 596 Oregon Writing Project: Advanced Institute

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

### ED 597 Oregon Writing Project: Writing for Publication

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

# Teacher Education Courses

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

## ED 500 Educational Research

Content: This course examines how professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher.

Prerequisites: None.

Credits: 2-3 semester hours.

## ED 509 Master's Project Seminar

Content: Culmination of the master's inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question about creating engaging, responsive, democratic learning communities for diverse learners related to their teaching or intellectual and professional development. Class time is reduced to accommodate individual conferences with the instructor and students' research time. The class meets as a group to support students' synthesis of each other's work and for problem-solving as research and writing proceed.

Prerequisites: None.

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

Credits: 2 semester hours.

## ED 511 Field Observation and the Cycle of Effective Teaching

Content: This course provides candidates in the Elementary—Multiple Subjects Preservice Program opportunities to observe teaching and learning in a variety of school contexts and closely examine the planning, instruction, and assessment cycle. Students will attend guided visits to schools and examine video recordings representing instruction in diverse demographic contexts and using varied instructional models and engage in the planning, instruction, assessment cycle.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

## ED 514 Elementary - Multiple Subjects Field Experience I

Content: Part-time student teaching experience in an elementary classroom. In addition to observing classroom instruction, the student teacher-intern serves as apprentice to the mentor teacher by providing assistance at the teacher's direction and working with individuals and small groups of students. Student teacher-interns also observe and work with small groups at their second authorization level according to the guidelines in the Elementary - Multiple Subjects program handbook.

Prerequisites: None.

Corequisites: ED 517.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

## ED 515 Elementary - Multiple Subjects Field Experience II

Content: Intensive student 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 student teaching begun during the previous semester. Student teacher-interns also complete observations at their second authorization level according to the guidelines in the program handbook.

Prerequisites: ED 514.

Corequisites: ED 518.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

## ED 516 Elementary - Multiple Subjects Field Experience III

Content: Conclusion of intensive student teaching experience, building on and concluding the teaching begun during previous semesters. Each student teacher-intern completes required full-time teaching responsibility under the supervision of a mentor teacher and a Lewis Clark faculty supervisor. Student teacher-interns also complete observation and teaching at their second authorization level.

Prerequisites: ED 514, ED 515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 3 semester hours.

## ED 517 Elementary - Multiple Subjects Field Experience Seminar I

Content: Reflective discussions of teaching, learning, and assessment practices in diverse contexts.

Prerequisites: None.

Corequisites: ED 514.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

## ED 518 Field Experience Seminar II (Elementary - Multiple Subjects)

Content: Reflective discussion of teaching, learning, and assessment practices in diverse contexts as well as school law, child abuse, and discrimination.

Prerequisites: None.

Corequisites: ED 515.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

## ED 523 Planning, Differentiation, and Assessment

Content: In-depth examination of the relationships between planning, differentiation, and assessment. Focus on individually and culturally responsive approaches to teaching and learning. Topics include implementing backward design, utilizing a variety of instructional strategies, and using differentiated kinds of formative/summative assessment.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

**ED 533 Legal Issues in Education**

Content: Students examine legal issues related to the teaching profession so that secondary teachers are literate about how the law affects them and their students, including students with exceptionalities. Utilizing a case-study approach, participants explore topics including responsibilities and liabilities; teachers' and students' rights; the scope and limits of personal freedom of expression, religion, and association as well as personal appearance and privacy; due process rights; discrimination and equal protection; teacher contracts, evaluation, and collective bargaining; and the general education teacher's roles and responsibilities in special education processes, with the goal of providing all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE) as required by law.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1 semester hour.

**ED 539 Oregon Writing Project: Special Studies**

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

**ED 540 Secondary Field Experience I**

Content: Part-time student teaching experience in a middle-school or high-school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Candidates teach their first work sample in this classroom. In addition, they spend a series of full-time days in the classroom of a teacher in another building at their second level of authorization.

Prerequisites: None.

Corequisites: ED 553.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

**ED 541 Secondary Field Experience II**

Content: Intensive student teaching experience in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Teacher candidates teach one class on a daily basis, with the support of their mentor and will teach a second work sample in this class. Candidates will also serve as the daily teacher for this single course until the end of the school year. In addition, teacher candidates will spend an increasing amount of time in the classes they will take on after spring break (these might be courses that their mentor teaches or they could be classes taught by another teacher in the same department). The goal is to have all teacher candidates at their site full-time with a 3/4 teaching load during the month of April and beyond.

Prerequisites: ED 540.

Corequisites: ED 554.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

**ED 542 Coaching for Equity**

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

**ED 543 Secondary Field Experience III**

Content: Teacher candidates continue their intensive student teaching internship in a middle school or high school classroom under the supervision of a mentor holding the same content area endorsement as the teacher candidate. Interns are at their placement sites full-time contract hours, responsible for a 3/4 teaching load through the end of the K-12 academic year, completing and/or assisting their mentor will all "end-of-school" tasks and activities.

Prerequisites: ED 541.

Corequisites: ED 573.

Restrictions: Admission to Secondary Preservice Program.

Credits: 3 semester hours.

**ED 544 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ED 550 Social, Historical, and Ethical Perspectives on Education**

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

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**ED 551 Literacy and Teacher Research**

Content: Understanding the central importance of language and the social construction of knowledge guides the work of this course.

Teacher candidates examine issues of diverse perspectives as well as an integrated, process-oriented approach to reading and writing in the subject field. The teacher research component stresses qualitative methods for understanding the learning environment and the meaning-making systems of students. At their field experience sites, preservice teachers conduct interviews and apply ethnographic methods as well as observation systems to diagnose the meaning-making strategies of a selected middle or high school student. They use this experience to identify resources and practices for supporting all students in improved literacy learning.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

**ED 552 Adolescent Development: Understanding Your Learners**

Content: Discussion, critique, and application of current research on adolescent development, understood from psychosocial, culturally responsive, and justice-oriented perspectives. Explores theories of cognitive, relational, sexual, moral, and spiritual development with an emphasis on the middle- and high-school student's construction of identity as it is shaped by culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status. Examines strategies for promoting resilience and engaging students in learning experiences that are responsive to development levels and cultural contexts.

Also investigates insights from neuropsychology and the impact on adolescent well-being as a result of risk-taking behaviors, societal (mis)interpretations of youth, and the ubiquity of digital media.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

**ED 553 Teaching for Social Justice: Secondary Field Experience Seminar I**

Content: Teacher candidates take part in a professional seminar that supports their fall student teaching as well as the observation experience and portfolio at their "other level" placement site. Topics include teacher identity, professionalism, reflective practice, renewal of and support for teachers, observation protocols, and the creation of democratic learning communities. Teacher candidates gain practice in teaching through a concurrent internship placement in a middle school or high school and a practicum at the "other level."

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 1.5 semester hours.

**ED 554 Teaching for Social Justice: Secondary Field Experience Seminar II**

Content: Students take part in a professional seminar supporting their spring student teaching internship. Topics include renewal of and support for teachers, teacher identity, supervision, and reflection on and self-evaluation of teaching practice. Examination of a professional identity continues, including job search strategies and support. Participants gain practice in teaching through a concurrent internship placement in a middle school or high school.

Prerequisites: None.

Restrictions: Current enrollment in Secondary Preservice Program internship.

Credits: 1.5 semester hours.

**ED 560 Classroom Management: Co-Building a Learning Community**

Content: Places classroom management in a socio-political and justice-oriented context by focusing on understanding students' personal, social, and academic needs, creating optimal teacher-student and peer relationships, and co-creating norms and procedures that support democratic learning communities. Critiques coercive methods aimed at achieving obedience and explores schoolwide and classroom-specific practices that draw on student diversity as a resource rather than impediment. Examines culturally responsive and inclusive teaching methods that prevent discipline problems, promote flow, sustain collaborations with parents and other educators, and enhance agency and transparency while maintaining accountability.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 2 semester hours.

**ED 561 Child Development and Learning**

Content: Discussion, critique, and application of theories of child development and learning. Through case studies, cultural narratives, theoretical constructs, and research, participants explore children's development within diverse cultural and family systems, including the cognitive, affective, psychological, social, moral, identity, and physiological domains. Topics include multiple intelligences and ways of knowing, creativity, and motivation, as well as the influences of social, cultural, linguistic, familial, and institutional factors on children's development and learning.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program or consent of instructor.

Credits: 2 semester hours.

**ED 563 Classroom Management 1: Elementary - Multiple Subjects**

Content: Creating a community of support in the classroom. Emphasizes understanding students' personal needs, creating positive teacher-student and peer relationships, creating classroom rules and procedures within a democratic learning community, and responding to minor behavior problems.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice Program.

Credits: 1 semester hour.

**ED 564 Classroom Management 2: Elementary - Multiple Subjects**

Content: Major emphasis on resolving behavior problems that occur in the classroom, working with students' families, and developing individual behavior plans for students who demonstrate serious and ongoing behavior problems. Includes a focus on culturally sensitive classroom management.

Prerequisites: None.

Restrictions: Admission to the Elementary - Multiple Subjects preservice program.

Credits: 1 semester hour.

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

Content: Participants explore how students and educators think about and engage in the arts in connection with other areas of learning and development. Through creative, constructivist experiences, participants 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, process, and understanding the nature and value of the arts in human lives and cultures.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**ED 569 Health and Physical Education**

Content: Age-appropriate skill and fitness development, practical use of the gym and equipment, personal safety, wellness, and nutrition. Topics include methods of assessing physical education skills and integrating physical education and health into the math and language arts curriculum.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 1 semester hour.

**ED 573 Teaching for Social Justice: Classroom Management Workshop**

Content: Provides ongoing support for interns during their spring student teaching practica. Workshop format encourages the collaborative analyses of classroom management challenges that are typically encountered during this phase of the teacher development process. Specific research-based classroom strategies are modeled, critiqued, and applied while modes of critical inquiry introduced in ED 560 are reinforced. Approximately one-third of each session will be dedicated to soliciting, discussing, and troubleshooting interns' self-identified "issues from the field."

Prerequisites: ED 560.

Corequisites: ED 543.

Restrictions: Students must have successfully transitioned into their full "takeover" student teaching in the spring and admission to the Secondary Preservice Program.

Credits: 1 semester hour.

**ED 574 Personal Voice in Professional Writing**

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

Prerequisites: None.

Credits: 1 semester hour.

**ED 576 Special Studies: Northwest Writing Institute**

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

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

Content: Exploration of the creative process incorporating studio work, readings, and discussions. Through the language of visual art, students explore ideas about being creative and learn how to integrate the discipline and practice of art in ways that extend their understanding and enhance their capacity to solve problems. Participants employ a variety of techniques, mediums, technologies, and artistic forms—drawing, painting, sculpture, and writing—to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work and lectures.

Prerequisites: None.

Restrictions: Visual art background required.

Credits: 2 semester hours.

**ED 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer**

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Current employment, or on temporary leave, as a public or private school K-2 teacher.

Credits: 2 semester hours.



**ED 592 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

**ED 594 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

**ED 596 Oregon Writing Project: Advanced Institute**

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

**ED 597 Oregon Writing Project: Writing for Publication**

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ED 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 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: None.

Restrictions: 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: None.

Restrictions: Admission to Courage to Teach Program.

Credits: 2 semester hours.

**ED 615 Educational Research**

Content: This course examines how professional educators can gather and interpret the information they need for effective decision making. Topics include the major uses and components of classroom or school-based research processes, quantitative and qualitative methods, the scholarly critique of research studies, and what it means to be a reflective teacher-researcher.

Prerequisites: None.

Credits: 2-3 semester hours.

**ED 624 Master's Project Seminar**

Content: Culmination of the master's inservice program. Students have the opportunity to integrate what they have learned. In consultation with the instructor, students design a project that defines and answers a question about creating engaging, responsive, democratic learning communities for diverse learners related to their teaching or intellectual and professional development. Class time is reduced to accommodate individual conferences with the instructor and students' research time. The class meets as a group to support students' synthesis of each other's work and for problem-solving as research and writing proceed.

Prerequisites: None.

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

Credits: 2 semester hours.

**ED 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: None.

Restrictions: Participants must have taught at least one and no more than five years in public schools.

Credits: 1 semester hour.

**ED 637 New Teacher Seminar**

Content: The New Teacher Seminar provides an opportunity for new teachers to join together in conversations around issues relevant to new teachers' experiences and needs. The group, led by a mentor teacher, meets during the school year to offer support and resources to one another.

Prerequisites: None.

Credits: 1-2 semester hours.

**ED 639 Oregon Writing Project: Special Studies**

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

**ED 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 642 Coaching for Equity**

Content: In this course, students explore theories and tools designed to help them guide their schools and districts in identifying and addressing classroom-, organizational-, and community-level inequities. Students learn how to lead their school communities in examining and transforming policies and practices that have produced and maintained gaps in resources, opportunities, and outcomes for historically marginalized students and families. The course incorporates strategies and tools to facilitate teacher inquiry and engage in observations and mentoring for equity.

Prerequisites: None.

Credits: 2 semester hours.

**ED 644 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ED 645 Interview/Life Stories**

Content: Writers, oral historians, ethnographers, teachers, counselors, families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

**ED 676 Special Studies: Northwest Writing Institute**

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

**ED 689 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ED 690 Oregon Writing Project: Teaching the Emergent K-2 Writer**

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Consent of Oregon Writing Project program coordinator.

Credits: 2 semester hours.

**ED 692 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

**ED 694 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

**ED 695 Oregon Writing Project: Writing in Schools: (Topic)**

Content: Inquiry course designed to improve the teaching of writing. Participants examine and evaluate current research on writing instruction; they investigate writings from generation to revision and editing by participating in writing workshops themselves. Teachers also design a writing curriculum to take back to their classrooms. They keep reflective journals analyzing their students' writing processes and products. Teachers deepen their understanding of the complexities of teaching, learning, and writing.

Prerequisites: None.

Credits: 1-2 semester hours.

**ED 696 Oregon Writing Project: Advanced Institute**

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

**ED 697 Oregon Writing Project: Writing for Publication**

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

**ED 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 0.5-4 semester hours.

**ED 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ED 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

## Subject-Area Courses

### Art

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

Content: Exploration of the creative process incorporating studio work, readings, and discussions. Through the language of visual art, students explore ideas about being creative and learn how to integrate the discipline and practice of art in ways that extend their understanding and enhance their capacity to solve problems. Participants employ a variety of techniques, mediums, technologies, and artistic forms—drawing, painting, sculpture, and writing—to exercise their creative self and find their voice. Students are encouraged to reflect on insights from art history, aesthetics, and criticism to critically evaluate their art experience. Incorporates diverse teaching approaches including studio work and lectures.

Prerequisites: None.

Restrictions: Visual art background required.

Credits: 2 semester hours.

#### **ART 513 Digital Technology in Visual Arts**

Content: Overview of computer graphics for teachers of art. The course introduces skills for using computer graphics applications and computer hardware (scanners, cameras, and printers). Integration of traditional visual arts philosophy with digital technology in the teaching of basic design as well as historical/aesthetic concepts. Students will use digital tools to create concepts for original works of art in digital and traditional forms, and will develop both print and digital curricula and projects.

Prerequisites: None.

Restrictions: Strong graphic design background required.

Credits: 2 semester hours.

#### **ART 516 Ceramics/Sculpture in Visual Art**

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

Prerequisites: None.

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

Credits: 2 semester hours.

#### **ART 534 Printmaking: Silk Screen**

Content: Crayon-tusche and glue, paper, photo stencils, and other techniques. Emphasis on multicolor and larger-scale prints.

Prerequisites: None.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

#### **ART 544 Practicum**

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

Prerequisites: None.

Restrictions: Consent of instructor and submission of application for 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. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in art. Continued analysis of best practice methodology. Candidates complete the edTPA portfolio.

Prerequisites: ART 579.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

#### **ART 579 Teaching Art to Adolescents**

Content: Teaching and learning art in middle-level and high school classrooms. Emphasizes the wide range of instructional issues and concerns encountered in the art classroom. Links disciplinary knowledge related to state standards on creating, presenting, responding and connecting to the production of a variety of media. Includes planning, organization, and assessment practices using the tenets of backward design, aimed at supporting the successful learning of all students. Emphasizes differentiated instruction to enhance meaningful experience of students with varied interests, developmental levels, and cultural backgrounds. Materials draw upon research from the history and philosophy of the visual arts, with attention to "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

#### **ART 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.



**ART 644 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ART 689 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ART 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ART 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ART 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ESOL****ESOL 500 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures.

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

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 501 Strategies and Materials for Teaching Content and English Language Development to ESOL Students**

Content: How and whys of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 502 Focus on Culture and Community in Teaching ESOL Students**

Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child's academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 505 ESOL Practicum (Elementary - Multiple Subjects)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601.

Credits: 0.5-2 semester hours.

**ESOL 506 ESOL Practicum (Secondary)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 501/ESOL 601, ESOL 535A and ESOL 535B.

Credits: 0.5-2 semester hours.



**ESOL 507 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 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: None.

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

Credits: 2 semester hours.

**ESOL 535A Strategies and Materials for Teaching English Language Learners Part I**

Content: This course is designed to prepare pre-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: None.

Restrictions: Enrollment in a preservice teacher education program.

Credits: 1 semester hour.

**ESOL 535B Strategies and Materials for Teaching English Language Learners Part II**

Content: This course is designed to prepare p-K-12 preservice teachers for meeting the linguistic and academic needs of English Language Learners by providing an overview of language acquisitions theory and program components. Teachers will also identify resources (personnel and materials) to effectively serve linguistically diverse populations.

Prerequisites: ESOL 535A.

Credits: 1 semester hour.

**ESOL 540 Culturally Responsive Teaching in Linguistically Diverse Classrooms**

Content: This course focuses on using culturally responsive classroom practices to engage learners whose first and/or home language is not English. We will explore how the candidate's culture and race intersect with learning and teaching. Course content centers on key elements impacting teaching and learning, including race, culture, and language, which will be examined through the lens of classroom practice, school engagement, and community resources that support and build upon student and family assets. Candidates develop strategies to work with significant people in the child's environment in order to support and encourage success in schools. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Topics for readings and discussion include, race, socio-economics, language, social and cultural capital, language, and immigration.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**ESOL 544 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ESOL 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ESOL 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ESOL 600 Historical and Legal Foundations of Educating ESOL Students**

Content: Examination of the history of trends and attitudes toward immigrants and learners of English as a second language. Topics include the psychological, social, and political characteristics of bilingualism and biculturalism in the United States and abroad. ESOL teaching is considered in light of laws, research findings, and second-language acquisition theory. Explores the distinction between language difference and disabilities and provides an overview of legal issues pertaining to second-language learners and special and gifted education students. Also provides critical reading of research-based programs, English-language proficiency standards, and standardized test measures. Ensures that educators are not only able to plan and implement programs designed for the optimal learning of all students, but also gives educators the tools to advocate for equity in their schools and school communities. Prerequisites: None.

Credits: 3 semester hours.

**ESOL 601 Strategies and Materials for Teaching Content and English Language Development to ESOL Students**

Content: How and whys of content-learning approaches such as sheltered English, integrated language teaching, applications of language experience, whole language, and cooperative learning for second-language learners. Provides grounding in the relationship between first- and second-language literacy, oral language proficiency, and culturally responsive reading comprehension. Explores materials, literacy teaching approaches, classroom organization, formal and alternative assessment measures, technology integration, and the alignment of curriculum models with English-language proficiency levels. Participants critically examine curriculum models, community resources, and content in relation to student experience.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 602 Focus on Culture and Community in Teaching ESOL Students**

Content: Understanding the student within the context of his or her environment. The first part of the course focuses on cultural factors that influence learning and their implications for instruction. The latter part of the course examines the involvement of significant individuals in a child's academic programs and explores barriers to family involvement. Introduces cross-cultural pre-referral screening tools for gifted and special-needs English-language learners. Participants develop strategies for establishing positive school, family, and community partnerships and explore tools for combating racism and bias in schools.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 605 ESOL Practicum (Elementary - Multiple Subjects)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 535A and ESOL 535B, or ESOL 501/601.

Credits: 0.5-2 semester hours.

**ESOL 606 ESOL Practicum (Secondary)**

Content: Apprenticeship to a mentor who works in a classroom that requires the ESOL endorsement. Practicum may be conducted in a variety of classrooms, such as English as a Second Language (ESL), bilingual, or English Language Development (ELD). Practicum interns work with individuals as well as small and large groups to practice teaching students who are acquiring English as a second language. As part of the practicum, candidates are assigned an on-site mentor and a university supervisor. Candidates are observed teaching two ELD/ESL lessons and two sheltered content lessons.

Prerequisites: ESOL 501/ESOL 601, or ESOL 535A and ESOL 535B.

Credits: 0.5-2 semester hours.

**ESOL 607 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist Endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**ESOL 640 Culturally Responsive Teaching and Learning in the Classroom**

Content: This course focuses on using culturally responsive classroom practices to engage learners whose first and/or home language is not English. We will explore how the candidate's culture and race intersect with learning and teaching. Course content centers on key elements impacting teaching and learning, including race, culture, and language, which will be examined through the lens of classroom practice, school engagement, and community resources that support and build upon student and family assets. Candidates develop strategies to work with significant people in the child's environment in order to support and encourage success in schools. Candidates examine barriers to family involvement and learn strategies to encourage the development of positive working relationships between home and school. Topics for readings and discussion include, race, socio-economics, language, social and cultural capital, language, and immigration.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 2 semester hours.

**ESOL 644 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ESOL 689 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ESOL 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**ESOL 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**ESOL 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**Language Arts****LA 501 Researching and Teaching the Language Arts**

Content: Development of a framework, based on a wide range of research findings, from which to make informed decisions about curriculum and teaching approaches that engage students in listening, speaking, reading, and writing experiences that are responsive to individual differences, interests, developmental levels, and cultural contexts. Emphasis on framing teachers' own classroom inquiry through the adoption of habits of teacher research that focus on personal and scholarly reflection.

Prerequisites: None.

Credits: 3 semester hours.

**LA 504 Bearing Witness: Writing, Documentary Studies, Social Justice**

Content: What is the writer's, teacher's, citizen's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form. Also listed as WCM-504/604 and CORE-514. listed as WCM 504/604 and CORE 514

Prerequisites: None.

Credits: 1 semester hour.

**LA 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 accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**LA 512 The Gift**

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

**LA 516 Telling Lives**

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

**LA 518 Healing Power of Story**

Content: The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to tell someone your story can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

Prerequisites: None.

Credits: 1 semester hour.

**LA 521 Telling Your Story in Documentary Film**

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

**LA 522 Imaginative Writing Seminar: Works in Progress**

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community on the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 524 Writing in Response to Literature**

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

Prerequisites: None.

Credits: 2 semester hours.

**LA 526 Reading Other Voices**

Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan's *Esperanza Rising*, Sandra Cisneros's *Woman Hollering Creek*, Khaled Hosseini's *The Kite Runner*, Sherman Alexie's *Ten Little Indians*. We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.

Prerequisites: None.

Credits: 1 semester hour.

**LA 527 Fiction**

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 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 Secondary Program.

Prerequisites: None.

Restrictions: Admission to the Secondary Program.

Credits: 1-2 semester hours.

**LA 533 Field Notes: Observation and Reflection in the Natural World**

Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth. Also listed as WCM 513/613 and ED 536.

Prerequisites: None.

Credits: 1 semester hour.

**LA 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.

**LA 536 Digital Storytelling**

Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 538 Daily Writing in the Spirit of William Stafford**

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 544 Practicum**

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

Prerequisites: None.

Credits: 1-5 semester hours.

**LA 545 Exploring Life Stories: The Art of the Interview**

Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 551 Approaches to Teaching Shakespeare**

Content: Four plays by Shakespeare, starting with Othello. Students jointly choose the other three. Students use traditional literary analysis and newer performance-based approaches as they deepen their understanding of Shakespeare and gain techniques for teaching approaches that engage students in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 2 semester hours.

**LA 564 Curriculum and Inquiry: Language Arts**

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research in language arts curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include backward design in support of planning and assessment; review and application of curriculum materials; social and political contexts that impact curriculum; exploration of the role of inquiry in language arts; and continued analysis and application of best practice methodology. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**LA 565 Literature for Children and Adolescents**

Content: Exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class-members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 2 semester hours.

**LA 566 Literacy I: Introduction to Pre-K-8 Language Arts**

Content: Literacy processes and children's language and literacy development from Pre-K through middle grades. Focus is on theoretical foundations of literacy and meaning-centered instructional practices. Introduces students to a range of culturally responsive instruction, assessment approaches, and lesson structures.

Prerequisites: None.

Restrictions: Admission to ECEL program.

Credits: 1 semester hour.

**LA 567 Literacy II: Planning in the Language Arts Pre-K-8**

Content: Planning for instruction that supports children's language and literacy development from Pre-K through the middle grades. Focus is on theoretical foundations of literacy, meaning construction across-symbol systems, early reading and writing behavior, meaning centered instructional practices, and knowledge and instructional practices relating to word recognition skills and comprehension processes. Includes a wide range of culturally responsive practices, assessment approaches, and materials to promote literacy learning, as well as the concept of media literacy. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: LA 566.

Restrictions: Admission to Early Childhood/Elementary Program.

Credits: 2 semester hours.

**LA 568 Literacy III: Language Arts Development Pre-K-8**

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

Prerequisites: LA 566 and LA 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**LA 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 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.

Credits: 1-2 semester hours.

**LA 579 Teaching Language Arts to Adolescents**

Content: Teaching and learning English language arts in middle-level and high school classrooms. Develops candidates' pedagogical content knowledge by focusing on a student-centered view of teaching literature and composition to adolescents. Candidates read about, discuss, and experience the importance of writing to learning and discovery, the student-teacher conference, writing process in theory and practice, the evaluation of writing, the place of writing in literature classes, and the powerful current that can be transmitted among teenage writers. Drawing on reader-response theory, candidates learn how they can encourage students to respond to texts and lead them from those first responses into analysis of both the text itself and their reading of it. Based on the tenets of backward design, the course looks at planning, organization, and assessment-articulating objectives and linking them to standards, teaching, and assessment. Introduces differentiation of instruction in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 4 semester hours.

**LA 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 592 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

**LA 594 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students' love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, co-directors and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/692.

Credits: 1-2 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**LA 604 Bearing Witness: Writing, Documentary Studies, Social Justice**

Content: What is the writer's, teacher's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form.

Prerequisites: None

Credits: 1 semester hour.

**LA 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 611 Audio Postcards**

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**LA 612 The Gift**

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

**LA 616 Telling Lives**

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

**LA 621 Telling Your Story in Documentary Film**

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

**LA 627 Fiction**

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 630 Memoir**

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 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 638 Daily Writing in the Spirit of William Stafford**

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 639 Special Studies: Oregon Writing Project**

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 644 Practicum**

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

Prerequisites: None.

Credits: 1-5 semester hours.

**LA 646 Exploring Life Stories: The Art of the Interview**

Content: Writers, oral historians, ethnographers, teachers, counselors, families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None

Credits: 1-2 semester hours.

**LA 676 Special Studies: Northwest Writing Institute**

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 689 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 690 Imaginative Writing Seminar: Works in Progress**

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work, which also serves as the capstone course for the Certificate in Documentary Studies. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media. Also listed as WCM 522/622.

Prerequisites: None.

Credits: 1-2 semester hours.

**LA 692 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

**LA 694 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the laughter and tears of teachers sharing stories, or you miss a community of teacher writers who seek to increase their students' love for writing or their ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by OWP Director Linda Christensen, OWP co-directors, and teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for teacher writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/692.

Credits: 1-2 semester hours.

**LA 698 Special Studies: New or Experimental Courses**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**LA 699 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**LA 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

## Reading

**READ 500 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**READ 502 Innovations in Reading**

Content: Organizing, managing, and evaluating both classroom and school-wide K-12 reading programs. Students examine the textbook adoption process, participate in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades to extend learners' experiences and enhance their own and students' capacities to solve literacy problems. This capstone course of the Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

**READ 521 READ Practicum**

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct two observations. One observation is focused on reading instruction. One observation is focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). Candidates are also required to successfully complete a work sample assignment as part of the Reading Intervention endorsement.

Prerequisites: READ 502/620 and READ 532/625

Credits: 1 semester hour.

**READ 532 Assessing Reading Strategies**

Content: Exploration of reading assessment strategies. Topics include a language orientation for diagnosing reading problems, diverse causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies responsive to individual differences, interests, and developmental levels. Participants consider reading issues for students at all levels.

Prerequisites: None.

Credits: 3 semester hours.

**READ 534 Reading Comprehension: Theory and Practical Application**

Content: In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. Examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs.

Prerequisites: None.

Credits: 3 semester hours.

**READ 565 Literature for Children and Adolescents**

Content: Exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class-members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 2 semester hours.

**READ 613 Literature for Children and Adolescents**

Content: Exploration of literature for children and adolescents as a healthy, growing body of work and as an important resource for teachers. Class members investigate available literature, specific authors and illustrators, and their processes of composing. Participants also explore ways to incorporate a rich diet of literary experiences into their students' learning environments in support of meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 2 semester hours.

**READ 614 Reading Comprehension: Theory and Practical Application**

Content: In-depth exploration of current models and trends in reading comprehension and its cognitive and linguistic components. Students read widely from professional journals, explore and reflect on their personal reading processes, and do theoretical and practical projects to further their understanding. Examines factors that contribute to reading difficulty (from early childhood through adulthood), as well as important issues and questions about standardized tests, observational diagnostics, readability formulas, and the effectiveness and theoretical validity of published programs.

Prerequisites: None.

Credits: 3 semester hours.

**READ 620 Innovations in Reading**

Content: Organizing, managing, and evaluating both classroom and school-wide K-12 reading programs. Students examine the textbook adoption process, participate in the development and use of a tool for evaluating reading texts, assess components of reading and writing programs, and learn to integrate reading and writing processes throughout the school grades to extend learners' experiences and enhance their own and students' capacities to solve literacy problems. This capstone course of the Reading Intervention program must be taken at the end of the sequence.

Prerequisites: None.

Credits: 3 semester hours.

**READ 621 READ Practicum**

Content: Classroom work with the support of a mentor who holds a Reading Intervention endorsement. Practicum candidates work in their own classrooms with a focus on reading instruction and assessment. As part of the practicum, candidates are assigned a mentor and a supervisor. The supervisor will conduct two observations. One observation is focused on reading instruction. One observation is focused on in-class reading assessment. The supervisor fills out an observation report/rubric. The supervisor conducts two triad meetings with the candidate and mentor, focusing on the observation report and rubric (areas of conversation include reading instruction practices and reading assessment practices such as data collection/use of data). Candidates are also required to successfully complete a work sample assignment as part of the Reading Intervention endorsement.

Prerequisites: READ 502/620 and READ 532/625

Credits: 1 semester hour.

**READ 625 Assessing Reading Strategies**

Content: Exploration of reading assessment strategies. Topics include a language orientation for diagnosing reading problems, diverse causes and correlates of reading difficulties, assessment procedures in reading, and strategies to facilitate readers' improvement. Each participant assesses a reader, develops a profile of personal strategies, and designs and implements an instructional plan to help the reader develop effective, efficient reading strategies responsive to individual differences, interests, and developmental levels. Participants consider reading issues for students at all levels.

Prerequisites: None.

Credits: 3 semester hours.

**READ 634 Language Acquisition and Development**

Content: Theories of how first and second languages (written and spoken) are acquired, the importance of first-language development and its relationship to the acquisition of other languages, and the relationship of language to cognitive development. Understanding of these issues is used to promote a school environment that honors diverse perspectives and maximizes language learning potential and ensures respect for communities whose languages or varieties of English differ from standard school English. Required for the Reading Interventionist and ESOL endorsements. The initial course in the Reading Interventionist endorsement sequence and recommended preparation for other language arts offerings.

Prerequisites: None.

Credits: 3 semester hours.

**Mathematics****MATH 502 Probability and Statistics for the Common Core**

Content: Designed specifically for K-12 teachers of mathematics, this course aims to build foundational as well as pedagogical content knowledge in the following topic areas: elements of statistics; organizing, displaying and describing data; probability; distributions; sampling; prediction; estimation; correlation; linear regression. Special attention will be given to the Common Core State Standards for mathematics and the role of probability and statistics for all grade levels. Participants will have an opportunity to analyze data sets from a variety of sources using Texas Instruments graphing calculators and Fathom statistical software as tools throughout the course.

Prerequisites: None.

Credits: 2 semester hours.

**MATH 522 Experiencing Geometry**

Content: Providing a broad content knowledge perspective on classical and modern as well as euclidean and noneuclidean geometries, this course takes an inquiry-based approach to learning mathematics through open-ended problems. Participants learn to create experiential learning environments that build on their students' ideas, to encourage diverse opinion, to use hands-on explorations, to develop non-test assessments, and to incorporate a range of technological resources toward the end of experiencing geometry.

Prerequisites: None.

Credits: 2 semester hours.

**MATH 525 Pedagogy of Inquiry: Mathematics as Problem Solving**

Content: Prepares K-12 mathematics educators to incorporate inquiry and problem solving throughout their pedagogy and practice. Content from geometry, measurement, number, algebra as well as probability and statistics provide context for this perspective on teaching mathematics as a way of thinking. The Common Core State Standards for Mathematics serve as the framework for curriculum planning and assessment.

Emphasizes instructional methods that engage students in meaningful learning, respond to individual differences, and leverage social justice.

Prerequisites: None.

Credits: 2 semester hours.

**MATH 527 Algebra for All**

Content: Increasingly in our democracy, informed citizens must demonstrate not only fluency with the fundamentals of algebra, but also the capacity to think algebraically. This course explores strategies that support all K-12 students in mastering such skills prior to high school graduation. Participants will review relevant research, explore the history of algebra in the American curriculum, generate multiple-solution pathways for every algebra problem, and examine instructional practices that foster the teaching and learning of algebra throughout a student's mathematical career, all leading to the development of their own robust toolkit for the teaching and learning of algebra.

Prerequisites: None.

Credits: 2 semester hours.

**MATH 544 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**MATH 549 Algebra and Geometry for Elementary - Multiple Subjects Teachers**

Content: Explores older children's development of mathematical concepts. Promotes a problem solving stance, through which students explore a wide range of topics—including proportional reasoning, data analysis, algebraic thinking, and geometry. Priority is placed on ideas that serve as capstones of elementary mathematics as well as cornerstones of secondary mathematics, with an emphasis on developing strategies for equitable teaching of algebra to all students.

Prerequisites: None.

Restrictions: Admission to the Elementary—Multiple Subjects Program or consent of instructor required.

Credits: 1 semester hour.



**MATH 564 Curriculum and Inquiry: Mathematics**

Content: Organizing and applying appropriate curriculum and teaching approaches to engage middle-level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in mathematics curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum materials and resources; social and political contexts that impact curriculum; the role of inquiry in science, technology, engineering, and math (STEM) education; the value of math-science integration; and mathematical literacy for the 21st century. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program or consent of instructor.

Credits: 3 semester hours.

**MATH 566 Math for Early Childhood**

Content: Introduction to mathematical concepts for grades pre-K through three including number and operations, geometry, and measurement in a problem-solving context. Individually and culturally responsive mathematics instructional strategies and assessments for early childhood are examined and demonstrated throughout the course. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**MATH 567 Elementary School Mathematics**

Content: Introduction to mathematical concepts for grades three through six including rational numbers, proportional reasoning, geometry, and measurement in a problem-solving context. Students will examine and demonstrate individually and culturally responsive mathematics instructional strategies and assessments for elementary grades. Course content is aligned to Oregon standards and current national recommendations including the Principles and Standards from the National Council of Teachers of Mathematics and the Common Core State Standards.

Prerequisites: MATH 566.

Restrictions: Admission to the Elementary - Multiple Subjects Program.

Credits: 2 semester hours.

**MATH 568 Mathematics Assessment for Learning**

Content: Intensive application of assessment for improving instruction in the mathematics classroom. Students will demonstrate proficiency creating and using a variety of culturally and linguistically responsive assessment strategies including assessment interviews, formative, and summative lesson and unit assessments. Students will use their assessment data to plan and teach re-engagement lessons and reflect on the outcomes of these lessons.

Prerequisites: MATH 567.

Restrictions: Admission to Elementary - Multiple Subjects Program.

Credits: 1 semester hour.

**MATH 579 Teaching Mathematics to Adolescents**

Content: Teaching and learning mathematics in middle-level and high school classrooms. Emphasizes meaningful development of mathematical concepts, from pre-algebra through calculus, for the purposes of teaching. Focuses on the importance of cultivating student voice and building from students' prior knowledge through open-ended problem solving and inquiry-based experiences. Supports a view of mathematics as the science of patterns, a way of thinking that all students must embrace in order to fully access democracy in the 21st century. Candidates learn about national standards for school mathematics in grades 6-12 as well as the range of research informing best practices in math education. Particular attention is given to issues of equity, differentiation, culturally relevant pedagogy, assessment, and backward design. Incorporates the use of technology (especially TI-graphing calculators and dynamic geometry software) as tools for deepening mathematical understanding. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

**MATH 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**MATH 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**MATH 644 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**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: None.

Restrictions: 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.

**Science****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: None.

Restrictions: 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.

Restrictions: None.

Credits: 1 semester hour.

**SCI 564 Curriculum and Inquiry: Science**

Content: Organizing and applying appropriate curricular and teaching approaches to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, and cultural contexts. Attention to research and theory in science curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. Topics include: backward design, in support of planning and assessment; review and application of curriculum approaches, materials, and resources; social and political contexts that impact curriculum; exploration of the role of inquiry in science; the importance of scientific literacy; and the value of math-science integration. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**SCI 579 Teaching Science to Adolescents**

Content: Teaching and learning science in middle-level and high school classrooms. Emphasizes the design of investigations, safety, and the role of using a wide variety of science activities in science teaching. Includes planning, organization, and assessment of science teaching and learning, using the tenets of backward design. Pays attention to differentiation of instruction for student needs, articulation of objectives, and their link to teaching, standards, and assessment. Introduces participants to the importance of science as the work of a particular cultural community with shared values and linguistic norms, while examining literature about the challenge students may face in making a "cultural border crossing" into science. Special attention is given to diversity and social justice issues. Materials draw upon research from the history and philosophy of science as well as research about the psychology of learning science, with particular attention to the "human constructivist" views and adolescent development. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program or consent of instructor.

Credits: 4 semester hours.

**SCI 580 Teaching Children About the Natural World**

Content: Promoting children's understanding of the natural world using everyday materials and observations of living things in the local environment. Participants examine their own, as well as children's, intuitive science notions, while learning to craft safe classroom inquiries and field investigations. The course focuses attention on children's use of language in the context of learning about science and nature as well as the development of inquiry skills.

Prerequisites: None.

Restrictions: Admission to Elementary—Multiple Subjects Program.

Credits: 2 semester hours.

**SCI 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCI 595 Physical Science**

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

Prerequisites: None.

Credits: 2 semester hours.

**SCI 596 Earth/Space Science**

Content: Learning to investigate and appreciate landscape changes and celestial events that occur on scales beyond ordinary experience. Students join in evenings of sky-watching and engage in geological field study of the regional landscape. Participants should be prepared for physical activity during the field component of the course. Addresses teacher content knowledge, modeling of teaching approaches, and availability of educational resources fundamental to successful instruction in earth and space science.

Prerequisites: None.

Credits: 2 semester hours.

**SCI 597 Life Science**

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

Prerequisites: None.

Credits: 2 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SCI 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

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

Content: For teachers of U.S. history or for those who wish to renew previous acquaintance with focal events in 20th-century American history. Students consider changes in history as a discipline, the impact of micro- or quantitative techniques, and how to help students see history as a claim about a record of events. Topics include U.S. reasons for entering World War I, changes in women's work wrought by World War II, the Cuban missile crisis, and desegregation and the civil rights movement. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.

Prerequisites: None.

Credits: 2 semester hours.

**SS 544 Practicum**

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

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SS 548 Teaching the Geography of Inequality**

Content: This course will use the broad lens of geography, which examines the connections between people and place, to better understand the historical foundations of global inequality and how this history intersects with contemporary issues of social and environmental justice. From the impacts of colonialism in Africa to post-industrial urban farming in Detroit, we will look at how 500 years of economic globalization has shaped people, communities, cultures and environments around the world. By looking at specific stories of people and place, we will examine the relationships that exist between human cultures and the environments in which they are situated—and what can happen to people, culture, and the natural world when these relationships are disrupted. By looking at broad themes like colonialism, poverty and development, wealth distribution and population, urbanization, human migration, climate and energy, and food and agriculture, we will try to better understand the interconnections between the structures of our economies and societies, and the health and well being of humans and the planet.

Prerequisites: None.

Credits: 2 semester hours.

**SS 560 Teaching Constitutional Issues**

Content: Issues in the field of constitutional law and practice and how to teach these issues in middle and high school. The course covers a definition of rights, the concept of constitutional law, and historical and contemporary issues. Topics include conflict resolution, comparison of the Oregon and U.S. bills of rights, the First Amendment and due process, privacy, students' rights in public schools, and equal treatment and discrimination. Students practice the case method and the mock trial as teaching methods. Students learn to integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experiences and enhance their own and students' capacities to solve problems. Engages preservice and inservice school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Recommended for teachers at all levels.

Prerequisites: None.

Credits: 2 semester hours.

**SS 564 Curriculum and Inquiry: Social Studies**

Content: Organizing and applying appropriate curriculum to engage middle level and high school students in meaningful learning experiences responsive to individual differences, interests, developmental readiness, learning styles, and cultural contexts. Attention to research and theory on social studies curriculum and pedagogy. Candidates continue to develop as teacher researchers by refining habits of personal and scholarly reflection that examine their professional practice. A continued emphasis on backward design in support of planning and assessment. A variety of social studies lessons are modeled including: leading discussions, using primary documents, role playing, visual literacy, non-linguistic organization, and document-based questions. Candidates complete the edTPA portfolio.

Prerequisites: None.

Restrictions: Admission to Secondary Program.

Credits: 3 semester hours.

**SS 578 Social Studies for Elementary Teachers**

Content: Understanding and applying inquiry and assessment within a social and cultural framework that leads to thematic curriculum development for pre-K through middle school. Participants explore children's intuitive notions and reasoning about social, cultural, and geographic worlds from developmental, social, historical, and cultural perspectives. Topics include intercultural communication and the traditions and contributions of various groups to American culture, diversity, democracy, and civic life, with special focus on Oregon and the Northwest. Students are guided in teaching and assessment practices that draw from children's questions and interests. Children's literature will be integrated as it pertains to the content of this course.

Prerequisites: None.

Restrictions: Admission to Elementary - Multiple Subjects program.

Credits: 2 semester hours.

**SS 579 Teaching Social Studies to Adolescents**

Content: Developing a conceptual framework for teaching social studies in a democratic society through a social justice framework. Focuses on different ways of organizing instruction and assessing learning in middle- and high-school content areas. Candidates examine historical and contemporary issues in teaching social studies, including philosophy, content, and method. Includes planning, organization, and assessment in subject areas. Pays attention to national and state standards and differentiation of instruction, linking them to teaching and assessment. Engages teaching candidates in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts. Candidates learn to assess, document, and advocate for the successful learning of all students and school stakeholders. Candidates write the teaching plan for their December teaching.

Prerequisites: None.

Restrictions: Admission to Secondary Preservice Program.

Credits: 4 semester hours.

**SS 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 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 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

**Special Education****SPED 505 Teaching Students with Exceptionalities in Inclusive School Settings**

Content: Who are students with exceptionalities and how do we adapt curriculum to meet their needs? This course addresses characteristics of student exceptionalities, principles and practices for effective planning, approaches to instruction, and options for assessment of all students. It prepares teacher candidates to advocate for appropriate instruction for all students in the least restrictive environment. Emphasis is placed on providing relevant information for the development of individualized education plans (IEPs), planning instruction that is guided by students' IEPs, and adapting curricula for all learners, including the use of Universal Design for Learning.

Prerequisites: None.

Restrictions: Admission to a preservice teacher education program.

Credits: 1 semester hour.

**SPED 510 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

**SPED 511 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/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

**SPED 513 Assessment and Diagnosis for Students With Exceptionalities**

Content: Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction.

Special attention is paid to learning disabilities and mental retardation (Intellectual Disabilities). Candidates practice selecting, administering and scoring selected standardized tests; interpreting the scores; and writing reports. Candidates learn about Response to Instruction (RtI), including how to administer Curriculum-Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED 510/SPED 626 or advisor consent required.

Corequisites: SPED 545/SPED 645.

Credits: 3 semester hours.

**SPED 514 Curriculum and Instruction for Students With Exceptionalities**

Content: Research-validated curriculum and specially designed instruction for students with disabilities. Based on Common Core State Standards, participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantive, and procedurally correct individualized education plans (IEPs) and specially designed instruction aligned with the Common Core State Standards. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting, including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632.

Corequisites: SPED 546/SPED 646.

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

**SPED 516 Interventions for Students with Severe Needs**

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment, working toward and incorporating the Common Core State Standards, and working with paraprofessionals.

Prerequisites: SPED 510/626.

Credits: 2 semester hours.

**SPED 517 Literacy for Students with Exceptionalities**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities and the Council for Exceptional Children and International Dyslexia Association standards for practice. Topics include the causes and correlates of reading difficulties including dyslexia, research-validated reading curricula, results of the National Reading Panel, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with Specifically Designed Instruction in reading based on the Common Core State Standards.

Prerequisites: None.

Credits: 2 semester hours.



**SPED 520 Advanced Instructional Decision Making**

Content: Building on skills developed in the assessment, curriculum, and instruction courses, participants integrate and apply concepts of curriculum and instructional decision making for students with diverse backgrounds and special needs. Focus is on the integration of district-mandated general education curricula, Common Core State Standards and assessments, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities.

Prerequisites: SPED 514/633 or consent of advisor.

Credits: 3 semester hours.

**SPED 521 Effective Program Development for Students with Serious Emotional and Behavioral Disorders**

Content: Examination of key components of effective programs. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis on creating democratic communities that respond sensitively to students' social, emotional, and developmental needs and are culturally sensitive. The course focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.

Prerequisites: SPED 511/SPED 629 or consent of advisor.

Credits: 3 semester hours.

**SPED 522 Program Development for Students with Severe Needs**

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition.

Prerequisites: SPED 516/SPED 628.

Credits: 2 semester hours.

**SPED 523 Special Topics Seminar**

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

Prerequisites: None.

Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.

Credits: 2 semester hours.

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

Content: Study of special-education policies and procedures, as well as the legal, ethical, and professional responsibilities of the elementary classroom teacher. Topics include laws relevant to the education of students with disabilities, including a Free and Appropriate Public Education in the Least Restrictive Environment, court cases that influence practice, special-education processes, and the general-educator's role in each step before, during, and after an individualized education plan (IEP) has been created for a student. Candidates will have the opportunity to observe classroom content in practice in their field placements, learning firsthand the collaborative skills required for successfully educating all children. Emphasis is placed on inclusive, equitable educational practices in schools and communities.

Prerequisites: None.

Restrictions: Admission to preservice teacher education program or consent of instructor.

Credits: 1 semester hour.

**SPED 535 Special Education: Generalist Endorsement Capstone**

Content: This capstone course is an integrated theoretical summary of current special education issues that have direct impact on practitioners. Topics are selected jointly by the faculty and participants, based on participants' experiences in the Special Education: Generalist Endorsement Program, but will include national and state special education standards, consultation and collaboration skills, and Individual Education Plan (IEP) team facilitation. Focus is on enhancing the preparation of participants for their initial years as special educators who advocate for an equitable education for all students.

Prerequisites: SPED 510, SPED 511, SPED 513, SPED 514, SPED 516, SPED 517, SPED 545, and SPED 546.

Credits: 2 semester hours.

**SPED 544 Practicum**

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

Prerequisites: SPED 510 or SPED 626.

Corequisites: SPED 514 or SPED 633.

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

Credits: 1 semester hour.

**SPED 545 Practicum I**

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on assessment and progress monitoring.

Prerequisites: SPED 510/SPED 626.

Corequisites: SPED 513/SPED 632.

Restrictions: Consent of program director.

Credits: 1-2 semester hours.

**SPED 546 Practicum II**

Content: Supervised, public-school-based professional experience with accompanying seminar. Candidates work under the guidance of a licensed special-educator in a pre-K-12 setting under faculty supervision. Seminar topics focus on classroom experiences, particularly those that contribute to candidates' understanding of the roles, responsibilities, and expectations of special educators, with an emphasis on curriculum and instruction.

Prerequisites: SPED 510/SPED 626, SPED 545.

Corequisites: SPED 514/SPED 633.

Restrictions: Consent of program director.

Credits: 1-2 semester hours.

**SPED 577 Nutrition**

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

Prerequisites: None.

Credits: 1 semester hour.

**SPED 589 Professional Studies: Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

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

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

Prerequisites: None.

Credits: 1-4 semester hours.

**SPED 599 Independent Study**

Content: Independent Study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation. As a general rule, a graduate student may apply no more than three courses of independent study toward a graduate degree or licensure.

Prerequisites: None.

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

Credits: 1-5 semester hours.

**SPED 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 special needs. Focus is on the integration of district-mandated general education curricula, Common Core State Standards and assessments, and research in instructional practices with demonstrated efficacy for students with high-incidence disabilities.

Prerequisites: SPED 514, SPED 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. Candidates visit and review programs that use different intervention models, including Positive Behavior Interventions and Supports (PBIS). Candidates study and review delivery systems ranging from consultation models to therapeutic day-treatment programs. Emphasis on creating democratic communities that respond sensitively to students' social, emotional, and developmental needs and are culturally sensitive. The course focuses on creating appropriate and meaningful learning experiences for these students, including place-based education and real-world problem solving with students who experience emotional and behavior disorders.

Prerequisites: SPED 511/SPED 629 or consent of advisor.

Credits: 3 semester hours.

**SPED 622 Program Development for Students with Severe Needs**

Content: Current practices with demonstrated effectiveness for developing and performing interventions for the benefit of children who have severe disabilities. Emphasis on research-validated practices for students with autism spectrum disorders. Participants review research and models for delivery of services to these students and explore existing programs that cover the entire continuum of special education services as they relate to students with severe learning needs. Emphasis on transition services, including from early intervention programs to school-age programs and post-secondary transition.

Prerequisites: SPED 516/SPED 628.

Credits: 2 semester hours.

**SPED 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: None.

Restrictions: Completion of 27 of the 37 semester hours in the Master of Education: Special Education with Endorsement Program.

Credits: 2 semester hours.

**SPED 626 Educating Students with Exceptionalities: Learning and Legal Issues**

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

Prerequisites: None.

Credits: 2 semester hours.

**SPED 627 Literacy for Students with Exceptionalities**

Content: Curriculum and instructional practices based on validated research for teaching reading and writing to students with disabilities and the Council for Exceptional Children and International Dyslexia Association standards for practice. Topics include the causes and correlates of reading difficulties including dyslexia, research-validated reading curricula, results of the National Reading Panel, programs, models of reading instruction (K-12) emphasizing reading comprehension outcomes, basic reading skills, learning strategy acquisition, and progress monitoring with Specifically Designed Instruction in reading based on the Common Core State Standards.

Prerequisites: SPED 514/SPED 633 or consent of advisor.

Credits: 2 semester hours.

**SPED 628 Interventions for Students with Severe Needs**

Content: Instructional practices to increase the functional performance and academic success of students with severe diagnoses (e.g., autism spectrum disorder, severe intellectual disabilities, or multiple disabilities). Participants learn research-validated strategies with demonstrated effectiveness in increasing communication skills, appropriate behavior, social skills, and life skills. Emphasis is placed on planning for and providing data-driven instruction in the least restrictive environment, working toward and incorporating the Common Core State Standards, and working with paraprofessionals.

Prerequisites: SPED 510/SPED 626.

Credits: 2 semester hours.

**SPED 629 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/SPED 626.

Restrictions: SPED 510/SPED 626 or consent of instructor.

Credits: 2 semester hours.

**SPED 632 Assessment and Diagnosis for Students With Exceptionalities**

Content: Diagnosis for special education eligibility under state and federal laws and assessment for special education instruction. Special attention is paid to learning disabilities and mental retardation (Intellectual Disabilities). Candidates practice selecting, administering and scoring selected standardized tests; interpreting the scores; and writing reports. Candidates learn about Response to Instruction (RtI), including how to administer Curriculum-Based Measures and how to integrate aspects of a multi-tiered intervention process with standardized assessment tools to create a comprehensive evaluation.

Prerequisites: SPED 510/SPED 626 or consent of advisor.

Corequisites: SPED 545/SPED 645.

Credits: 3 semester hours.

**SPED 633 Curriculum and Instruction for Students With Exceptionalities**

Content: Research-validated curriculum and specially designed instruction for students with disabilities. Based on Common Core State Standards, participants review and adapt general education curricula appropriate to their authorization level to create specially designed instruction that emphasizes and supports progress across academic areas, learning strategies, and appropriate accommodations. This course uses curriculum-based assessment/measurement data to craft effective, substantive, and procedurally correct individualized education plans (IEPs) and specially designed instruction aligned with the Common Core State Standards. Additionally, candidates will demonstrate all skills necessary to facilitate an IEP meeting, including group dynamics and conflict resolution strategies.

Prerequisites: SPED 513/SPED 632.

Corequisites: SPED 546/SPED 646.

Restrictions: SPED 513/SPED 632 or consent of advisor.

Credits: 3 semester hours.

**SPED 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: Generalist Endorsement program. Focus is on application of all components of special education standards in Oregon.

Prerequisites: Completion of all coursework for the Special Education: Generalist 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 Education: Generalist Endorsement. Classroom observations are collaboratively scheduled by the participant and the practicum supervisor with pre- and post-observation conferences built into each site visit. Participants document time spent modifying curriculum and instruction for students assigned individual education plans (IEPs).

Prerequisites: SPED 510 or SPED 626, and SPED 513 or SPED 632.

Corequisites: SPED 514 or SPED 633.

Credits: 1 semester hour.

**SPED 645 Practicum I**

Content: 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: Generalist Endorsement. 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 or SPED 626.

Corequisites: SPED 513 or SPED 632.

Credits: 1 semester hour.

**SPED 646 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: Generalist Endorsement. 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 or SPED 626 and SPED 545 or SPED 645.

Corequisites: SPED 514 or SPED 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: None.

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

Credits: 1-5 semester hours.

**SPED 989 Professional Studies: International Special Topics**

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

Prerequisites: None.

Credits: 1-4 semester hours.

# Convocation

The Graduate School's Convocation brings together students and faculty from education and counseling psychology professions in an interdisciplinary exploration of fundamental issues affecting personal development and professional life. This crossing of disciplinary borders encourages participants to consider new ways of researching, learning, and solving real-world problems common across social service professions. Convocation is designed to welcome students to the community and inspire them to shape a more just, inclusive, equitable, and compassionate world.

## **Students enrolled the following degree programs must complete Convocation:**

- Any MAT program
- EdS in Educational Studies
- MEd in School Counseling
- EdS in School Psychology
- MA in Professional Mental Health Counseling
- MA in Professional Mental Health Counseling—Specialization in Addictions
- MA in Marriage, Couple, and Family Therapy
- MA in Student Affairs Administration

## **Students in the following programs are exempt from participation in Convocation:**

- MEd in Curriculum and Instruction
- MEd in Special Education
- MEd with Preliminary Administrator License
- EdS in Administration with Preliminary and Professional Administrator Licenses
- EdD in Education Leadership

## **CORE 500 Convocation**

Content: Convocation is the opportunity for the Graduate School community to come together across disciplines to honor the collective work we do. Convocation integrates students into the larger Lewis Clark community, and makes cross-disciplinary connections. In service of these goals, students and faculty will share reflections about the role of creativity, compassion, and commitment in their respective professions and engage in small group discussions using a collection of common readings as catalysts.

Prerequisites: None.

Credits: 0 semester hours.



# Oregon Writing Project Courses

## On campus

### ED 539 Oregon Writing Project: Special Studies

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, and manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

### ED 590 Oregon Writing Project: Teaching the Emergent K-2 Writer

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Current employment, or on temporary leave, as a public or private school K-2 teacher.

Credits: 2 semester hours.

### ED 592 Oregon Writing Project: Workshop in Teaching Writing

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

### ED 594 Oregon Writing Project: Practicum in Teaching Writing

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

### ED 596 Oregon Writing Project: Advanced Institute

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

### ED 597 Oregon Writing Project: Writing for Publication

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

## Off campus

### ED 639 Oregon Writing Project: Special Studies

Content: Oregon Writing Project courses focus on the teaching of writing. Writing is essential to success—in school and the workplace. Yet writing is a skill that cannot be learned on the spot; it is complex and challenging. Our courses are taught with varying emphases based on grade level, content area, or specific genres. All of our courses help teach students to write in all subjects with clarity and style, seek deeper and more critical understanding of writing and the world, wake up their own voice and authority, take command of their own learning, manage portfolios and other exhibition forms.

Prerequisites: None

Credits: 1-4 semester hours.

**ED 690 Oregon Writing Project: Teaching the Emergent K-2 Writer**

Content: This practical, hands-on class is designed specifically for K-2 teachers. A key assumption of this course is that the best way to learn about writing is to write in a variety of modes and for a variety of purposes, and to reflect on the complex processes involved in that act. Participants can expect to write regularly. Low-stakes experiments in different genres, informal reading responses, and portfolio reflections will be part of the mix. Class members will learn how to find a rich variety of texts that provide their students with a clear vision of writing, they will discover how to strategically select texts to support whole-class learning as well as individual choice, and they will learn how to embed writing into their year-long curriculum. Participants will share ideas and draw on the experiences of their colleagues while taking away lessons and strategies directly applicable to the K-2 classroom.

Prerequisites: None.

Restrictions: Consent of Oregon Writing Project program coordinator.

Credits: 2 semester hours.

**ED 692 Oregon Writing Project: Workshop in Teaching Writing**

Content: The four-week Invitational Summer Institute provides a supportive, dialogic environment in which to explore possibilities as writers, teachers and leaders. The theory and practice of writing are examined through individual demonstrations, reading and discussion of current research, and writing and sharing in writing response groups. Twenty-five K-12 participants develop their leadership potential for a variety of roles, including local school/district reform efforts that support the education and success of all of Oregon's diverse student population. Social justice and social action undergird the experience in an attempt to embrace democratic ideals.

Prerequisites: None.

Restrictions: Participants must submit an application and have an interview to be accepted into this program.

Credits: 7 semester hours.

**ED 694 Oregon Writing Project: Practicum in Teaching Writing**

Content: After the camaraderie of the Summer Institute, too often teachers return to the isolation of their classroom. But you can reclaim your institute community in the Saturday Seminars. Whether you long for the conviviality of teachers sharing stories or you miss a community of teacher-writers who seek to increase their students' love for writing or ability to punctuate, you will fill your needs in the Saturday Seminars. Saturday Seminars are a year-long series of 3-hour workshops facilitated by the OWP director and co-directors as well as OWP teacher consultants. This class will focus on practical classroom strategies and discussions that help develop students as writers as well as teachers as writers. Topics vary from session to session, but each will include time for writing and reflection as well as a framework or lesson to take back to the classroom.

Prerequisites: ED 592/ED 692.

Credits: 1-2 semester hours.

**ED 695 Oregon Writing Project: Writing in Schools: (Topic)**

Content: Inquiry course designed to improve the teaching of writing. Participants examine and evaluate current research on writing instruction; they investigate writings from generation to revision and editing by participating in writing workshops themselves. Teachers also design a writing curriculum to take back to their classrooms. They keep reflective journals analyzing their students' writing processes and products. Teachers deepen their understanding of the complexities of teaching, learning, and writing.

Prerequisites: None.

Credits: 1-2 semester hours.

**ED 696 Oregon Writing Project: Advanced Institute**

Content: This course is part of a series of OWP courses for teachers interested in working as writing coaches in schools and districts. Participants will examine current research from writing and coaching fields to learn effective coaching practices, develop grade-level and content-level inservice workshops, practice presentation skills. Participants will engage in an individual inquiry to apply the principles they develop through the course to support local school and district reform efforts aimed at improving writing instruction for diverse learners.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 2 semester hours.

**ED 697 Oregon Writing Project: Writing for Publication**

Content: This course is part of a series for OWP graduates interested in becoming writing coaches in schools/districts. Teachers will write narratives of school/teaching life, articles about theory and practice grounded in classroom lessons, opinion pieces about issues in the teaching of writing for publications. First class is a three-day writing retreat.

Prerequisites: ED 592/ED 692, ED 594/ED 694.

Restrictions: Consent of instructor.

Credits: 3 semester hours.

## Writing and Creative Media Courses

**On campus****Offered through the Northwest Writing Institute (NWI)****WCM 501 Introduction to Documentary Studies**

Content: Documentary studies uses interdisciplinary frameworks and multiple modes of storytelling to explore individual lives and diverse cultures in the past and present. Students will examine the history and use of documentary work in the U.S., the ethics of fieldwork, and ways to convey the lives of others. Through analysis of film, photography, audio, and print journalism, participants will look at how documentary storytelling promotes human dignity and social justice and engages communities through collaborative projects. Students will create a proposal for a project documenting their families, students, clients, and/or members of another culture.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 502 Poetry**

Content: Sometimes an idea, a story, a dream, a question or a bolt of memory longs to become a poem or song. In this workshop, we will celebrate the winsome habit of poetry to turn small discoveries into a set of rhythmic lines that say much in few words. We'll read lively texts, start many lyric experiments, and talk along the way about how to share this quirky and welcoming way of writing with our students.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 504 Bearing Witness: Writing, Documentary Studies, Social Justice**

Content: What is the writer's, teacher's, citizen's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 506 Stafford Studies**

Content: This course consists of reading, writing, discussion, and special projects growing from the poetry and prose of William Stafford. Using the resources of published books and the William Stafford Archives, participants practice inquiry into Stafford's approach to writing, thinking, teaching, and witness for reconciliation, and from this inquiry develop their own approaches to writing, teaching, and witness.

Prerequisites: None.

Credits: 2 semester hours.

**WCM 507 Essay**

Content: What are essays, and why do we want to teach them? The essay form invites writers to express ideas of universal value in a personal voice. Participants will be introduced to writing and learning activities moving from exploratory writing to composing essays. Along the way, we will explore drafting, response to work in progress, keeping a reading and listening journal, and gathering our powers toward a sense of deep play in the writing of essays.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 508 Explorations in Graduate Writing**

Content: For students in all programs, this course teaches forms and styles required in graduate study, and explores the context in which prospective teachers, counselors, and administrators learn by writing. It describes the writing process, reviews principles of clear writing, and acquaints students with the particular expectations for graduate level writing. We invite you to experience various forms inquiry may take as you compose individual response to the authority of knowledge in published texts.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 509 Revision**

Content: Henry James described revision as a "re-dreaming." This workshop invites participants to suspend the notion of revision as editing, and practice revision as finding the story under the story, the poem within a poem, the hot heart of the essay. Revise a work-in-progress, or use writing generated from prompts in class, as we kindle what gives our writing breath and life.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 510 Memoir**

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 511 Audio Postcards: Creativity, Compassion, Commitment**

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 512 The Gift**

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 513 Field Notes: Observation and Reflection in the Natural World**

Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 515 The Practice of Writing**

Content: Trying our hands at a variety of experimental forms, we will bring our attention to events best told as stories, questions best explored as brief essays, discoveries and mysteries best told as poems, and other explorations of connection between what we have experienced and what we might say. This course is for writers interested in pushing their practice in multiple directions, and for teachers who want to engage the widest variety of student writers.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 516 Telling Lives**

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 518 Storymaking I/II**

Content: How do writers turn the stuff of life into rich and compelling stories? Whether we craft fiction or personal essays, we need the elements of storymaking: plot, character, point of view, dialogue, and narrative time. In addition to writing our stories, we will study short works by Hans Christian Andersen, Isaac Babel, John Berger, Anton Chekhov, Colette, Isak Dinesen, Katherine Mansfield and Edna O'Brien, in order to learn how they achieved their effects.

Prerequisites: None.

Credits: 2 semester hours.

**WCM 520 Telling Your Story in Documentary Film**

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

**WCM 522 Imaginative Writing Seminar: Works in Progress**

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 527 Fiction**

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 530 Daily Writing in the Spirit of William Stafford**

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 531 Digital Storytelling**

Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 532 Writing Culture**

Content: What shapes our identities as members of a family, workplace, religious group, or nation? How do we learn the rules for how to act in unfamiliar cultures, and how do we write about that experience? In this workshop, we'll write to discover the unique patterns of our own cultural worlds as well as those we've entered through literature, travel, and everyday experience. We'll read contemporary nonfiction to explore different cultural perspectives and we'll examine issues of craft, including character development, voice, and literary form. The workshop may also involve fieldwork and documentation of Portland life.

Prerequisites: None

Credits: 1-2 semester hours.

**WCM 533 Speaking: Voice, Place, Kinship**

Content: Why are speeches often boring, formal, flat? Where are the resonant stories that could drive an audience wild, and make them go forth changed? We will develop a personal "story bag" of experiences, sayings, family and professional lore, and other resources, and then sequence these riches for a speech of any length, an audience of any size or disposition. The only stage fright will be felt by your listeners: what will this character say next?

Prerequisites: None.

Credits: 1 semester hour.

**WCM 535 Cultural Journalism**

Content: Based on community-based education as developed at the Foxfire Project in Georgia, this workshop will emphasize a project approach to teaching and learning. Educators will explore ways to fulfill and go beyond their mandated curriculum, and give students a voice in planning what happens in the classroom. In experiential education students make connections between work at school and the real world and produce a product valued by an audience outside the classroom.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 545 Exploring Life Stories: The Art of the Interview**

Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 546 Reading Other Voices**

Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan's *Esperanza Rising*, Sandra Cisneros's *Woman Hollering Creek*, Khaled Hosseini's *The Kite Runner*, Sherman Alexie's *Ten Little Indians*. We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.

Prerequisites: None.

Credits: 1 semester hour.



**WCM 548 Healing Power of Story**

Content: The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to tell someone your story can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 574 Personal Voice in Professional Writing**

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

Prerequisites: None.

Credits: 1 semester hour.

**WCM 576 Special Studies: Northwest Writing Institute**

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

**Off campus****WCM 601 Introduction to Documentary Studies**

Content: Documentary studies uses interdisciplinary frameworks and multiple modes of storytelling to explore individual lives and diverse cultures in the past and present. Students will examine the history and use of documentary work in the U.S., the ethics of fieldwork, and ways to convey the lives of others. Through analysis of film, photography, audio, and print journalism, participants will look at how documentary storytelling promotes human dignity and social justice and engages communities through collaborative projects. Students will create a proposal for a project documenting their families, students, clients, and/or members of another culture.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 602 Poetry**

Content: Sometimes an idea, a story, a dream, a question or a bolt of memory longs to become a poem or song. In this workshop, we will celebrate the winsome habit of poetry to turn small discoveries into a set of rhythmic lines that say much in few words. We'll read lively texts, start many lyric experiments, and talk along the way about how to share this quirky and welcoming way of writing with our students.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 604 Bearing Witness: Writing, Documentary Studies, Social Justice**

Content: What is the writer's, teacher's, citizen's, or counselor's role in bearing witness? How do we observe, record, and interpret events from the everyday to the unspeakable? In this nonfiction workshop, we'll explore a continuum of creative nonfiction including literary journalism, essay, and memoir. We'll write from our own observations of cultural life, exploring ethical issues as well as style, voice, and literary form.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 606 Stafford Studies**

Content: This course consists of reading, writing, discussion, and special projects growing from the poetry and prose of William Stafford. Using the resources of published books and the William Stafford Archives, participants practice inquiry into Stafford's approach to writing, thinking, teaching, and witness for reconciliation, and from this inquiry develop their own approaches to writing, teaching, and witness.

Prerequisites: None.

Credits: 2 semester hours.

**WCM 607 Essay**

Content: What are essays, and why do we want to teach them? The essay form invites writers to express ideas of universal value in a personal voice. Participants will be introduced to writing and learning activities moving from exploratory writing to composing essays. Along the way, we will explore drafting, response to work in progress, keeping a reading and listening journal, and gathering our powers toward a sense of deep play in the writing of essays.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 608 Explorations in Graduate Writing**

Content: For students in all programs, this course teaches forms and styles required in graduate study, and explores the context in which prospective teachers, counselors, and administrators learn by writing. It describes the writing process, reviews principles of clear writing, and acquaints students with the particular expectations for graduate level writing. We invite you to experience various forms inquiry may take as you compose individual response to the authority of knowledge in published texts.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 609 Revision**

Content: Henry James described revision as a "re-dreaming." This workshop invites participants to suspend the notion of revision as editing, and practice revision as finding the story under the story, the poem within a poem, the hot heart of the essay. Revise a work-in-progress, or use writing generated from prompts in class, as we kindle what gives our writing breath and life.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 610 Memoir**

Content: Writing chapters from one's life story can produce gifts for family, and an important record of community life. In this workshop, we will read short passages from a variety of voices reflecting on lessons learned from life encounters and from interviews we conduct. We will use these passages as prompts for our own writing, leading to a gathering of short life chapters for further reflection and revision over time. No experience necessary, but a willing heart.

Prerequisites: None.

Credits: 1-2 semester hours.



**WCM 611 Audio Postcards: Creativity, Compassion, Commitment**

Content: Drawing on life experience, participants in this workshop will write profiles of personal heroes, encounters with other cultures, moments of creative discovery, and other compact experiences with indelible effects. From these short writings, we will select, deepen, and record our accounts for podcast, and other forms of web-based sharing.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 612 The Gift**

Content: How do we maintain self and community in a society driven by market exchange? What are our cultural norms for gifts and reciprocity? How do gifts bind families and communities? How do we discover the "gift of labor," work that satisfies beyond financial compensation? What is the artist's role in a consumer culture? These are among the questions posed by poet Lewis Hyde in his classic study of literary anthropology, *The Gift*. These are also the questions that motivate our exploration of gifts in this course. We take Hyde's questions as springboards from which to launch our own investigation of culture, community, gift, story, and work.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 613 Field Notes: Observation and Reflection in the Natural World**

Content: In a time of increasing attention to human responsibility for the Earth, we begin with the question for teachers and counselors: What are best connections to the natural world—for success as learners, and health as human beings? Writers, scientists, artists, educators, and counselors provide a rich array of responses. Participants will observe nature, begin to practice field notes, and consider opportunities in teaching and counseling practice to attend to right relation with the Earth.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 615 The Practice of Writing**

Content: Trying our hands at a variety of experimental forms, we will bring our attention to events best told as stories, questions best explored as brief essays, discoveries and mysteries best told as poems, and other explorations of connection between what we have experienced and what we might say. This course is for writers interested in pushing their practice in multiple directions, and for teachers who want to engage the widest variety of student writers.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 616 Telling Lives**

Content: Which stories are ours to tell and which carry us into the terrain of others' lives? Our own stories often intersect with those entrusted to us by family, friends, and strangers; all are shaped by the cultures we inhabit. In this workshop, we'll explore biography, ethnography, journalistic portraits, and documentary writing. Our texts will include our own writing as well as works by various writers and practitioners in documentary inquiry.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 618 Storymaking I/II**

Content: How do writers turn the stuff of life into rich and compelling stories? Whether we craft fiction or personal essays, we need the elements of storymaking: plot, character, point of view, dialogue, and narrative time. In addition to writing our stories, we will study short works by Hans Christian Andersen, Isaac Babel, John Berger, Anton Chekhov, Colette, Isak Dinesen, Katherine Mansfield and Edna O'Brien, in order to learn how they achieved their effects.

Prerequisites: None.

Credits: 2 semester hours.

**WCM 620 Telling Your Story in Documentary Film**

Content: Learn the basics of film production and create an original 5-10 minute documentary in this hands-on workshop. Under the guidance of award-winning filmmakers, students will team up to outline, shoot, and edit their own documentary shorts. This collaborative workshop is intended for first-time and intermediate filmmakers, and includes classes on story structure and production. Final projects will be screened at the Homegrown DocFest at the end of the term.

Prerequisites: None.

Credits: 1-1.5 semester hours.

**WCM 622 Imaginative Writing Seminar: Works in Progress**

Content: Open to graduate students and to writers, filmmakers, digital storytellers, and creators in other media, this seminar is a collaborative studio for completing creative work. The seminar directs the energies of the seminar community in the development of individual works in progress, with reference to the best in contemporary writing and documentary expressions in other media.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 627 Fiction**

Content: This workshop is for writers who want to explore or refine the craft of fiction writing in a nurturing and challenging environment. We will read short fiction and discuss different aspects of storytelling including conflict, plot, character development, atmosphere, point of view, and dialogue. Works-in-progress will be developed through individual conferences with the instructor and in class-discussion.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 630 Daily Writing in the Spirit of William Stafford**

Content: You don't eat just once every few days. You don't speak just every week or so. Learning is continuous, and hunger is closer to breathing than to an annual rite. So why not write daily? In this workshop, we will feed on examples from the daily writing of William Stafford, and practice in the spirit of his work. The emphasis will be on the process of creation: creating texts the length of poems but for use in multiple genres. The goal will be to know what it feels like—in the body and in acts of sustaining witness—to practice the continuous writing life you have imagined.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 631 Digital Storytelling**

Content: How can teachers, counselors, and others tell stories from their work by combining word, image, and tune? This workshop is a studio experience to assist participants in designing and producing a three- to five-minute digital story that joins narrative, images, and music. Participants craft and record first-person narratives; collect still images, video, and music to deepen the narrative; and follow a process through peer response and instructor support to edit their stories.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 632 Writing Culture**

Content: What shapes our identities as members of a family, workplace, religious group, or nation? How do we learn the rules for how to act in unfamiliar cultures, and how do we write about that experience? In this workshop, we'll write to discover the unique patterns of our own cultural worlds as well those we've entered through literature, travel and everyday experience. We'll read contemporary nonfiction to explore different cultural perspectives as well as issues of craft, including character, voice, and literary form. The workshop may also involve fieldwork and documentation of Portland life.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 633 Speaking: Voice, Place, Kinship**

Content: Why are speeches often boring, formal, flat? Where are the resonant stories that could drive an audience wild, and make them go forth changed? We will develop a personal "story bag" of experiences, sayings, family and professional lore, and other resources, and then sequence these riches for a speech of any length, an audience of any size or disposition. The only stage fright will be felt by your listeners: what will this character say next?

Prerequisites: None.

Credits: 1 semester hour.

**WCM 635 Cultural Journalism**

Content: Based on community-based education as developed at the Foxfire Project in Georgia, this workshop will emphasize a project approach to teaching and learning. Educators will explore ways to fulfill and go beyond their mandated curriculum, and give students a voice in planning what happens in the classroom. In experiential education students make connections between work at school and the real world and produce a product valued by an audience outside the classroom.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 645 Exploring Life Stories: The Art of the Interview**

Content: Writers, oral historians, ethnographers, teachers, counselors, and families recording their stories all rely on interviews. In this workshop, we'll learn the interviewer's skills: how to listen and observe, frame questions, index and transcribe. We'll write together to bring the interviews to life on the page. We'll examine individual and social memory as well as ethical and political issues. We'll also explore the use of interviews in community projects and as the foundation of documentary studies.

Prerequisites: None.

Credits: 1-2 semester hours.

**WCM 646 Reading Other Voices**

Content: This course will bring together graduate students and educators and counselors from the community to find ways to incorporate culturally sensitive texts in their work. We will draw from a variety of texts that address differences in race and culture such as Pam Munoz Ryan's *Esperanza Rising*, Sandra Cisneros's *Woman Hollering Creek*, Khaled Hosseini's *The Kite Runner*, Sherman Alexie's *Ten Little Indians*. We will write from our own cultural backgrounds to uncover how our worldview shapes the reading of works made unfamiliar by different notions of self and community, time, religious and social values. Reading and writing together, we will experience the richness and multiple dimensions of language itself.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 648 Healing Power of Story**

Content: The hardest times in life can make you "voiceless," but also offer the greatest opportunity for stories. At these times the invitation to tell someone your story can be a critical encouragement in the healing process. As caregivers, teachers, counselors, parents, nurses, doctors, and patients, we will look at our own stories and those of others to practice strength and healing. Through writing, we will explore the uses of journals, fiction, essays, and poetry in the telling and receiving of stories.

Prerequisites: None.

Credits: 1 semester hour.

**WCM 674 Personal Voice in Professional Writing**

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

Prerequisites: None.

Credits: 1 semester hour.

**WCM 676 Special Studies: Northwest Writing Institute**

Content: This course uses writing as a tool for inquiry and creative expression. Taught with varying emphases based on the cultural moment, the course offers Graduate Students and community members practice with writing, and reflection on the chapters in a life, and investigates how the practice of writing can deepen vocation. Students write in a learning community, and share works in progress. Offered in varied formats-meeting weekends, monthly over two terms, or in a traditional structure-to meet the needs of adult learners.

Prerequisites: None.

Credits: 1-2 semester hours.

# Equity Certificate for School Leaders

The Equity Certificate for School Leaders is a yearlong program that prepares teams of educators to engage and develop together as equity leaders in their schools and districts. The program focuses on developing culturally responsive and anti-racist teaching and leadership practices. The program challenges educators to commit to creating equitable and inclusive school environments, especially for students and families who have been historically marginalized. Working together in a learning community, teachers, counselors, classified staff, and administrators gain knowledge and skills to lead collectively for equitable systemic change.

This certificate is offered in partnership with the Center for Equity and Inclusion and is available only to students enrolled as a district-sponsored cohort.

## Certificate Requirements

8 semester hours, distributed as follows:

EDAD 670	A Foundation for Racial Equity	2
EDAD 671	Understanding Cultural Frameworks and De-Centering Dominant Culture	2
EDAD 672	Facilitating Learning in Diverse Communities	1
EDAD 673	Engaging and Empowering Families	1
EDAD 675	Leading for Equity-Building Inclusive School Systems & Creating Syst Change	2

## Course Descriptions

### EDAD 670 A Foundation for Racial Equity

Content: This course will establish the framework for year-long equity work for a community of learners. Students will closely examine the personal, institutional, cultural, and structural conditions that perpetuate racial inequities in education and the broader community. Participants will also connect with the program purpose, agreements, working definitions, and overall approach to learning in a cross-cultural environment. Additionally, participants will begin to develop the passion, urgency, and skills necessary to lead for equity in their buildings and communities while deepening their understanding of their own racial and cultural experiences, filters, and biases.

Prerequisites: None.

Credits: 2 semester hours.

### EDAD 671 Understanding Cultural Frameworks and De-Centering Dominant Culture

Content: In this course, we explore the personal orientation necessary to work effectively in cross-cultural learning environments. We dissect dominant culture through unpacking the cultural values, beliefs, communication style, learning orientation, and cultural preferences that often remain unconsciously perpetuated or privileged in educational institutions. Then we will continue to explore the historical creation of a racial hierarchy via policies, systems, institutions, and laws and the legacy of discrimination, bias, and white privilege it creates today. Lastly, we explore nondominant cultural beliefs, communication styles, and learning styles as well as the basic tenets of culturally responsive teaching in order to begin de-centering dominant culture in schools and classrooms to truly create inclusive learning environments.

Prerequisites: None.

Credits: 2 semester hours.

### EDAD 672 Facilitating Learning in Diverse Communities

Content: This course will focus on the actual culturally inclusive facilitation skills needed to situate both students and adults as learners in diverse communities. In addition to concrete facilitation skill development, participants will explore the value and role of community in non-dominant learning as well as specific ways to enhance an authentic community orientation in schools today both for students and educators. Participants will also develop an approach to observing and offering feedback to one another as part of a learning community as well as create a facilitation plan for adult professional development. Participants will choose a focus area to target their community learning process on over the course of the school year.

Prerequisites: None.

Credits: 1 semester hour.

### EDAD 673 Engaging and Empowering Families

Content: In this course participants explore the role of family in the education of children in school systems today and delve into the often painful realities nondominant families' experiences in schools. Students explore how to create inclusive, empowering, and authentic partnerships with students, families, and communities and learn how to draw upon students' home worlds to create rigorous and relevant curriculum and instruction. Lastly, participants learn how to empower families to advocate effectively for their children in schools.

Prerequisites: None.

Credits: 1 semester hour.

### EDAD 675 Leading for Equity-Building Inclusive School Systems & Creating Syst Change

Content: During this course, teacher leaders, aspiring administrators, and current building and district administrators will explore themes and concepts of leadership and management essential to creating and sustaining equitable systemic change in today's diverse school buildings. This culminating course will build on a strong conceptual and experiential knowledge base of equity and explicitly develop the leadership lens and skills critical to inspiring and empowering others to join in creating equitable, lasting change that improves the academic achievement of all students, especially students of color who continue to be underserved by our educational system. This course honors that while this work is a moral imperative, leading for equity at the building and district level is deeply challenging and requires unrelenting passion as well as a deep leadership skill set and conceptual understandings.

Prerequisites: None.

Credits: 2 semester hours.

# Academic Performance and Professional Conduct Policies

## Student Professional Conduct Policy

Students are expected to meet the standards for professional conduct as these are described in the appropriate department or program handbook. All students are responsible for reviewing and understanding these standards upon admission to their program of study. The following information provides an overview of the expectations and policies related to student conduct and the student conduct review process for all students in the Graduate School of Education and Counseling. Students are also responsible for reviewing and understanding Lewis & Clark's student conduct policies, which can be found in the Navigator Student Handbook at this address: [http://www.lclark.edu/graduate/student\\_life/handbook/college\\_policies/](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 their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another. Academic dishonesty with respect to intellectual property includes but is not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the institution. Students in the Graduate School of Education and Counseling are also required to meet the standards of professional conduct appropriate to their field of study. While these standards differ in their details and are further specified in each program handbook, they share the same underlying values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. In addition, professional conduct requires that students effectively respond to the particular demands of working in the fields of education and counseling. These include: understanding the appropriate nature and boundaries of relationships with pre-kindergarten through grade 12 students, youth, and adult clients, and peers in classes and field placements; fulfilling responsibilities to supervisors and mentors in field placements; working effectively with the faculty and staff of the graduate school; the use of constructive communication in problem solving; 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 practice as a professional, dismissal from the program may be required. In addition, because each act of misconduct harms the entire community, all individuals—students, faculty, and staff members alike—are responsible for encouraging the integrity of others: by their own examples, by confronting individuals they observe committing dishonest acts, and/or by discussing such actions with a faculty member or dean. When any individual violates this community's standards, Lewis & Clark is committed as a community to take appropriate steps to maintain standards of academic integrity and professional conduct.

### Requirement to Report Change in Status

If at any time a student experiences a change in the status of information reported on the Personal and Professional Fitness form submitted as part of their application to the Graduate School, they are required to inform the Associate Dean of the Graduate School and the director(s) of their program in writing. This includes being arrested, charged, convicted, or granted conditional discharge by any court for any felony; any misdemeanor; or any major traffic violation (such as driving under the influence of intoxicants or drugs, reckless driving; fleeing from or attempting to elude a police officer; driving while your license is suspended, revoked, or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident). This notification must be received within 10 days of the initial arrest or charge. Failure to comply with this policy may result in a Professional Conduct Review.

### Student Professional Conduct Review Process

All students should refer to the appropriate program handbook for additional information concerning program-specific procedures related to student conduct. Students are encouraged to be receptive and responsive to the formative feedback they receive on their work and to be aware of the considerable advantages of working through potential conduct issues when they are first identified. The following general guidelines apply to all students in the Graduate School of Education and Counseling.

In the case of a concern about a student initiated by a faculty member, the course of action will be determined by the seriousness of the charge. As above, faculty are encouraged to work through concerns with students as a first step in resolving any conflict. If the faculty member's concern regarding the student's conduct is sufficiently serious to merit more formal review and potential academic or disciplinary action, each program will have a process that includes the following steps:

1. A student conduct review will be conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context.
2. The faculty member who has identified this concern will request a student conduct review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the program director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the student conduct review.



3. The program director will schedule a student conduct review meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all student conduct review panels will include the following: the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the student conduct review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.
4. The possible outcomes of the student conduct review include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written plan of assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the student conduct review; and dismissal from the program. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.
5. Students may submit a written appeal of the decision made by the student conduct review panel to the relevant department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the student conduct review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the graduate school within two weeks of receiving the department chair's notification. The dean of the graduate school will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

## **Satisfactory Academic Progress and Performance Policy**

### **Satisfactory Academic Progress**

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their programs and notified of this action.

### **Minimum Passing Grade**

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing

grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

### **Grades of Credit/No Credit**

Grades of credit/no credit (CR/NC) are chiefly awarded in field placements or internship courses. In courses graded on a CR/NC basis, a grade of CR will only be awarded for work that would otherwise receive a B- or better. Grade of CR or NC are not included in the G.P.A.

### **Grading Policy**

Once a grade is recorded, it is permanent. Unless an instructor and the department chair agree to approve a grade change or the grade is successfully appealed, no grade will be changed except to correct a clerical or computational error. In the event the instructor and the department chair agree to approve a grade change or an appeal is granted by the department chair or dean, a Change of Grade form explaining the reason(s) for the change must be submitted to the registrar's office by a member of the faculty. No grade may be changed after one year from the date of issuance. No course level may be changed after a course is graded or the term the course is offered has ended.

Under special circumstances, and only with the approval of the course instructor and the student's advisor, courses normally offered only for a grade may be taken on a credit/no credit (CR/NC) basis. Credit will be awarded only if the work is equivalent to a grade of B or better. No more than 10 semester hours of coursework taken on a CR/NC basis may be applied toward the completion of a graduate degree, licensure, or endorsement. This limitation does not apply to required coursework that is offered only on a CR/NC basis.

For other policies related to grades and courses, please see the Registration Policies (<http://docs.lclark.edu/graduate/policyprocedures/registration>) section of this catalog.

### **Appealing a Course Grade**

If a student has a concern about the final grade given in a course, the student should first attempt to resolve the issue with the instructor of the course. A student's academic advisor may provide support in this process, clarifying issues and facilitating discussion. If the matter remains unresolved in discussions between the student and faculty member, the student may then elect to meet with the program director. If the student feels the matter has not been satisfactorily resolved at this level, they may submit a formal written appeal to the chair of the department. This appeal must be submitted within one month of the time at which the final grade is issued. The department chair will respond within three weeks of receiving the appeal.

### **Academic Performance Standards**

Additional standards regarding academic performance and progress may be specified in program handbooks. These standards may include performance in field placements, constructive response to feedback, growth in skills over time, and/or interactions with supervisors or mentors. These standards may be used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should be aware of these additional standards and seek out the support of an advisor or other faculty to ensure their understanding of them.

Students who do not meet program standards for academic performance will be notified by their program director that an academic review panel



is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an academic review panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be dismissed from the program, depending on the circumstances. Once dismissed from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

### Academic Review Panel and Appeal Process

Program directors will convene an academic review panel in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program; and whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession.

The program handbook provides additional information about the required and discretionary participants in this meeting, but all academic review panels are required to include the following (with the understanding that some roles may be held by the same person and that it may be appropriate to invite others as well): the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, and the program director. The student may elect to bring one other person for support; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. The faculty on the panel will act in an advisory capacity to the program director, who will communicate their decision in writing to the student within two weeks of the meeting. If no appeal is received during the two weeks following the communication of the decision made by the program director, the decision of the panel will be considered accepted by the student. Any decision to dismiss a student from a program will require the review and written approval of the department chair.

A student may contest decisions related to the outcome of the academic review panel. To appeal any decision that is not dismissal from the program, a student initiates the appeal by submitting a written request to the department chair within two weeks of the panel's decision. The department chair then has two weeks to respond in writing to the student's appeal.

In cases where a student wishes to appeal the decision of the department chair, or in cases where the student wishes to appeal a decision of dismissal from the program, a written appeal may be submitted to the dean of the graduate school within two weeks of the chair's decision. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

### Advisors

The director of each graduate program is responsible for assigning advisors to students in that program. Advisors assist candidates in planning an official course of study and answer questions about the student's program.

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

Each candidate has the responsibility to develop an approved course of study with their advisor soon after being admitted; to stay informed about registration, course schedule changes, and deadlines; and to obtain approval for any changes to the approved course of study.

## Requirements for Master's, Educational Specialist, or Doctoral Degrees

These steps apply for all degree concentrations:

1. Apply for and be granted admission to graduate study. Provide official degree-posted transcripts showing successful completion of an undergraduate degree (and graduate degree when applicable) from a regionally accredited institution in the United States or the foreign equivalent. All materials submitted in connection with application for admission become the property of Lewis & Clark.
2. Design a formal study program. Students must design a formal program of study with a graduate advisor soon after being admitted to degree status and before registering for further coursework.
3. Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their program.
4. Complete the approved course of study. Programs of study for master's and educational specialist degrees must be completed within five years of matriculation. Students in the doctoral program have a maximum of six years from the date of admission or three years from Advancement to Candidacy to complete their program.
5. Apply for degree. Students must complete the degree application according to the schedule outlined in the Applying for Degree Candidacy section (p. 183) of this catalog. Degree applications are completed online using WebAdvisor.

If progress is unsatisfactory, the student is notified by email and is required to meet with their advisor, program director, or department chair to determine appropriate action. Unsatisfactory performance at any time may require additional review with the possibility of dismissal.

*Note:* All courses applicable to the master's and educational specialist degrees must have been taken within five years prior to and/or five years following admission to the program.

## Requirements for Licensure, Endorsement, and Certificate Programs

1. Apply for and be granted admission to the graduate school. All materials submitted in connection with application for admission become the property of Lewis & Clark.
2. Design a formal program of study. Students must design a formal program of study with a graduate advisor soon after being admitted and before registering for further coursework.
3. Maintain ongoing contact with an advisor. Students should continue to consult their advisor throughout their program of study.
4. Complete the approved course of study. Programs of study for licensure, endorsements, and certificates\* must be completed within five years of matriculation, except the Professional Administrator License program, which must be completed within nine years of matriculation. This includes required subject-area tests if the student

intends to apply to the Oregon Teacher Standards and Practices Commission (TSPC) for a license or endorsement.

\*In order to earn a certificate, all required courses must be completed at the same academic level (e.g., at the degree-applicable level with 500-, 700-, and 900-numbered courses or non-degree applicable/continuing education level with 800-numbered courses). Note that some certificate courses are offered at more than one level, in which case students must choose at which level to take all courses; in some cases, certificate courses are offered at only one level, in which case no choice is available.

If progress toward completion of the program is unsatisfactory (see definition of Satisfactory Academic Progress, above), the student is notified by mail and is required to meet with their advisor, program director, or department chair to determine appropriate action. Unsatisfactory performance at any time may require additional review with the possibility of dismissal.

### **Obtaining Professional Licenses or Endorsements**

Our programs give students the academic preparation they need for a variety of professional licenses, and we may recommend students to licensing boards upon successful completion of a program. Licenses are issued by independent professional organizations.

Once counseling 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 Commission (TSPC) for a license or endorsement: [www.lclark.edu/graduate/career\\_and\\_licensing/k-12](http://www.lclark.edu/graduate/career_and_licensing/k-12).

## **Modification of Academic Requirements**

Students who seek modification of academic requirements may petition the graduate school. Before submitting a petition, the student should meet with their advisor to consider ways of fulfilling the requirement without the need for a special petition. A petition form is available from the graduate registrar's office.

### **Definition of Student Status: Student**

A Student is defined as one who has been formally admitted to graduate study leading to a master's, educational specialist, or doctoral degree, or endorsement, licensure, or certificate program.

### **Definition of Student Status: Special Student**

If, for valid reasons, a student is unable to complete an application prior to the deadline, the student may be granted Special Student status.

A Special Student is defined as one of the following:

1. A student who is not seeking a Lewis & Clark degree or licensure and is taking courses solely for personal or professional enrichment.

2. A student who is interested in pursuing a Lewis & Clark degree or licensure but has not been formally admitted to graduate study.

Special Students are allowed to enroll for a maximum of six credits. Enrollment does not guarantee that the student will be admitted to any graduate program or that the coursework taken will be accepted for degree, endorsement, certificate, or licensure requirements.

Special Students are not eligible for federal student aid.

## **Assessment of Student Learning**

The Graduate School of Education and Counseling is committed to providing quality education and to assuring that students gain the knowledge and skills necessary to be successful after they graduate. Assessments of student learning provide the information needed to make improvements in program structure, course content, and pedagogy. The assessment process requires the ongoing collection of information from students at the classroom, department, and institution levels. For example, students may be asked to submit samples of their coursework, participate in focus groups, or complete questionnaires assessing the quality of academic services. In addition, graduates may also be asked to participate in focus groups and/or complete surveys assessing the quality of academic services or levels of program satisfaction while enrolled. These activities, and the information they provide, help the graduate school determine the extent to which students and graduates demonstrate competency in their professional fields.

Our unit assessment system contains the following common elements:

1. Student learning outcomes for graduate programs are clearly communicated and assessed using fair and unbiased instruments.
2. Faculty and others use assessment information for the purpose of program improvement.
3. Information about assessment systems and student learning outcomes are reported to designated stakeholders, including the Lewis & Clark College Board of Trustees, the Oregon Teachers and Standards Practice Commission, the Lewis & Clark Education Consortium, and appropriate national accreditation organizations.
4. Aggregate performance data will not include personally identifying information and student names will be removed from all samples of student work.
5. In recognition of the evolutionary nature of accountability and assessment processes, the Graduate School of Education and Counseling acknowledges that changes in the assessment system will occur over time. The Graduate School of Education and Counseling will make reasonable efforts to inform students and other stakeholders of these modifications. In no case will changes in the assessment system alter the institution's commitment to preserving the confidentiality of individual student performance data.
6. The Graduate School of Education and Counseling and its departments conduct satisfaction and other types of surveys before and after students graduate. Students and alumni are strongly encouraged to respond to these surveys so that the information may be used to improve our programs and the education of our future students.

## Registration Commencement

The graduate school holds one commencement ceremony annually. The 2017 ceremony will be held on June 4, 2017. Degree candidates from the previous December, May degree candidates, and July/August degree candidates who have filed a degree application by the March 8 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:

- The student is recognized as outstanding, both in the classroom and in the larger community.
- The student is an exemplary representative of the graduate student body.
- The student demonstrates excellent speaking ability with a well-thought-out speech.

## Course Numbering System

- **500-699** Graduate-level courses (applicable to Lewis & Clark degree programs)
- **700-799** Doctorate-level courses (applicable to the Doctor of Education degree program)
- **800-899** Continuing education courses (graduate-level courses not applicable to a Lewis & Clark degree program)
- **900-999** Graduate-level courses (international coursework, applicable to Lewis & Clark degree programs)

Students should check with their advisors before enrolling to determine whether courses they intend to take will apply to their planned program.

Courses taken at the non-degree-applicable level (800-899) cannot be changed to the degree-applicable academic level (500-799, 900-999) retroactively. Courses taken at the degree-applicable level (500-799, 900-999) cannot be changed to the non-degree-applicable academic level (800-899) retroactively.

## Credit Hour Definition

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

## Cross Registration

Current Lewis & Clark undergraduate students may register for graduate level classes as special students. Undergraduate students may be eligible to register for designated courses at the graduate school if they have completed 93 undergraduate credits, are in good standing, are registered as full-time students\* (taking no fewer than 12 credits) during the semester of cross-registration at the College of Arts and Sciences, and have obtained the consent of the graduate course instructor and graduate registrar. Course fees are the responsibility of the student.

In order to apply credit earned in a graduate course to an undergraduate major, the student must obtain approval in advance from the major department chair in the College of Arts and Sciences.

Lewis & Clark law students may be eligible to register for designated courses at the graduate school. Law students must have completed the first year of law school and must obtain approval in advance from the registrar at the law school. They must be in good standing, registered as full-time students\* (taking no fewer than 12 credits) during the semester of cross-registration at the law school, and have obtained the consent of the graduate course instructor and graduate registrar. Course fees are the responsibility of the student.

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

## Degree Candidacy

The following steps are taken to determine whether an admitted student's performance is satisfactory to allow continuation in their academic program and completion of requirements for their program or degree:

1. Course grades are examined to determine whether the student is maintaining satisfactory academic progress, described in the Satisfactory Academic Progress and Performance Policy (p. 179).
2. The courses taken are compared to those listed on the student's formal program of study to ensure that the student is progressing as planned.
3. Information relevant to each degree/licensure/endorsement/certificate concentration is solicited from advisor(s), instructors, and other sources.

Students who do not maintain satisfactory academic progress will be withdrawn from the program and the graduate school. Withdrawal decisions may be appealed through the graduate school's appeal review process (also described in the Satisfactory Academic Progress and Performance Policy (p. 179)). 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, 2017
- May degree completion and June commencement participation: November 20, 2017
- July or August degree completion and June commencement participation:

March 9, 2018

## Email

Email is the official method of communication at Lewis & Clark.

Once students are admitted to take degree-applicable courses and have paid the nonrefundable tuition deposit, they will receive instructions explaining how to establish their Lewis & Clark email/network and WebAdvisor accounts.

Lewis and Clark internal systems will only use the student's Lewis & Clark email address for correspondence. It is the responsibility of the student to check their Lewis and Clark email account on a regular basis.

## Grades

### Grading Policy

Please see the Academic Policies (p. 179) section of this catalog for a full explanation of the Grading Policy.

### Grading System

Letter grades may be accompanied by a plus or minus to be calculated into a student's grade point average (GPA) as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0
CR	0.0
DFD	0.0
I/INC	0.0
NC	0.0
NG	0.0
PI	0.0
W	0.0
AU	0.0
ARQ	0.0

### Incomplete Grades

A grade of incomplete (I/INC) will be awarded when circumstances beyond a student's control impede the student from completing the requirements of the course prior to the date grades are due. Incompletes may not be awarded simply because a student has failed to complete the requirements for the course, or to provide time to complete additional work beyond those requirements in order to improve the student's final grade. It is the responsibility of the individual instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time.

When assigning a grade of incomplete, the instructor will communicate to the student the work required to resolve the incomplete, and assign

a deadline within a maximum of one year by which the work must be complete. If the incomplete is not resolved by the deadline, it will become a permanent incomplete (PI). When a student is given a grade of incomplete, the faculty member will ask the student to fill out a form establishing the work required to resolve the incomplete along with the established deadline. The form is signed by the faculty member, the student, and the department chair, and submitted to the registrar's office. It is the student's responsibility to complete all required work by the deadline or the incomplete will become a permanent incomplete.

An incomplete grade must be resolved within a maximum of one year or it becomes a permanent incomplete. Graduating students receiving an incomplete in their final semester have a maximum of 30 days to resolve the incomplete or it becomes a permanent incomplete. If they do not resolve the grade, they must consult the registrar's office to establish a revised graduation date and will be put on a leave of absence until the incomplete is cleared. If the incomplete is not made up in time for the revised graduation date, the student will be removed from the list of potential graduates. The student will not be reinstated to the list until the grade change has been submitted to the registrar's office.

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

If a student receives incomplete grades for *all* of the courses in which they are enrolled in a given term, they will have received 0 credits for that term and are not making satisfactory academic progress. The student is responsible for understanding how this would impact their eligibility for financial aid.

Below are program-specific requirements related to the total allowable numbers of incomplete grades and the relationship between incomplete grades and program transition points:

- School Counseling: Students must resolve all incomplete grades before enrolling in SCED 516 School Counseling Internship.
- Educational Administration: Students may not have more than 4 semester hours of incomplete credit at any one time to remain in good academic standing.
- Doctor of Education in Leadership: Students may not have an incomplete grade in more than one course to remain in good academic standing. All incomplete grades must be resolved before the student can register for EDLL 750 Doctoral Dissertation.
- Student Affairs Administration: No more than 50% of a student's grades may be incomplete at any given time to remain in good academic standing.
- Professional Mental Health Counseling: Students must resolve all incomplete grades in courses required for their program before registering for MHC 580 Practicum in Counseling or MHC 582 Mental Health Internship: Adult Emphasis / MHC 583 Mental Health Internship: Emphasis on Child and Family Problems.
- Professional Mental Health Counseling—Addictions: Students must resolve all incomplete grades in courses required for their program before registering for MHCA 580 Practicum in Professional Mental Health and Addiction Counseling or MHCA 582 Internship in Professional Mental Health and Addiction Counseling.
- Marriage, Couple, and Family Therapy: Students must resolve all incomplete grades in courses required for their program before registering for MCFT 580 Practicum in Marriage, Couple, and Family



Therapy or MCFT 582 Internship in Marriage, Couple, and Family Therapy.

- School Psychology: Students must resolve all incomplete grades in courses required for their program before registering for SPSY 582 Internship in School Psychology.
- Teacher Education (MAT, MEd, and Endorsement programs): Students must work with their advisors to establish a deadline for resolving any incomplete grades in order to continue in the program or begin their practicum placement.
- Certificates (Eating Disorders, Ecopsychology, Teacher Leadership for Equity and Social Justice, and Teaching of Writing): No more than 50% of a student's grades may be incomplete at any given time to remain in good academic standing.

### Deferred Grades

The grade of deferred (DFD) is a temporary placeholder for a permanent grade. This designation is used to indicate on the transcript that a student has completed the first portion or semester of a course that continues into at least another semester. When the full course or sequence is completed, the student receives a grade to replace the DFD placeholder on the transcript.

### Credit/No Credit Grades

Credit (CR) signifies that a student has earned the equivalent of a B- or higher for a course taken on a credit/no credit basis. Students who fail to complete the course at this level receive a designation of no credit (NC).

### Required Participation Grades

The grade of required participation (RQ) signifies that a student has participated in the graduate school's Convocation or Core experiences. No credit is awarded for participation; the designation is used only to verify the student's participation on the transcript.

### Audit Grades

Students who audit a course will not receive academic credit. They must identify that they intend to audit the course prior to the end of the add/drop period of the term in which the course is being offered. Audit students are expected to attend classes consistent with the instructor's attendance policy. Audit students may participate in any or all course requirements and examination. The grade of AU will be recorded on the academic record. Audit grades, once granted, are final.

## Independent Study

Independent study enables a student to pursue, in collaboration with a faculty member, an academic course not currently offered. To receive credit for independent study, the student consults with the faculty member before registration to define the course content, title, amount of credit, and academic evaluation.

Independent studies are designed to augment the existing curriculum, not to replace existing courses or requirements. In special circumstances, the department chair can approve an independent study that will substitute for an existing or required course.

The application for independent study must be submitted to the appropriate academic department office at least one week prior to the last day to add classes during the semester for which the independent study is scheduled. The academic department office will forward approved independent study applications to the registrar's office. The registrar's office will register the student and send an email confirmation to the student's Lewis & Clark email address.

Below are program-specific requirements related to the total allowable independent study experiences:

- School Counseling: Students in degree programs may enroll in no more than one independent study in any given term and may apply no more than three credits of independent study toward their program. Licensure-only program students should determine independent study parameters in consultation with their advisor.
- Educational Administration: Students may apply no more than one course of independent study toward their program.
- Doctor of Education in Leadership: Students may apply no more than six credits of independent study toward their program.
- Student Affairs Administration: Students must receive the approval of their advisor and program director before enrolling in any course of independent study.
- Professional Mental Health Counseling: Students may apply no more than three credits of independent study toward their program.
- Marriage, Couple, and Family Therapy: Students may apply no more than three credits of independent study toward their program.
- School Psychology: Students may apply no more than three credits of independent study toward their program.
- Teacher Education (MAT and MEd programs): Students must receive the approval of their advisor and program director before enrolling in any course of independent study.
- Teacher Education (ESOL, Reading Intervention, Special Education: Generalist Endorsement programs): Students may apply no more than three credits of independent study toward their program.
- Certificates (Ecopsychology, Eating Disorders, Teaching of Writing, Teacher Leadership for Social Justice and Equity): Students must receive the approval of their advisor and program director before enrolling in any course of independent study.

## Continuous Enrollment/Leave of Absence

Students who elect to interrupt their studies must demonstrate a valid reason (i.e. Illness, family emergency, etc.) to obtain an approved leave of absence. The application for leave of absence must be approved by the program director and the department chair. The application must then be filed with the graduate registrar's office.

Students with an approved leave of absence who remain unenrolled for more than 12 months or students who take leave without an approved leave of absence will be required to apply for readmission to the program. Students will be responsible for meeting program requirements as outlined in the current graduate catalog. Degree program matriculants who have not enrolled in classes for more than 12 months will have a registration hold placed on their accounts and will be unable to register for classes without being readmitted.

Upon readmission students will be required to meet current catalog and licensure requirements. Readmission instructions may be found at this link: <http://docs.lclark.edu/graduate/admissions/>.

## Registering for Classes

Registration is accomplished online using WebAdvisor (<https://webadvisor.lclark.edu>), a website application that allows current students to view their schedules, grades, advising transcripts, and restrictions, and to conduct registration transactions including adding and dropping



courses. All registration activity can be performed online through WebAdvisor, with the exception of certain changes that must be made by the registrar's office staff.

WebAdvisor, along with the latest information and instructions about course registration, can be accessed by visiting the graduate registrar's website at [www.lclark.edu/graduate/offices/registrar](http://www.lclark.edu/graduate/offices/registrar).

To avoid late registration fees, students must complete registration and changes using WebAdvisor prior to the start of the term or during the add/drop period. No late fees will apply if a student adds a course online on or before the first day of class. After the add/drop period, students wishing to drop a course must complete a late add/drop form and pay a late fee. Additional charges may be assessed based on the tuition adjustment policy. For details, review the late add/drop grid (p. 4) and the tuition adjustment policy (p. 188).

## Repeated Courses and Grades

Some courses may not be repeated for academic credit. In certain circumstances and with prior approval from an advisor, however, students may repeat selected courses in order to replace grades and credits. The grade earned during the repetition of such a course will replace the previous grade in the student's cumulative GPA. Students must complete any repeated courses within the maximum allowable time frame and meet satisfactory academic progress requirements.

## Second Graduate Degree

A second graduate degree is any master's or educational specialist degree pursued after a first master's or educational specialist degree is earned at Lewis & Clark's Graduate School of Education and Counseling. To earn a second degree at the graduate school, a student must complete a minimum number of graduate credits at Lewis & Clark beyond those completed for the first master's or educational specialist degree awarded by the graduate school. The minimums are:

- 22 semester hours for programs in the Teacher Education Department.
- 27 semester hours for Educational Administration programs in the Educational Leadership Department.
- 30 semester hours for programs in the Counseling Psychology Department and the School Counseling Program in the Educational Leadership Department.
- Note: This policy does not apply to students earning the EdS in Advanced Leadership as their second degree.

A student who would like to earn a second graduate degree from the Graduate School of Education and Counseling must also:

- Complete all requirements of the first graduate degree.
- Apply for and receive the first graduate degree.
- Apply and be admitted to the second graduate degree program.
- Complete all GPA and total credit requirements, as well as all other academic procedural requirements in effect at the time of enrollment in the second graduate degree program. All program accreditation and licensure requirements must be met as well.

Two graduate degrees may not be awarded simultaneously.

## Transcripts

Transcript requests must be in writing (federal guidelines require the student's signature to release academic information). The transcript request may be mailed, faxed, brought to the registrar's office in person, or scanned and emailed. It may take as many as five working days before the transcript will be produced and mailed.

If the student has also completed coursework at the College of Arts and Sciences (CAS) or Lewis & Clark Law School, the graduate school registrar's office will forward the transcript request to the CAS registrar's office or the law school registrar's office at no additional fee. If the student has recently completed their coursework, they should check WebAdvisor to ensure all grades are posted before ordering their transcript.

The request form for a Lewis & Clark graduate transcript is available on the registrar's web page at [www.lclark.edu/graduate/offices/registrar/transcripts](http://www.lclark.edu/graduate/offices/registrar/transcripts). Transcripts may also be requested by letter; the following information should be included in the written request:

- Student's name, address, and phone number
- L&C ID number or Social Security Number
- Date of birth
- Former or other names under which the student attended
- Approximate dates of attendance
- Degree earned (if applicable) and degree date
- The address(es) and name(s) to which the transcript(s) should be sent
- Student's signature

Payment can be made by check, money order, or credit card. To pay by credit card (Visa or MasterCard only) the following information should be included with the transcript request: the credit card number, the name on the card, expiration date, 3-digit security code (located on the back of the card), amount to be charged and authorization signature. Checks and money orders should be made out to Lewis & Clark.

Transcript requests and payment can be forwarded to the registrar's office by mail, fax, or email to the Lewis & Clark Graduate School of Education and Counseling:

Graduate Registrar's Office, Rogers Hall, Room 301  
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.

## Veterans

Lewis & Clark's Office of Veteran's Services (<https://www.lclark.edu/programs/veterans>) assists all students at the Graduate School, Law

School and College of Arts and Sciences with the application and verification process for Veterans Education Benefits.

Any veteran receiving GI Bill benefits while attending Lewis & Clark is required to obtain transcripts from all previously attended schools and submit them to the VA School Official for review of prior credit.

## Waiver of Courses

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

1. A written or oral examination by a faculty member in the area in which competence is to be assessed (with consent of instructor).
2. Demonstration of skill, behavior, or other knowledge that clearly reveals mastery in the area in which competence is to be assessed.
3. A written recommendation from an outside authority recognized by Lewis & Clark (such as a licensed principal or superintendent), followed by a thorough review of the recommendation by a faculty member in the area in which competence is to be tested.

All required courses that are waived must be replaced by 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 Licensure and Endorsement Programs

There is no limit to the number of courses that a student may petition to waive toward earning a license or endorsement; however, students must earn at least six semester hours of credit through a program at Lewis & Clark in order to be recommended by Lewis & Clark to the licensing agency or organization. Students in education licensure programs may petition the Oregon Teacher Standards and Practices Commission (TSPC) if they are dissatisfied with the denial of a request for waiver.

## Withdrawal from Lewis & Clark

Students who find it necessary to withdraw from Lewis & Clark must initiate a formal withdrawal by supplying required documentation and completing a withdrawal form. Instructions and the withdrawal form are available in the graduate registrar's office or online. Withdrawing from the college may affect tuition charges and financial aid eligibility. Please refer to Billing and Payment Standards (p. 188) and Financial Assistance (p. 190) sections of the catalog.

### Withdrawal from a Course

Students may withdraw from a course after the drop deadline but before 50% of the course meetings have occurred. In this case, a grade notation of "W" (withdrawn) is recorded for that course. Grades of "W" are not calculated into the grade point average.

To withdraw from a course, complete the withdrawal form ([http://graduate.lclark.edu/offices/registrar/forms\\_and\\_resources](http://graduate.lclark.edu/offices/registrar/forms_and_resources)) and submit it to the graduate registrar's office, room 301 in Rogers Hall prior to the deadline. The official date of withdrawal is the day the form is submitted to the graduate registrar's office.

Students who cease to attend but fail to officially withdraw from a course before 50% of the course meetings have taken place will receive a failing grade or the earned grade as awarded by the course instructor.

## Billing and Payment Standards

The Office of Student and Departmental Account Services produces statements itemizing the activity on student accounts. Electronic billing (E-Bill) is the official means of distributing student account statements. Lewis & Clark does not mail paper statements. Notification will be sent to the student's Lewis & Clark email address when a new statement is available for viewing. Login access to E-Bill as well as information on how E-Bill functions and how to read your statement is available at: [go.lclark.edu/student/account/statements](http://go.lclark.edu/student/account/statements).

Fall semester statements are available in July; spring semester statements are available in November. The fall deadline to settle student accounts is in mid-August. The spring deadline to settle student accounts is in mid-December. 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 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, your student account is carrying a balance due after the semester due date. Such balances are immediately due to Lewis & Clark.

For details of our accepted methods of payment, and an explanation of what it means to settle a student account, please visit the Student and Departmental Account Services website at: [go.lclark.edu/student/accounts](http://go.lclark.edu/student/accounts).

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, this may indicate that additional action is required. Please refer to the award notification information to confirm that you have completed the steps necessary to receive funding. Contact the financial aid office at 503-768-7090 or [fao@lclark.edu](mailto:fao@lclark.edu) for guidance.

### Nonpayment of Charges

Students with outstanding balances will not be allowed to register or attend courses for future semesters. Lewis & Clark reserves the right to withhold grade reports, transcripts, and diplomas. Registration for future terms may also be canceled as a result of an outstanding student account balance. Full payment of any balance due is required to facilitate the release of these documents and/or to clear a student for class registration.

Additionally, Lewis & Clark reserves the right to assess late fees for all past-due student accounts. Late fees are assessed as follows: balances of \$399 and below are subject to a per-semester \$10 late fee, balances of \$400 and above are subject to a per-semester \$100 late fee.

### Dishonored Payments

A \$20 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 in the 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 ([http://www.lclark.edu/graduate/offices/registrar/forms\\_and\\_resources/withdraw](http://www.lclark.edu/graduate/offices/registrar/forms_and_resources/withdraw)). The date of notification appearing on the completed official withdrawal form is the date used to determine any adjustment to tuition charges.

#### Tuition Adjustment Policy

*0%-1.0% of course(s) completed:*  
Reverse 100% of tuition charge

*1.01%-10.00% of course(s) completed:*  
Reverse 80% of tuition charge

*10.01%-25.00% of course(s) completed:*  
Reverse 50% of tuition charge

*25.01%-50.00% of course(s) completed:*  
Reverse 25% of tuition charge

*50.01% or more of course(s) completed:*  
No reversal of tuition charge

In accordance with federal regulations, students who receive financial aid and withdraw from courses during a semester are subject to a recalculation of eligibility assistance. As a result, it may be necessary to return applied federal Title IV aid funds to the appropriate aid programs. If after all adjustments are complete and the amount of assistance you are eligible to retain is in excess of your costs, these funds will be released to you. Please review the Financial Aid Withdrawal Policy (p. 190) and contact the Financial Aid Office for details on the financial aid implications of a withdrawal.

### Refund of Credit Balances

Student account refunds will be processed on or after the first day of classes each term and only when credit actually exists on a student's account. Following the first day of classes, refunds will be released weekly, on Mondays. If the credit is 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 plan accordingly.

Refunds resulting from an overpayment of financial aid are to be used to cover education-related expenses such as off-campus living expenses, transportation and/or books and supplies.

Credit balances will be refunded either via electronic payment or paper check. Electronic payments will be initiated for students who have provided their bank information through our student refund portal. Paper checks will be printed 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 record.

If all of a student's expenses are covered by a formal billing arrangement between Lewis & Clark and the student's employer, a government agency or other third-party sponsor, credit balances will be refunded to the sponsor. Any exceptions to this standard will be at the discretion of the sponsor. In all other cases, credit balances on a student's account will be refunded in the name of the student.

## **Procedure for Appealing Tuition Charges**

Any student wishing to appeal tuition charges may do so by writing to the graduate registrar. The written appeal must state the circumstances that have contributed to the student's need to seek a tuition charge appeal and provide documentation verifying these circumstances.

Mitigating circumstances are generally unavoidable events that are beyond the student's control. Examples of such circumstances include death in the immediate family, hospitalization or documented medical problems, work-related transfers, natural disasters, and family emergencies.

The graduate registrar will review the appeal 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 graduate registrar (<http://graduate.lclark.edu/offices/registrar>) if you have any questions regarding the appeal process.

# Financial Assistance

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

There are several scholarship opportunities available to students in the graduate school; however, most financial assistance is in the form of student loans. Approximately 70% of Lewis & Clark's degree-seeking graduate students apply for and receive some form of financial assistance. The financial aid programs described in this catalog are available to students in the Graduate School of Education and Counseling.

## Applying for Financial Aid

To receive financial assistance from Lewis & Clark, candidates must be enrolled as degree-seeking students, must be U.S. citizens or eligible non-citizens, must not be in default on educational loans, must not owe repayment of federal grant funds, and must be making satisfactory academic progress toward their degree (as defined below). Students must be enrolled full-time (six or more credit hours per semester) to receive grant or scholarship assistance and must be enrolled at least half-time (at least three credit hours per semester) to receive assistance in the form of loans or student employment.

All students who wish to be considered for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). Financial aid is offered on an annual basis, and students must reapply beginning October 1 of each year. To receive priority consideration for financial assistance, students must submit all appropriate financial aid forms no later than February 15. Applications for financial aid received after the February 15 priority filing date are subject to available funds.

The FAFSA can be completed online (<http://www.fafsa.ed.gov>). Students must list Lewis & Clark's Federal School Code of 003197 on their FAFSA in order for Lewis & Clark to receive their FAFSA analysis. It is also important that students complete the FAFSA using the same name, date of birth, and Social Security Number registered with the Social Security Administration. Students will receive a Student Aid Report (SAR) from the federal processor as a confirmation that their FAFSA has been processed.

Students should review the information on the SAR for accuracy and keep the document on file for future reference. The SAR may contain comments indicating that the student's application has been selected for a process called verification. This means that Lewis & Clark must verify the accuracy of the information submitted on the FAFSA. Students selected for verification are required to submit additional documents to the Office of Financial Aid, such as copies of federal Tax Return Transcripts and W-2 forms, as well as a verification worksheet. Students should not submit additional documentation unless requested to do so.

Not all financial aid is awarded on the basis of demonstrated financial need. Financial need is defined as the difference between the cost of attending college and the amount students are expected to contribute toward meeting that cost. The expected family contribution is determined by applying the federally mandated need analysis formula to the information submitted on the FAFSA. Factors such as family size, number of students in college, income, and assets are considered in assessing the student's ability to contribute to his or her educational costs. Students must notify the Financial Aid Office of any changes to information submitted on their FAFSA as such changes may

influence their eligibility for assistance. All financial information remains confidential. For more information, contact Lewis & Clark's Financial Aid Office at 503-768-7090.

## Release of Financial Aid Records and Information

Under the Family Educational Rights and Privacy Act of 1974 (FERPA) Part 99, federal regulations prohibit the Financial Aid Office from discussing financial aid information with other persons (including parents or a spouse) without an enrolled student's written permission. Personally identifiable information, other than items classified as directory information by the College, is protected. For the purpose of releasing this information to specific individuals, organizations, or agencies, the Financial Aid Office requires enrolled students to sign a release form available in our office or from our website ([go.lclark.edu/fao\\_forms](http://go.lclark.edu/fao_forms)). To protect students' personal information, when the Financial Aid Office communicates with enrolled students via email we will only use the student's Lewis & Clark email address. Additional information regarding FERPA and campus FERPA policies is available online (<https://www.lclark.edu/live/profiles/3658-ferpa-policy>). Copies of the act can be viewed online at <http://www.ed.gov/policy/gen/reg/ferpa/index.html>.

## Disbursement of Aid

Financial aid will be applied to student accounts and will be used to pay for charges incurred, such as tuition and fees. Financial aid funds cannot be applied until the appropriate steps have been completed and the funds have been received. Aid applied to a student account that exceeds the amount a student has been charged may be refunded to the student. Refunds will be processed after the first day of classes in each term and only when a credit exists on a student account. Refunds must be used to cover education-related expenses such as off-campus living expenses, transportation, and/or books and supplies.

## Financial Aid Award Revisions

If there is a change in the information used to determine eligibility for financial aid, a revision to the financial aid award may be required. The student will receive a revised award notification, which supersedes any previous award notification. Carefully review any revised award notification to determine if additional action is necessary to secure funding. Changes in awards are subject to availability of funding. Please note that financial aid revisions can occur any time new information is provided to the Financial Aid Office, even after funds have been disbursed. Situations that may prompt a financial aid award revision and that should promptly be reported to the Financial Aid Office include:

- **Change in enrollment status:** If a student drops below half-time enrollment, eligibility for aid will be reviewed. Students must be enrolled at least half-time during each semester to be considered for Federal Direct Student Loans or Graduate PLUS Loan Funds. Students should contact the Financial Aid Office if they plan to change their enrollment status, as this may result in a change in eligibility.
- **Receipt of additional assistance including aid from external sources:** Aid received from Lewis & Clark or outside sources such as scholarships, loans, tuition waivers, or educational benefits can impact a student's eligibility for other aid programs.
- **Verification changes:** The College is required to make corrections to inaccurate information discovered through the verification process and to use the verified information in determining a student's eligibility for financial aid. Significant corrections to a student's



original information may cause a change in eligibility and result in a revised award notification.

## Satisfactory Academic Progress for Financial Aid

College policy and federal regulations require that students make adequate progress toward their intended degrees if they wish to maintain eligibility for financial aid. To retain financial aid, students must:

- Maintain a cumulative GPA of at least 2.0 at all times.
- Maintain a pace of course completion of at least 67%. Pace is federally defined as cumulative credit hours earned divided by cumulative credit hours attempted.

Compliance with this policy will be monitored annually. Students who have not met the Satisfactory Academic Progress Requirements will be invited to submit a petition letter requesting reinstatement of their financial aid eligibility.

## Financial Aid Withdrawal Policy

Students who withdraw from the college during the semester may be eligible for a recalculation of college charges in accordance with college policy. Students must initiate the official withdrawal process in the graduate registrar's office. Please refer to the Billing and Payments Section (p. 188) of this catalog for specific information regarding withdrawal policies and procedures. Separate calculations will be done to determine how much institutional and federal aid a student is eligible to retain in light of the withdrawal. Federal regulations may require a recalculation of federal aid eligibility if a student withdraws from, drops, or does not begin scheduled coursework offered in a modular format. Modular courses are those which do not span the length of the semester. In addition, a recalculation of aid eligibility may be required for students who cease enrollment during the course of a semester but who have not gone through the official withdrawal process. Please contact the Office of Financial Aid for additional information on the impact withdrawing from the College will have on financial aid eligibility.

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

## Sources of Assistance

Financial aid includes resources awarded in the form of gifts (grants and scholarships) and self-help (student employment and loans). Lewis & Clark, federal and state governments, employers, and private organizations and businesses provide the funding for these resources. While some 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: [http://graduate.lclark.edu/offices/admissions/paying\\_for\\_graduate\\_school/scholarships](http://graduate.lclark.edu/offices/admissions/paying_for_graduate_school/scholarships)

A number of students receive scholarship support from employers, private organizations, and businesses. Federal regulations require that such support be considered in determining eligibility for federal student aid; therefore, it must be reported to the Financial Aid Office. Students are encouraged to apply for external scholarships to reduce the amount they need to borrow.

## Student Employment

The Federal Work-Study Program funds employment opportunities for students with demonstrated financial need. Students typically work an average of eight to 10 hours per week, and not more than 20 hours per week while classes are in session. Jobs are primarily located on campus and pay \$9.10 to \$10.00 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 Financial Aid Office.

## Student Loan Programs

Students are encouraged to budget carefully and borrow conservatively. Students typically borrow from one or more of the following loan programs: Federal Direct Student Loans and alternative loans (Federal Graduate PLUS loans or private education loans).

### Federal Direct Stafford Loans

These loans are available to students regardless of demonstrated financial need. Loans in this program first disbursed between July 1, 2016 and June 30, 2017 carry a fixed 5.31% interest rate. These unsubsidized loans accrue interest beginning at the time the loan is disbursed. Interest may be paid during periods of enrollment or deferred until the borrower enters repayment. At repayment, accrued interest will be capitalized and added to the principal amount of the loan. Repayment begins six months after a borrower graduates or drops below half-time enrollment and continues for 10 years. Extended and income-based repayment options are available. The maximum Federal Direct Student Loan for an academic year is \$20,500. For loans first disbursed between October 1, 2016 and September 30, 2017 loan processing fees of 1.069% are deducted from loan proceeds before disbursement. Loan fees and other loan terms are subject to change based on federal sequestration. Federal Direct Student Loan borrowers must complete an online loan counseling session on entering Lewis & Clark as well as an exit interview at the point of separation from Lewis & Clark.

## Alternative Student Loans

Alternative student loans are designed to help students borrow funds to cover costs not already being covered by traditional student loans or through other sources. Alternative student loans, such as the Federal Graduate PLUS Loan and private education loans, are typically more expensive than the more traditional student loans outlined above. Both types of loans require a credit check prior to loan approval. We strongly encourage students to budget carefully and borrow conservatively!

### Federal Direct Graduate PLUS Loans

Federal Direct Graduate PLUS Loans are designed to help students borrow funds to cover educational costs not already covered by the other student loans or other types of assistance. Because the Federal Direct Graduate PLUS Loan is a credit-qualified loan, students will need to meet the program's credit qualifications. Approval criteria for this loan, however, are somewhat less stringent than the credit approval criteria for most private education loans. Students who are declined for a Federal Direct Graduate PLUS Loan may reapply with an endorser.

The interest rate for the Federal Direct Graduate PLUS Loans first disbursed between July 1, 2016 and June 30, 2017 is a fixed interest rate of 6.31%. The borrower is responsible for all accrued interest in addition to the principal amount borrowed. A 4.276% origination fee will be charged by the lender on loans first disbursed between October 1, 2016 and September 30, 2017. This fee will be deducted from each

disbursement of the loan to the college. Loan fees and terms of loan are subject to change based on federal sequestration.

*Please Note:* There is **no grace period** for this loan. Borrowers may need to request an in-school deferment in order to postpone payments while in school. Borrowers may also need to request a deferment or forbearance for a period of time after graduation if they are not able immediately to begin repayment on their loan. This loan is more expensive than the other federal loans. Students should access the full amount of their Federal Direct Stafford Loan before borrowing this loan.

### Private Education Loans

Private education loans can be used to cover educational expenses not already covered by federal student loans or any other source of aid. Certain types of private student loans are available to students who do not qualify for federal student loans such as students who are not in a degree program or students who are attending less than half-time. International students may be able to obtain a private education loan with a credit worthy co-signer with U.S. credit history. Loan approval is based on individual creditworthiness. Students who do not meet a lender's credit qualifications may be able to apply with a credit-worthy co-signer.

Interest rates, grace periods, repayment options and fees are determined by the lender and vary considerably from lender to lender.

## Financial Assistance for Non-Degree-Seeking Students

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

## Veterans

Students qualifying for Veterans Administration Benefits should consult the Office of the Veteran's Services (p. 186).

## Tax Liability for Grants and Scholarships

Under terms of the Tax Reform Act of 1986 (Public Law 99-514), the dollar amount of scholarships and grants received in a calendar year (not academic year) that exceeds the student's total costs in that calendar year for tuition and books (including required equipment and supplies) is subject to federal income tax. The excess amount needs to be reported as income. Earnings from student employment (including Federal Work-Study) are taxable as wages. Student loans are not covered by these provisions of the tax law. Since students are required to report taxable awards to the IRS as income, they should keep a detailed record of their expenses. Scholarship and grant funds spent on housing and food are not tax exempt. The College is not responsible for notifying students of the taxable amounts of grants and scholarships. The Financial Aid staff cannot serve as tax consultants or advisers, but detailed information concerning the tax liability of scholarships and grants can be found in IRS Publication 970 Tax Benefits for Education, on <http://www.irs.gov>, or by consulting a personal tax adviser.

## Student Right to Know

Federal regulations state that all prospective and current students have a right to know specific information about the college they are considering or currently attending. The following table lists a number of topics and

sources where students can obtain the appropriate information at Lewis & Clark:

- General College Information: Available in the course catalog, through the graduate registrar or admissions offices, and online (<http://graduate.lclark.edu/>)
- Financial Aid: Available in the course catalog, through the Office of Financial Aid and online ([go.lclark.edu/fao](http://go.lclark.edu/fao))
- Refund Policy: Available in the course catalog, through the Offices of Student and Departmental Account Services and Financial Aid, and online ([http://www.lclark.edu/offices/account\\_services/policies/refunds](http://www.lclark.edu/offices/account_services/policies/refunds))
- Completion or Graduation Rates: Available through the graduate registrar's office, the Office of Institutional Research, or online ([http://www.lclark.edu/about/at\\_a\\_glance/graduate\\_school](http://www.lclark.edu/about/at_a_glance/graduate_school))
- Transfer Out Rates: Available through the graduate registrar's office (<http://www.lclark.edu/graduate/offices/registrar>)
- Campus Security Report: Available through the campus safety office and online ([http://www.lclark.edu/about/campus\\_safety](http://www.lclark.edu/about/campus_safety))
- Career Exploration, Internships, and Career Advising, Job-Hunting Assistance: Available through the Office of Career & Licensing Services, online ([http://www.lclark.edu/graduate/career\\_and\\_licensing](http://www.lclark.edu/graduate/career_and_licensing))

# Campus Safety Policies

## Campus Safety

The primary goal of the Office of Campus Safety is the protection of life and property on the Lewis & Clark campus. Additional goals are to maintain the peace, to provide services to the campus community, and to enforce various administrative regulations.

Campus Safety provides coverage 24 hours a day, 365 days a year. Dial extension 7777 in the event of an emergency, or for any service call. For routine business, dial extension 7855.

The Office of Campus Safety can quickly dispatch officers to any part of the Lewis & Clark campus through a two-way radio system. The staff includes nine uniformed Campus Safety officers, five dispatchers, a Campus Safety supervisor, and the director of the Office of Campus Safety.

# INDEX

---

## A

About .....	2
Academic Performance and Professional Conduct .....	179
Admissions .....	5

## B

Billing and Payment .....	188
---------------------------	-----

## C

Campus Safety .....	193
Commencement .....	183
Continuous Enrollment/Leave of Absence .....	185
Convocation .....	170
Counseling Psychology .....	14
Course Numbering System .....	183
Courses, Counseling Psychology .....	40
Courses, Educational Leadership .....	71
Courses, Teacher Education .....	142
Credit Hour Definition .....	183
Cross-Registration .....	183
Curriculum and Instruction .....	120

## D

Degree Candidacy .....	183
Degrees Offered .....	11

## E

Eating Disorders Certificate .....	37
Ecopsychology Certificate .....	38
Educational Administration .....	56
Educational Leadership Department .....	51
Educational Leadership Doctoral Program .....	52
Educational Studies .....	119
Elementary - Multiple Subjects .....	106
Email .....	184
Equity Certificate for School Leaders .....	178
ESOL Endorsement .....	121

## F

Faculty and Staff .....	12
Financial Assistance .....	190

## G

Grades .....	184
Graduate Policies and Procedures .....	179

## I

Independent Study .....	185
-------------------------	-----

## M

Marriage, Couple, and Family Therapy .....	15
--	----

## O

Oregon Writing Project .....	141
Oregon Writing Project Courses .....	171
Other .....	170

## P

Professional Mental Health Counseling .....	22
Professional Mental Health Counseling - Specialization in Addictions ....	27

## R

Reading Intervention Endorsement .....	124
Registering for Classes .....	185
Repeated Courses and Grades .....	186

## S

School Counseling .....	63
School Psychology .....	33
Second Graduate Degree .....	186
Secondary .....	112
Special Education .....	132
Student Affairs Administration .....	69

## T

Teacher Education .....	105
Teacher Leadership for Equity and Social Justice .....	137
Transcripts .....	186
Tuition and Fees .....	4

## V

Veterans .....	186
----------------	-----

## W

Waiver of Courses .....	187
Withdrawal from Lewis & Clark .....	187
Writing and Creative Media Courses .....	172